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## THE CORRELATION BETWEEN SELF-EFFICACY, SOCIAL SKILLS, AND ACHIEVEMENT INDEX OF ELEMENTARY SCHOOL TEACHERS' CANDIDATES

Aan Yuliyanto<sup>1</sup>, Rifqi Abdul Basit<sup>2</sup>, Yundara Ulfa Priatna<sup>3</sup>,  
Atep Sujana<sup>4</sup>, Hafiziani Eka Putri<sup>5</sup>, Idat Muqodas<sup>6</sup>

<sup>1</sup>STKIP Pangeran Dharma Kusuma, <sup>2</sup>SDN Sukarahayu,

<sup>3,4</sup>Sekolah Pascasarjana Universitas Pendidikan Indonesia,

<sup>5,6</sup>Universitas Pendidikan Indonesia Kampus Purwakarta

<sup>1</sup>K. H. Hasyim Asyari Street No. 1, Segeran Kidul, Indramayu Regency, West Java

<sup>2</sup>Raya Perumnas Street No. 119 Karanganyar, Subang Regency, West Java

<sup>3,4</sup>Dr. Setiabudi Street No. 229, Isola, Bandung, West Java

<sup>5,6</sup>Veteran Street No. 8 Purwakarta, West Java

Email: aanyuliyanto@upi.edu<sup>1</sup>, rifqiabdul18@upi.edu<sup>2</sup>, yundaraulfapriatna@upi.edu<sup>3</sup>,  
atepsujana@upi.edu<sup>4</sup>, hafizianiekaputri@upi.edu<sup>5</sup>, idatmuqodas@upi.edu<sup>6</sup>

### Abstract:

The intensity of online learning impacts students' self-confidence in solving problems, their ability to interact with other people, and even their achievements. This study aims to examine the correlation between self-efficacy, social skills, and students' grade point average (GPA) through a correlational method with an explanatory design and using questionnaires and interview sheets. The sample was taken randomly, totaling 55 students of the elementary school teacher education program at one of the state universities in Purwakarta, Indonesia. The findings show a correlation between student self-efficacy and the Grade Point Average; there is a correlation between social skills and GPA. When self-efficacy and social skills separately increase, the GPA will increase and vice versa. In addition, there is no correlation between student self-efficacy and social skills. Moreover, there is no correlation between self-efficacy and social skills simultaneously with the GPA. When self-efficacy and social skills increased, it was not confident that the GPA would increase. Self-efficacy and social skills have an impact on one's achievement. Therefore, the interactive and easily accessible online learning development is needed.

### Abstrak:

Intensitas pembelajaran online memberi dampak pada keyakinan diri mahasiswa dalam memecahkan masalah, kemampuannya dalam berinteraksi dengan orang lain, bahkan prestasinya. Penelitian ini bermaksud untuk mengkaji hubungan antara efikasi diri, keterampilan sosial, dan Indeks Prestasi Kumulatif (IPK) siswa melalui metode korelasional dengan desain eksplanatori dan menggunakan instrumen angket dan lembar wawancara. Sampel diambil secara acak yang berjumlah 55 mahasiswa program studi pendidikan guru sekolah dasar di salah satu perguruan tinggi negeri di Purwakarta, Indonesia. Temuan menunjukkan adanya hubungan antara self-efficacy mahasiswa dengan Indeks Prestasi Kumulatif, adanya hubungan antara keterampilan sosial mahasiswa dengan Indeks Prestasi Kumulatif, sehingga ketika self-efficacy dan keterampilan sosial mahasiswa secara terpisah meningkat maka indeks prestasi kumulatif mahasiswa akan meningkat dan sebaliknya. Selain itu tidak adanya hubungan antara self-efficacy mahasiswa dengan keterampilan sosial sehingga ketika self-efficacy meningkat atau menurun maka tidak dapat dipastikan keterampilan akan menunjukkan hasil yang sama. Serta ditemukan tidak adanya hubungan antara self-efficacy dan keterampilan sosial secara bersamaan

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dengan Indeks Prestasi Kumulatif mahasiswa. Self-efficacy dan keterampilan sosial berdampak pada prestasi seseorang. Oleh karena itu, pengembangan pembelajaran online interaktif dan akses mudah diperlukan.

**Keywords:**

Online Based Learning, Self-Efficacy, Social Skills, Grade-Point Average

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## INTRODUCTION

COVID-19 has significant influences on the world level, including in Indonesia. COVID-19 is usually associated with acute respiratory infections, and the disease can infect host species (Fung & Liu, 2019). Thousands of people infected with COVID-19 continue to spread worldwide (Phan, 2020). Likewise, China's death rate as a starting place for the virus is not very high, but its enormous population, with 8.1 million deaths, makes China the second-highest in all countries (Barro, Ursua, & Weng, 2020). Since the emergence of this virus in early March 2020 in Indonesia, the first two patients were from the city of Depok.

Since then, COVID-19 has affected all activities in Indonesia, especially in education. Several schools and colleges have stopped all their activities in the campus or school environment and replaced their learning with online or network-based learning. This act is in response to the Chancellor's Instructions No. 001 of 2020, dated March 17, 2020, concerning the Adjustment of Employee Work Systems in the Universitas Pendidikan Indonesia Environment in Anticipation of the Spread of COVID-19, and taking into account the Minister of Education and Culture Letter Number 36962 / PMK. A / HK / 2020, dated March 17, 2020, concerning Online Learning and Working from Home to Prevent Corona Virus Disease (COVID-19).

Based on the Instruction and the Minister of Education's Letter, Universitas Pendidikan Indonesia implements online learning activities. Online learning is another form of teaching and learning method. Likewise, the campus will reach out to all populations as part of the campus mission to serve the needs of students (Beaudoin, 2009). Moreover, online learning is starting to replace face-to-face classes.

