

CHAPTER V

CONCLUSION AND RECOMMENDTION

5.1 Conclusion

According to the finding and discussion analysis in the previous chapter, several conclusions summed up by the researcher. First, students' science self-efficacy in public school, mostly at the medium level. There were 78.8% of the total of 170 participants or 134 students classified in the medium level of self-efficacy in learning science.

Secondly, students' self-efficacy in learning science for the private school were also mostly in the medium level. Eighty-two students or 76.6% of the total of 107 students from three different private schools were classified as having a medium level of self-efficacy in learning science.

Third, both in private and public schools, students' self-efficacy in learning science was influenced by the learning models' implementation and learning approach. Certain classroom environment could be created by the implementation of certain learning models and learning approach. The classroom environment could influence the four sources of students' self-efficacy. In line with the previous study, different systems in private schools like bilingual-boarding school, and religion-school are also responsible for shaping students' self-efficacy in learning science.

Fourth, in general data, both public and private schools didn't show the correlation between students' self-efficacy and their achievement in learning science. A similar result also indicates the correlational analysis done in each of the six schools of public and private schools. There was no correlation between students' self-efficacy in learning science in those six schools.

Last, students' self-efficacy was not the only factor influencing or predicting students' achievement both in learning science and Program for International Student Assessment (PISA) result. However, the result of present study, promote the better learning environment to enhance Indonesian score in the next PISA. Additionally, Students who have higher self-efficacy did not always have higher achievement. Support the previous study; many factors can influence students' achievement in learning science. For example, students' motivation to learn,

students' emotion regulation, school systems, classroom environment, and the implementation of both learning models and learning approaches in the teaching-learning process. In addition, this study found that students' self-efficacy or represent their belief to succeed in science was not in line with their effort given to realize their belief to succeed in science. In other words, students tend to manipulate their belief when they fill the questionnaire form. In different circumstances, when students have faced the exam without preparation, they show their real ability in science.

5.2 Recommendation

Based on the finding in the present study, several recommendations can be used by the other researcher for future research. The first recommendation is that it is necessary to provide the item test for measuring students' achievement in learning science, rather than used secondary data of students' achievement that provide by the teacher. Because of the way teachers assess will be a different one and another. The use of test items made by the researcher can avoid the percentile of the data.

The second recommendation would be about participants, the higher number of participants will support the result, and the validation of the research. Since the number of junior high school students in every region was very large. By providing test items gathering data through an online survey will easier.

The third recommendation is to build a study in other school systems. Our country has several unique school systems: religion-based, natural-based, boarding school, homeschooling, and so on. The involvement of any school systems will influence the benefit of the research for many people.

The last recommendation is add the analysis of students' self-efficacy in learning science across gender to support the result of this present study. Since, here only focus on students' self-efficacy in learning science across schools system specifically public and private schools. The other one, add the analysis of students' self-efficacy in learning science across students' achievement (higher and lower achievement).