Additionally, face-to-face lectures combine online technology, and students generally rate this method significantly improved compared to only face-to-face classes (Hiltz & Turoff, 2005). Students stated that online learning is a time-saver, making them better to adjust their schedule and take more learning at once. Nonetheless, when it came to its usefulness as a learning tool, students consistently evaluated online learning as inferior to traditional learning (O'Malley & McGraw, 1999).

The above descriptions show that the essence of online learning is a method that is not done face-to-face with the help of digital technology. Learning using technology is

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considered a solution during the COVID-19 pandemic (Yuliyanto, Basit, & Muqodas, 2020). Online learning can take advantage of several applications or digital media, including WebEx, YouTube, Google Classroom, and WhatsApp Groups, often used as replacements nowadays. A COVID-19 pandemic is not a reason to neglect learning activities. Lecturers need to maintain the quality of learning and be creative in gathering online learning applied. Furthermore, creative education strategy must be explored by investigating and developing students through learning activities connected to their potential (Hardika, Aisyah, & Gunawan, 2018). Likewise, WhatsApp Group is considered the most effective and widely used media in the online learning platform. WhatsApp has advantages such as communicating between students, creating conversations, and making it easy to share between students; and used as an appliance for learning, easy to use, affordable costs, closeness, and accessibility of learning materials (Malecela, 2016). Furthermore, students use WhatsApp since technology makes learning adaptable and straightforward, allowing for collaborative learning and information sharing (Amry, 2014). Furthermore, teachers can suggest that students make their micro-teaching videos and upload them on WhatsApp. Online quizzes can also use several tools. Besides, WhatsApp can upload many other assessment activities (Annamalai, 2018).

In this study, the researchers examined the application of online learning using the WhatsApp Group, which was considered quite effective. Because of the use of WhatsApp Groups to exchange learning, students are compelled to communicate online using the WhatsApp social media platform. Social media requires students to have good social skills to communicate, socialize, and actively participate through WhatsApp with lecturers and fellow students. Social skills are skills to explore themselves in social relationships, understand different social conditions, know social positions and norms, solve personal problems, and play social positions (Witarso & Utoyo, 2019). Social skills are vital in utilizing WhatsApp because social skills can connect, stand up, and be helpful in the environment. Also, can get along well with others is a prerequisite for many life-enriching experiences, such as making friends, participating in recreation, or joining groups (Deniz, Ozturk, & Turan, 2009).

Furthermore, students can get used to social skills such as interacting with their peers, trying to obey the rules of the game, learning to understand the perspectives of those around them, developing strategies to build relationships, and learning efficient communication (Türkoğlu, 2019). The capacity to relate to and engage with other people or groups was intimately tied to the social experience. If pupils have a high level of interpersonal intelligence, they will benefit from this skill (Yuliyanto & Yulianto, 2021).

On the other hand, in online learning through WhatsApp, students must also understand the semester exams to maintain or improve their Grade-Point Average or GPA. Grade-Point Average (GPA) is a statistic that indicates the average value of the accumulated value acquired by students in the courses they have taken (Subramaniam, 2018). The middle grades earned each semester will be calculated continuously as the grade-point average of all semesters (Sundar, 2019). However, a student does not get a GPA when his exam is perfect, but with his daily activities in attending lectures, mid-

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semester, and final exams (Hadi & Budiningsih, 2014). In addition, one of the benchmarks for student success during lectures is the academic achievement shown through the student's GPA (Wijaya, Agustini, & Arthana, 2016). However, as it turns out, it is widely understood that the more time students spend on social media, Facebook, the lower their average score (Ogedebe, Emmanuel, & Musa, 2012).

The Grade Point Average is used as a reference for students' academic achievements during their studies at university. The cumulative grade point score is the average grade students receive from their school. Each student's average score is calculated at the end of the assessment period before being assigned to an alternative education program and calculated again at the end of the first assessment period after leaving the program (Aeby, Powell, & Carpenter-Aeby, 2000). The Grade Point Average is a categorical variable using the same values, such as A, A-, B+, and B-. The best average precision is 96 percent: 96 percent for the full and half models (Gochhait, Rimal, & Pageni, 2021). Grade Point Average can be predicted from an early age. Study programs can implement policies to improve the quality of graduates and make planning, study assistance, and coaching more intensive (Efrizoni & Defit, 2012). Studies suggest that grade point averages can be valuable predictors of college success above and beyond measures of readiness (Jackson & Kurlaender, 2014).

Learning during the Covid-19 pandemic seemed to affect significantly students' GPAs which tended to be low. Several studies assert that the decline in student GPA during the Covid-19 pandemic was due to the online-based education process pandemic (Kusuma, 2021). Because the studies say that before the pandemic, family and student involvement in religious activities significantly affected GPA (Nurhopipah, Nuraida, & Suhaman, 2021), and this did not happen during the pandemic. The studies say that there is a strong relationship between stress levels and student achievement in online learning in the COVID-19 era, so online learning during this pandemic shows various obstacles and, if allowed to continue, will be fatal to the psychological development of students and even have an impact on student achievement results (Syahbani, 2021). The case of a decrease in student GPA during the pandemic also appeared in research, which said that the problem of student delays when submitting assignments and a decrease in the GPA of several students was due to students' difficulties in accessing and uploading learning materials. This statement is supported by the opinion of students who admit that they have to spend Rp 150.000 every week to buy a data package to download several materials provided by the lecturer and then re-upload the assignments given by the lecturer (Mazda & Fikria, 2021).

Research on the Grade-Point Average of Elementary School Teacher Education students has shown a strong relationship between the grade point average and their final test scores (Dianovsky & Wink, 2012). In addition, the Grade-Point Average of students can be effectively increased even through online learning that uses open learning media (Zulkifli, Nurmayanti, & Ferdiansyah, 2021). However, the use of social media has little or no effect on students' learning achievement, according to a study by the Indonesian Ministry of Education (Fitri & Marina, 2017). Students with a high achievement index or

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high learning outcome will usually have high confidence in their abilities. This self-confidence is sometimes referred to as student self-efficacy. Self-efficacy is their belief in their ability to generate results that impact their actions (Muqodas, Yuliyanto, & Putri, 2020). When self-efficacy is higher, the motivation and performance of students when doing learning tasks will be higher too (Arias-Chávez, Ramos-Quispe, & Vilalba-Condori, 2020).

Implementing an inappropriate learning approach influences students' limited self-efficacy (Putri, Yuliyanto, & Muqodas, 2020). Other characteristics of attitude include self-regulated learning, a fundamental component of self-efficacy. Yumiati (2011) shows that The grade-point average is affected by self-regulated learning. The higher the student's self-regulated learning level will affect the higher the grade-point standard achieved (Pamungkas & Prakoso, 2020). The study on 67 chemistry education students found that self-efficacy and learning independence influenced the grade-point average of students in the Chemistry Education Study Program class of 2012, 2013, and 2014 at Syiah Kuala University by 78.5 percent and 21.5 percent, respectively, with other factors influencing the remaining 21.5 percent (Rahmi & Fitri, 2014).

Self-efficacy refers to a person's conviction to analyze, manage, and carry out activities, difficulties, and tasks closely related to his experience (Sulasteri, Nur, & Suharti, 2020; Yuliyanto, Turmudi, & Agustin, 2020). Furthermore, self-efficacy is an essential model for academic achievement since it stimulates student behavior, leading to success. (Jinks & Lorschach, 2003). Individuals' confidence in their skills is created in four ways: authentic experience when addressing problems with maximal strategy and learning to manage failure: social experience, and witnessing people increase self-confidence, and academic experience. Students assess persuaders' efficacy in their psychological reactions, such as resentment, interpretation of disengagement, and sentiments toward others as indicators of natural disability. Because the results of witnessing are not directly related to a person's disability, students assess their efficacy through the lens of their psychology (Yuliyanto, Turmudi, Agustin, & Putri, 2019).

Self-efficacy is an attitude or affective aspect that educators can observe during learning. Self-efficacy is a person's assessment that he can take the necessary actions in dealing with situations that occur (Hendriana, Rohayati, & Sumarmo, 2017). Self-efficacy arises when students believe in their success based on their personal experiences or those of others (Putri, Muqodas, Sasqia, & Abdulloh, 2020). Factors that influence the development of self-efficacy include family, peers, school, gender, age, education level, and experience (Bandura, 1997). Self-efficacy is one of the affective domains (Yuliyanto, Tarmudi, & Putri, 2021). Research says that service learning provides a personal experience where students can make a difference through the service; we should expect that there will be a positive effect on their self-concept attitude (Morgan & Streb, 2001). Students with high self-efficacy are more diligent in completing assignments than students with low self-efficacy (Muqodas, Putri, & Yuliyanto, 2020). Even studies say self-efficacy can be developed to benefit from increasing performance (Heslin & Klehe, 2006). However, it turns out that the emergence of a pandemic is considered to have affected

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student self-efficacy in their belief in being able to face challenges in the online lecture process.

Nonetheless, the elementary school teacher education student will eventually become a teacher. Teachers with high teacher efficacy will maximize preparation and organization time, use appropriate classroom management strategies, and remain open to innovative classroom trials. They will leave time for academic activities, increase willingness to guide struggling students, and develop programs for students requiring special attention (Can, 2015). According to one study, there is a link between the amount of competency in pre-service teachers' Pedagogical Content Knowledge and their self-efficacy regarding technology integration (Keser, Karaoglan Yilmaz, & Yilmaz, 2015).

Teachers must also have social competence closely related to social skills in academic competence because students who are going to become teachers should have brought the climate of the four teacher competencies from the start in the student learning environment. Of course, these social skills will support learning interaction with all school members, including parents. Therefore, students' social skills must be honed during the lecture process and develop academic competence as seen from the Grade Point Average and self-efficacy, where social experience.

Social skills are skills prospective teachers, including elementary school teachers, must possess. Social skills are defined as learning behaviors that are goal-oriented and governed by situation-specific rules and vary according to the social context; they also involve observable and unobservable cognitive and affective elements which help in eliciting positive or neutral responses and avoiding negative responses from others (Chadsey-Rusch, 1990; Patterson, Jolivette, & Crosby, 2006). Other sources say that social skills are socially acceptable learning behaviors that allow individuals to interact effectively with others and avoid or escape from socially unacceptable behavior exhibited by others (Gresham, 1998). Social skills teaching can incorporate several techniques, including direct instruction, peer learning, problem behavior prevention, and children's books (Lynch & Simpson, 2010). The social skills aspect consists of about 18 items of social skills of children in the class-accepting, sharing, following teacher directions, making friends easily, etc (Daragad & Lakshmi, 2013). Aspects of social skills such as eye contact, expressions, and making friends (Kaspi, Ilias, & Latiff, 2019).

In addition, social skills can be considered one of the primary measures of social competence (Jurevičienė, Kaffemaniene, & Ruskus, 2018). Social skills are the ability to communicate, cooperate, share, participate, and adapt (a form of sympathy, empathy, solving problems, and discipline by the prevailing order of values and ethics) (Rahayu, Ichas, & Sutini, 2016). Studies related to the social skills of elementary school teacher education students show that the use of the simulation method in lectures, the learning methodology improves the social skills of elementary school teacher education students higher than the use of the lecture method (Rahmawati, 2016). In addition, the research shows a significant correlation between social skills and self-efficacy in high school teachers (Kumar, 2016). Another study suggests that while dealing with elementary and junior high school teacher education students, there is a strong correlation between

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social skills, academic functioning, and social support (Elliott, Malecki, & Demaray, 2001). In addition, prospective teachers should have a personal vision and mission as elementary school teachers, starting from their concept of the character and characteristics of a professional elementary school teacher that they have had since they were still studying at university (Setyaningtyas, 2016). Moreover, they must demonstrate mastery and understanding of integrated learning because it is the primary school's main foundation of thematic learning (Wardani, Azmy, & Sulistyawati, 2019).

Teacher education studies are still minimal because they only focus on one variable and face-to-face in the classroom, requiring an in-depth study. Studies on the correlation between grade-point average, self-efficacy, and social skills of elementary school teacher education students are also minimal. Therefore, this study revealed the correlation between self-efficacy, grade-point average, and social skills of elementary school teacher education students on online-based learning via WhatsApp due to the emergence of COVID-19 in Indonesia. By understanding the correlation between self-efficacy, social skills, and student achievement indexes, lecturers can pay more attention to factors that affect student cumulative grade points, such as self-efficacy or social skills. If a correlation is found between these variables, the lecturer can develop these variables to develop other variables.

## **RESEARCH METHOD**

This study applied a correlational method. The research design is explanatory. The choice of this design is because the researcher is interested in the extent to which the variables studied vary with each other, that is, where a change in one variable is reflected in a change in another. The correlational method to see the correlation between students' three main variables (self-efficacy, GPA, and social skills) on WhatsApp group-based online learning in the second semester of the 2019-2020 school year. The participants of this study were all elementary school teacher education students at a state institution in the province of West Java, Indonesia. The sample in this study was determined randomly, consisting of 55 prospective elementary school teacher students at one of the public universities in Purwakarta who had the same ability to represent the population.

The research instrument used a questionnaire to capture students' self-efficacy and social skills, interviews to capture their opinion responses to online learning because of COVID-19, and the distribution of instruments in data retrieval using Google Forms. Self-efficacy measurement can be based on personal success experiences, social experiences, verbal persuasion, and psychological indexes (Bandura, 1995; Yuliyanto, Turmudi, & Putri, 2021). At the same time, social skills are measured through interacting, communicating, building teams/groups, and solving adapted problems (Maryani, 2011). The instrument used to measure social skills has been validated by experts and tested for validity. At the same time, the self-efficacy instrument modifies instruments that have been previously developed by A. Yuliyanto, Turmudi, & Putri (2021). To measure student self-efficacy and social skills, a Likert scale is used, which consists of choices and scores such as Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1).

The stages in this study included three stages: preparation, implementation, and data analysis with conclusions, at the preparatory stage was carried out by conducting a literature review, developing instruments, and determining the sample. Furthermore, at the implementation stage, the researcher directly provided instruments that had been developed and transformed into a Google Form to all samples to obtain data related to self-efficacy, social skills, and student achievement indexes. After the data is obtained, it is continued with the normality test data analysis stage and the correlation test with the help of SPSS 25. After the data is analyzed, conclusions are made by comparing the correlation results with the correlation criteria, according to Guilford.

Data analysis techniques used Pearson product-moment correlation analysis if the data distribution was normal and used the Spearman ranking test if the data distribution was not expected and multiple linear regression analysis. The value (r) is then evaluated to assess the strength of the correlation. When the correlation reaches 0.70-1.00, it is categorized as vital; when the correlation gets to 0, 30-0.69, it is classified as moderate. At the same time, when the correlation comes to  $\pm 0.00-0.29$ , it is classified as weak (S. Jackson, 2009). This research also still considers the ethics that apply in research by ensuring that research permits have been obtained, not influenced by mere personal interests, and obtaining the right to publish research results. In the implementation of writing research results, there is no coercion on respondents and respects all applicable norms. In conducting research, the researcher ensures that he always respects the research location and is fair to all participants. Concerning report writing, sharing, and data storage, the researcher ensures to avoid data falsification, plagiarism, information that harms respondents, straightforward language, storing raw data and other materials, not duplicating or publishing piecemeal, and providing complete evidence.

## RESULTS AND DISCUSSION

### Result

Before conducting the correlation analysis, it is used the normality test to find standard or abnormally distributed data. Recapitulation of the data normality test for the three variables is contained in the following Table 1:

**Table 1.** Recapitulation of the self-efficacy, social skills, and student GPA normality test

Variables	Kolmogorov-Smirnov		
	Statistic	df	Sig.
SE_X1	.110	55	.097
Social_X2	.130	55	.021
GPA_Y	.215	55	.000

Based on Table 1, the distribution of self-efficacy data (X1)  $p\text{-value} > 0.05 = \alpha$ , then self-efficacy comes from normally distributed data. Furthermore, the distribution of social skills data (X2) and GPA (Y)  $p\text{-value} < 0.05 = \alpha$ , so students' social skills come from data that are not normally distributed. Because there is data that is not normally distributed, it continues with the correlation test using a nonparametric test, the Spearman Rank Test, to understand the correlation. The quantitative technique employs



a Spearman Rank correlation for nonparametric data to determine a meaningful association value between the observed variables (Hakim & Deswindi, 2015).

### ***Correlation between self-efficacy and GPA***

The recapitulation of the Spearman correlation test is set out in Table 2 below:

**Table 2.** The summary of Spearman rank self-efficacy test with student GPA

<b>Spearman Rank Test</b>	<b>r</b>	<b>r square</b>	<b>Sig.</b>	<b>Criteria</b>
SE (X1) and GPA (Y)	0.256	0.065	0.027	Ho rejected

Table 2 shows that self-efficacy and GPA appear to be sig. < 0.05, so H<sub>1</sub> is accepted. There was a positive correlation between students' self-efficacy and the GPA of Elementary School Teacher Education students at the UPI Campus in Purwakarta. The correlation between self-efficacy and GPA may be understood. However, the correlation was quite weak, as seen by the r. The first hypothesis test was obtained by the determinant coefficient (R<sup>2</sup>) of 0.065, explaining that 6.5% of the GPA was influenced by self-efficacy.

### ***Correlation Between Social Skills and GPA***

The recapitulation of the Spearman correlation test is set out in Table 3 below:

**Table 3.** The summary of spearman rank test for social skills with student GPA

<b>Spearman Rank Test</b>	<b>r</b>	<b>r square</b>	<b>Sig.</b>	<b>Criteria</b>
SOC (X2) and GPA (Y)	0.142	0.020	0.045	Ho rejected

Table 3 shows social skills and GPA, and the sign appears. < 0.05, so H<sub>1</sub> is accepted. There was a positive correlation between self-efficacy and GPA of Elementary School Teacher Education students at UPI campus in Purwakarta. Thus, there was a correlation between students' social skills and GPA, but the correlation was relatively weak, as seen from the r.

The second hypothesis test obtained a determinant coefficient (R<sup>2</sup>) of 0.020, explaining that social skills influenced 2% of GPA while other factors influenced the rest. There was variance in the GPA (Y) defined by social skills (X<sub>2</sub>) through a linear line  $Y = 3.407 + 0.005X_2$ . It means that social skills positively affected GPA (Y). So, it can be said that each social skills variable (X<sub>2</sub>) increased by 10, and then the GPA variable (Y) increased by 0.005.

### ***Correlation Between Self-Efficacy and Social Skills***

The recapitulation of the Spearman correlation test is set out in Table 4 below:

**Table 4.** Recapitulation of the spearman rank self-efficacy test with student social skills

<b>Spearman Rank Test</b>	<b>R</b>	<b>r square</b>	<b>Sig.</b>	<b>Criteria</b>
SE (X1) and SOC (X2)	0.213	0.045	0.075	Ho accepted

Based on Table 4, it appears that the p-value > 0.05. Thus Ho is accepted, indicating no positive correlation between self-efficacy and social skills of Elementary School Teacher Education students at the UPI Campus in Purwakarta. As a result, there was no

correlation between students' self-efficacy and social skills. The third hypothesis test obtained a determinant coefficient ( $r^2$ ) of 0.045, explaining that 4.5% of social skills influence self-efficacy.

### ***Correlation Between Self-Efficacy and Social Skills with GPA***

The recapitulation of the Spearman correlation test is listed in Table 5 below:

**Table 5.** The summary of the spearman rank self-efficacy and social skills with GPA

<b>Spearman Rank Test</b>	<b>r</b>	<b>r square</b>	<b>Sig.</b>	<b>Criteria</b>
SE (X1) and SOC (X2) with GPA (Y)	0.271	0.073	0.138	Ho accepted

Table 5 shows self-efficacy and social skills with a GPA. It appears that the p-value  $> 0.05$ , so  $H_0$  is accepted that there is no positive correlation between self-efficacy and social skills with Elementary School Teacher Education student GPA at UPI Campus in Purwakarta. It states that there is no correlation between self-efficacy, social skills, and GPA. The fourth hypothesis test obtained a determinant coefficient ( $R^2$ ) of 0.073, explaining that self-efficacy and social skills influenced 7.3% of the GPA.

### **Discussion**

Based on the analysis of the data prerequisite test, it was found that one of the data was not normally distributed, namely social skills, so it was continued with the spearman rank nonparametric test. The quantitative technique employs a Spearman Rank correlation for nonparametric data to determine a meaningful association value between the observed variables (Hakim & Deswindi, 2015).

In contrast to the first hypothesis, other factors influenced the rest. A variance in the GPA ( $Y$ ) is explained by self-efficacy ( $X_1$ ) through a linear line  $Y = 3.673 - 0.009X_1$ . It means that self-efficacy ( $X_1$ ) hurts GPA ( $Y$ ). So, each variable self-efficacy ( $X_1$ ) was reduced by 10, and then the GPA variable ( $Y$ ) was reduced by 0.009. This analysis shows a correlation between self-efficacy and student GPA, so it can be said that students who have high self-efficacy will also have high student GPAs. Based on some of the research findings in line with the previous studies included in the first hypothesis, these results are consistent with studies that showed a correlation between self-efficacy and GPA students (Mehta, 2010).

There was also a correlation between self-efficacy and self-esteem, and learning achievement. It revealed that self-efficacy affected student success by 16.6 percent, while the other components were influenced by 83.4 percent (Adiputra, 2015). Self-esteem is an essential psychological aspect for students to undergo education and learn successfully because high self-esteem will trigger motivation, self-confidence, and self-efficacy in learning. Increased motivation and self-confidence will lead to more optimal achievement goals (Jumareng & Setiawan, 2021). It has also been discovered that self-efficacy beliefs impact self-esteem, enhancing one's view of self-worth when complex events are conquered (Molero, Perez-Fuentes, & Gazquez, 2018). According to the research conducted by Becker & Gable (2009), self-efficacy raised the amount of variation reflected in the GPA by 5%, resulting in a total of 6% of the conflict expressed in

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the GPA, which was statistically significant ( $F = 6.76$ ,  $p < 0.01$ ). Furthermore, perseverance in completing learning tasks and overcoming problems that inhibit can be realized in individuals who have self-efficacy to be more likely to achieve goals or achievements (satisfaction) (Sundah, 2019). Besides, Self-efficacy can make learners participate in learning more motivationally and cognitively (Ma, Du, & Hau, 2018)

From the second hypothesis, the results were found, which showed a correlation between social skills and student GPA. Thus when students show good social skills, the student's GPA will be high. A study said that social skills influenced the assessment of accounting learning outcomes for B.P. 2010 accounting concentration students in the Teaching and Education College of PGRI, West Sumatra (Duana, Susanti, & Eprilison, 2015). Besides, social skills significantly influence work performance (Fanikmah, 2016). Good social skills can improve a student's academic performance while allowing the youngster to enjoy his life and feel happy (Rahmawati, Suhardi, & Mustadi, 2021).

In contrast to the results of Table 4, which shows that there is no correlation between student self-efficacy and social skills. So that when a student's self-efficacy is good, it cannot be ascertained that the student's social skills will be good too. The study found that other factors influenced the rest, such as online learning through WhatsApp media. A variance in social skills ( $X_2$ ) was explained by self-efficacy ( $X_1$ ) through a linear line  $Y = 20.334 - 0.2012X_1$ . It means that self-efficacy ( $X_1$ ) hurts social skills ( $X_2$ ). So, each self-efficacy variable ( $X_1$ ) was reduced by 10, and the social skills variable ( $X_2$ ) was decreased by 0.2012.

Then, from the third hypothesis, social media affects students' social skills. The coefficient of determination  $R^2$  is 0.760, meaning that 76% of social skills were affected by social media (Sari, Sukowiyono, & Djatmika, 2018). Beliefs in self-efficacy influence physiological responses to stress, including immune to social awareness, information processing, and social skills are positive and significant (Mohammadian, Hosseini, & Berjisian, 2013). According to school research, instructors' self-efficacy directly affected teacher-student interactions and indirectly influenced student's peer play relationships via teacher-student interactions (Shim & Lim, 2019).

In contrast to the results of Table 5, which shows that there is no correlation between self-efficacy and social skills with student GPA. These results show that when students' self-efficacy and social skills look good, it cannot be ascertained that their GPA will be high. It is because the rest influenced the other factors. The variance of GPA ( $Y$ ) can be explained by self-efficacy ( $X_1$ ). Social skills ( $X_2$ ), through linear lines  $Y = 3.584 - 0.009X_1 + 0.003X_2$ , meaning each self-efficacy ( $X_1$ ) decreased by ten resulting in GPA variable ( $Y$ ) decreased by 0.009. Each social skill ( $X_2$ ) increased by ten resulting in the variable GPA ( $Y$ ) increasing by 0.003. As for the relative contribution of self-efficacy ( $X_1$ ) by 0.09%, and social skills ( $X_2$ ) by 0.08%, while the contribution of adequate self-efficacy ( $X_1$ ) by 0.69%, and social skills ( $X_2$ ) by 0.639%, then the self-efficacy variable gave the most significant contribution to the GPA ( $Y$ ) than the social skills variable. Based on the research on the two variables, self-efficacy was the most significant contribution to student GPA.

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However, testing the fourth hypothesis shows no correlation between self-efficacy and social skills with student GPA. Even though the students have high self-efficacy and social skills, the student's GPAs are not confirmed to be increased. Finally, from the fourth hypothesis, a study explained evidence of interpersonal ability, social competence, social self-efficacy, and social intelligence, which are the factors for success in school and jobs (Balas-timar, Balas, & Costin, 2014). Social skills are assessed as learned behaviors through integration into people's lives and making social participation easier. These involve communicating, observing academic performance, self-control, adjusting, and exerting effort, in addition to challenging to maintain cognitive and emotive features (Kaya & Deniz, 2020). In line with this opinion, the results of interviews with teachers in a study show that the role of teachers in improving children's social skills is crucial; teachers as mentors, role models as well as examples that can have a direct impact on student's behavior (Irmansyah, Lumintuarso, & Sugiyanto, 2020). A previous result implies that high levels of teacher self-efficacy influence students' academic outcomes and are also associated with student motivation and others. Moreover, strong academic talents do not inevitably translate into solid social skills (Schleicher, 2018).

The students also gave several impressions, criticisms, and suggestions for online learning through WhatsApp. Following this, the image of students was classified into three groups: positive, negative, and guidance. Positive opinions were revealed in the results of the interview taken from the following google form:

Kesan dan kritik Anda terhadap pembelajaran daring. \*

Saya lebih menyukai pembelajaran daring, karena ketika dikelas saya kurang bisa mengutarakan pendapat secara langsung. melalui daring saya bisa mengoreksi pendapat saya sendiri.

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Figure 1. Positive Student Impression

Translation of Figure 1: "I prefer online learning because I can express my opinion directly in class. Through online, I can correct my own opinion." (*Saya lebih menyukai pembelajaran daring, karena ketika saya kurang bisa mengutarakan pendapat secara langsung, melalui daring saya bisa mengoreksi pendapat saya sendiri*)

The viewpoint was expressed via an online forum developed in response to the COVID-19 epidemic and allowed students to express themselves more freely than in class. When students showed feelings of pleasure, it showed the development of self-efficacy in aspects of their psychological index. Additionally, the self-regulated learning strategy positively influenced online learning satisfaction (Lim, Ma'rof, & Saad, 2020). Self-efficacy was a critical factor in self-regulated learning (Bandura, 1977). Besides the picture, to develop aspects of sharing opinions and experiences. Nonetheless, students also expressed negative impressions. The results of the interview via the following Google Form:

Kesan dan kritik Anda terhadap pembelajaran daring.\*

Saya suka pembelajaran melalui diskusi group, tetapi saya kurang bisa paham secara cepat jika harus membaca PPT tanpa penjelasan seperti di dalam kelas. Jika pun saya dapat menjawab pertanyaan / tugas dalam pembelajaran tersebut dengan benar, tapi belum tentu dengan cara yang seharusnya. Maksudnya seperti MTK, saya dapat mengerjakan dengan logika dan hitungan biasa. Kalaupun saya mengerti teori, tapi belum tentu jika diberi persoalan yang berkaitan dengan teori tersebut. Karena diskusi kelas terkadang bertele-tele karena terhambat dengan pengetikan dan juga membaca dialog kiriman dari lawan bicara didiskusi tersebut.

Pun jika memakai Video call, kuota lebih banyak pakai karena penggunaan kuota yg banyak pada VC. Dan perihal signalpun terkadang menghambat masuknya chat didiskusi group tersebut, dan membuat bug (lag) pada sistem android yang menjadikan HP slow respon karena banyaknya chat yang masuk berturut-turut.

Mohon maaf, panjang.

□□□□ ini curhatan saya pak, bu. Jika tidak ada saran di dalam curhatan di atas, mohon maaf, saya tidak dapat memberikan saran karena kondisi yang sekarang memang tidak memungkinkan mendapatkan pembelajaran yang sama persis seperti saat di kelas. Karena tatap muka lebih nyaman untuk perihal pembelajaran. Untuk perihal pengerjaan tugas / UTS, itu masih dapat ditangani lebih oleh diri sendiri. Walaupun ragu dalam mengerjakannya..

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Figure 2. Student's Negative Impression

Translation of Figure 2: "I like learning through group discussions, but I cannot understand fast if I have to read related things that are presented without explanation, like in class. I can answer the questions/assignments in the lesson correctly, but not necessarily in the way I should; it means, like Mathematics, we work with logic and ordinary calculations. Even understanding the theory, do not necessarily know if given problems related to the theory. Because class discussions are sometimes long-winded because they are hampered by typing and reading the dialogue sent from the other person in the discussion. Even using video calls, use more quotas because many video calls are used. Moreover, about the signal, sometimes it hinders the chat entry in the group discussion and creates a bug (error) on the android system that makes the smartphone slow to respond because of the large number of consecutive incoming chats. Sorry if it is too long. It is the story. If there is no suggestion in the above report cannot advise because the current conditions do not allow getting the same learning as in class. Because it is more convenient to study in person, working on assignments/midterm exams can still be handled more even if I hesitate to do it." (*Saya suka pembelajaran melalui diskusi group, tetapi saya kurang bisa memahami secara cepat juga harus membaca PPT tanpa penjelasan seperti didalam kelas. Jika pun saya dapat menjawab pertanyaan/tugas dalam pembelajaran tersebut dengan benar, tapi belum tentu dengan cara yang seharusnya. Maksudnya seperti Matematika, saya dapat mengerjakan dengan logika dan hitungan biasa. Kalaupun saya mengerti teori, tapi belum tentu jika diberi persoalan yang berkaitan dengan teori tersebut. Karena diskusi kelas terkadang bertele-tele karena terhambat dengan pengetikan dan juga membaca dialog kiriman dari lawan bicara didiskusi tersebut. Pun jika memakai Video call, kuota lebih banyak pakai karena penggunaan kuota yg banyak pada Video Call. Dan perihal sinyalpun terkadang menghambat masuknya chat didiskusi group tersebut, dan membuat bug (lag) pada sistem*

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android yang menjadikan HP slow respon karena banyaknya chat yang masuk berturut-turut. Mohon maaf panjang. 🙏🙏🙏 ini curhatan saya pak, bu. Jika tidak ada saran di dalam curhatan di atas, mohon maaf, saya tidak dapat memberikan saran karena kondisi yang sekarang memang tidak memungkinkan mendapatkan pembelajaran yang sama persis seperti saat di kelas. Karena tatap muka lebih nyaman untuk perihal pembelajaran. Untuk perihal pengerjaan tugas/UTS, itu masih dapat ditangani lebih oleh diri sendiri. Walaupun ragu dalam mengerjakannya).

This opinion revealed the difficulty of understanding the material quickly, ineffective and inefficient explanations in online lectures, limited data to access the platform, and the lack of technological support owned by students. Likewise, when students feel difficulties, this decreases students self-efficacy in their experience of success. Nevertheless, Students also understand that holding the teaching-learning activities through an online platform is because of the COVID-19 pandemic. It revealed a reduction in social abilities in collaboration, tolerance, respect for others' rights, and social sensitivity. Because guiding self-efficacy and social skills are the support that invites students to accept responsibility, understand, be understood, make decisions, and run leadership (Mitchell, 2017). Another research discovered that teachers struggle due to a lack of technology tools, unprepared pupils, student enthusiasm, and overcrowded courses (Uztosun, 2016). Students also expressed critics in the following google form. Students provided feedback for the online learning method. Students said the online platform could make the teaching-learning process monotone and thus dull. The study said mathematics learning is also carried out online; this affects students who often complain about mathematics (Putri, Yuliyanto, & Turmudi, 2021). That is why the learning process should be more exciting and relaxed, like using a listening section or learning through video. The finding reinforces that the student achievement index with social media generally states that social media does not affect the achievement index (Risnah & Sayuti, 2015). In this case, statements or opinions showed that students' social skills improved in sharing ideas and experiences with other people. Likewise, if the learning process was packaged attractively, it could increase students' motivation to learn via WhatsApp.

Kesan dan kritik Anda terhadap pembelajaran daring. \*

Pembelajaran daring sangat membosankan, monoton. Tidak masalah kuliah online, tapi pembelajarannya yg variatif dan ringan-ringan saja. Jangan terpaku pada silabus kuliah offline yg sebelumnya telah dibuat. Misal persetas kelompok, menurut saya itu sangat tidak efektif, hilangkan saja, ganti jadi dosen yg menjelaskan. Bisa berupa video atau apapun dan semenarik mungkin. Mahasiswa seperti nonton yt, enjoy tapi belajar. Dari pada persetas terus, tugas terus, lemes bray. Maaf.

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Figure 3. Student criticism of online learning

Translation of Figure 3: "Online learning is very boring, monotonous. It makes little difference if you study online as long as the learning is varied and light. Do not get hung

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up on the offline lecture syllabus previously made. For example, in my opinion, group presentations are very ineffective, just get rid of them and replace them with lecturers who explain. It can be a video or whatever and as interesting as possible. Students like watching YouTube and enjoy but learn. Instead of continuing the percentage, the task continues to be weak. Sorry." (*Pembelajaran daring sangat membosankan, monoton. Tidak masalah kuliah online, tapi pembelajarannya yang variatif dan ringan-ringannya saja. Jangan terpaku pada silabus kuliah offline yang sebelumnya telah dibuat. Misal presentasi kelompok, menurut saya itu sangat tidak efektif, hilangkan saja, ganti jadi dosen yang menjelaskan. Bisa berupa video atau apapun dan semenarik mungkin. Mahasiswa seperti nonton YouTube, enjoy tapi belajar. Dari pada persentasi terus, tugas terus, lemes bray. Maaf*).

In line with this, the correlation between independent learning and self-efficacy and motivation has been confirmed in several studies (Alkan & Arslan, 2019). Furthermore, lecturers could also respond to online learning due to COVID-19. These containing responses in the following interview via WhatsApp:

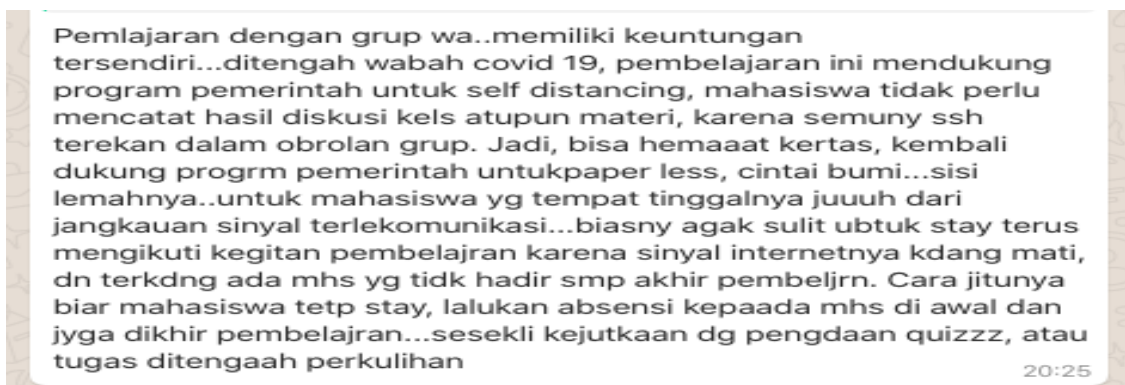


Figure 4. Lecturer Responses to Online Learning

Translation of Figure 4: "Learning with WhatsApp groups has advantages amid the covid-19 outbreak. This learning supports the government's self-distancing program. Students do not need to record the class discussions or material results because everything has been recorded in the group chat. So that they can save paper and support government programs for paperless, and love the earth. The weakness is that for students who live far from the reach of telecommunication signals, staying involved in learning activities is usually quite difficult because the internet signal sometimes turns off. Sometimes some students are not present until the end of the lesson. The surefire way is for students to stay, attend to students at the beginning and end of learning, occasionally surprise them with quizzes or assignments in the middle of the lecture." (*Pembelajaran dengan grup WA memiliki keuntungan tersendiri ditengah wabah Covid-19. Pembelajaran ini mendukung program pemerintah untuk self-distancing, mahasiswa tidak perlu mencatat hasil diskusi kelas atau pun materi, karena semuanya sudah terekam dalam diskusi grup. Jadi bisa hemat kertas, dan mendukung kembali program pemerintah untuk paperless, cintai bumi. Sisi lemahnya, untuk mahasiswa yang tempat tinggalnya jauh dari*

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*jangkauan telekomunikasi biasanya agak sulit untuk stay terus. Mengikuti kegiatan pembelajaran karena sinyal internetnya terkadang mati dan terkadang ada mahasiswa yang tidak hadir sampai akhir pembelajaran. Cara jitu nya agar mahasiswa tetap stay lakukan absensi kepada mahasiswa di awal dan juga di akhir pembelajaran, sesekali kejutkan dengan pengadaan quizizz atau tugas ditengah perkuliahan).*

The response described the advantages of using WhatsApp groups, where learning is conducted in real-time and materials are available online. Similarly, the instructor commented by taking attendance at the start and conclusion of the online conversation and giving tests or assignments. Because of the norms of work-study-worship at home, online learning is carried out. It may reduce direct engagement with other individuals, as directed by the president, to prevent the spread of COVID-19.

Online learning via WhatsApp conducted by lecturers and students is effective in this situation. However, it has significant drawbacks connected to the lack of engagement in the learning process and suitable facilities. Nevertheless, this learning method stimulates the students' self-efficacy and social skills in developing academic achievement and GPA. Therefore, doing the presentation with the online platform is enacted to encourage students to become more independent and responsible but coordinated with lecturers' feedback based on online learning outcomes (Wiyono & Susilo, 2019). However, learning activities designed to motivate students to learn may be more active during online learning. The reason is that designing online requires education to stimulate students' interest and curiosity in learning. When students are interested in learning activities with the teacher, it is simpler to manage their learning activities (Putri, Muqodas, & Yuliyanto, 2020).

Thus, to face the challenges of online lectures, students must have good self-efficacy, such as feeling able to take online lectures, feeling capable when other people can take online lectures, feeling able to take online lectures when they have support from lecturers or friends, and feeling capable when Online lectures stimulate a sense of pleasure in learning, such as by using the WhatsApp or YouTube application. Meanwhile, social skills are also considered essential and must be owned by students in facing online lectures so that the student GPA increases. Students must be able to interact and communicate well even though they are through the WhatsApp Group. Besides that, students are also expected to be able to build networks or groups and adapt to problems that arise and solve them with their groups.

## **CONCLUSION**

According to the research findings on online learning due to the COVID-19 pandemic, there is a correlation between self-efficacy and GPA, a correlation between social skills and GPA, no correlation between self-efficacy and social skills, and no correlation between self-efficacy social skills and student GPA. Self-efficacy and social skills affect GPA. At the same time, self-efficacy and students' social skills influence GPA. Online learning is considered adequate to carry out learning at a time like this so that learning activities can continue as they should. Nonetheless, the educators expected to



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develop more interactive learning with their students, make the platform easy to access, and media access also needs to be considered because this can be an obstacle in online learning. Self-efficacy and social skills can influence student GPA; therefore, educators must develop education that improves students' self-efficacy and social skills. Thus, it will undoubtedly build GPA and student academic achievement. This research should be an illustration for those involved in the education field, therefore, will be able to develop superior learning methods in the future and be able to adapt to any condition.

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