

Self-Efficacy Mediation the Influence of the Family Environment and Metacognitives on Student Academic Performance

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Abstract

The research is based by the low students academic performance of economics subject in Senior High School in Sumedang Regency. The purpose of this study was to study and analyze the effect of family environment on self-efficacy, the effect of metacognitive on self-efficacy, the effect of self-efficacy on students academic performance, and the effect of family environment and metacognitive on students academic performance mediated by self-efficacy. The method used in this research is explanatory survey research with data collection techniques through questionnaires and observation. The population of this research is 1.767 students senior high school in Sumedang Regency, while the sample of 231 students. The collected data is analyzed using descriptive statistical analysis and path analysis. The result shows that: (i) the students family environment is in the high category, while the level of metacognitive, self-efficacy, and academic performance of students is in the medium category. (ii) family environment affects self-efficacy. (iii) metacognitive affects self-efficacy. (iv) self-efficacy affect students academic performance. (v) family environment affects academic performance directly and indirectly through self-efficacy. (vi) metacognitive affects academic performance directly and indirectly through self-efficacy.

Keywords

family environment; metacognition; self-efficacy; academic performance



I. Introduction

In the current educational era, one of the advantages of each student's success is measured through academic achievement or performance (Farnam and Anjomshoaa 2020). Academic performance is the final result achieved by a person as a success while participating in learning in an educational institution (O'Connor and Paunonen 2007). Academic performance refers to a person's ability obtained from subjects in schools measured by test standards and obtained through the individual abilities of each student (Tabatabaei et al. 2017). The high and low level of academic work is always associated with environmental aspects, the most characteristic character of the learners themselves (Martínez, Sanabria, and López 2016), the individual intellectual of the learners, and also the determination of the learners in the learning process (Handoyo 2018).

Until now, what is still a problem in the field of education and is a topic that is widely researched is regarding the low academic performance achieved by students. The many efforts made by various parties to improve student learning performance are still yet to be seen. This is evidenced by the results of the INSEAD survey which is explained based on the Global Talent Competitiveness Index (GTCI) which shows the latest facts of student learning in Indonesia. In this survey, Indonesia is in sixth place with a score of 36.61 in ASEAN which only outperforms Cambodia, Laos, and Myanmar. It is very

different from the education index value obtained by Singapore, which is 77.27. This shows one of the problems that exists in the learning performance of students in Indonesia.

Issues regarding students' academic performance can also be seen in a variety of supportive data. The Ministry of Education and Culture (Kemendikbud) in 2019 presented data on the average unbk high school majoring in social studies for the 2018/2019 academic year in Indonesia was 46.86. If it is assessed according to the subjects, the average in economics subjects decreased from 51.73 to 51.39, geography decreased from 49.44 to 49.12, and sociology decreased from 51.41 to 51.25. The average score of economics subjects experienced the highest downward trend compared to other lessons.

Data on the average score of UNBK SMA / MA in 2018/2019 in West Java Province also had unsatisfactory results. The average UNBK score obtained by West Java Province in 2018/2019 was 47.98. This, of course, is still a problem because the average is only in the range of 40 values. The average value of UNBK economics in West Java Province is 52.1. The average value is higher than the national average, but the economic value is below the sociological average of 52.97. This shows that there are still problems in economics subjects.

Not only in UNBK, the problem of low academic performance also often occurs in daily learning activities at school, both in offline (face-to-face) learning and online learning which is currently carried out in schools and universities due to the Covid-19 pandemic. As a result, there are not a few students who become lazy and have no interest in learning. This condition has a significant impact on the quality of learning which ultimately causes students' learning motivation to decrease and even affect their academic performance (Cahyani, Listiana, and Larasati 2020). Low interest in learning will have an impact on students' academic performance, so this is a big problem faced by educational institutions that can hinder educational goals (Al-Zoubi and Younes 2015).

The problem of student academic performance can be seen in the comparison of the average value of economics subjects in 2018/2019 and 2019/2020 which was carried out face-to-face with 2020/2021 which was carried out online at SMA Negeri throughout Sumedang Regency. It can be known that in the 2018/2019 academic year the average score of economics subjects was at 63.74. In 2019/2020, the average economic value increased, namely to 68.98. The following year, namely 2020/2021, in online learning, the average economic value decreased, which was at 65.33. The average in each school of this student's academic performance is still relatively low, even according to some teachers there are students whose performance decreases during online learning.

The low academic performance of students is influenced by several factors that can indirectly lead to less than optimal results. The theory used in this study is the theory of cognitive learning from Gagne. According to Gagne, student learning and performance are influenced by three important components, namely external conditions, internal conditions, and learning outcomes (Dimiyati and Mudjiono, 2009: 10-11). Internal conditions include intelligence, interests, talents, motivations, beliefs, and metacognitive abilities. As for external conditions, it includes instrumental and learning environments, both family and school (Djamarah, 2011: 177).

The implementation of current learning carried out at home allows students to grow their character, one of which is independence which will directly affect their performance during learning. The character is strongly influenced by the environment in which this student develops. The process of learning and character building does not only involve teachers and students, but parents and families are also required to be involved in the learning process.

Family is a person's initial environment in interacting, experiencing physical and emotional growth and development (Hulukati 2015). The family environment is an important aspect in shaping the character of students, from a positive family environment, children's interests, talents, and achievements in learning will also develop (Usman and Fadilah 2020). The family environment and its background influence the child's reaction to life situations and the level of his performance especially in learning (Shanwal and Gautam 2014). Home and family are good places to develop students' independence in learning in the current situation. Students will have good confidence and self-efficacy when the quality of communication and the environment in their family is also good, so that it can help their learning achievement. A conducive and supportive family environment will encourage students to be enthusiastic about learning so that their performance is good.

Suruchi Mishra and VK Shanwal proved that academic performance can be influenced by the family environment, the results show that a supportive family environment has a positive impact in motivating students to excel and this also affects the development of students' self-efficacy (Shanwal & Gautam, 2014:30). The same is also done by Vo Uwaifo, the results of his research show that the family environment of each student can determine his character and academic achievement (Uwaifo 2008).

There are also internal conditions that can affect the high and low academic performance of students, one of which is metacognitive skills. Metacognitives are considered as one of the factors that greatly influence the results of students' academic performance (Djamarah, 2011: 177). The term metacognitive was first introduced by Flavell, where this metacognition is referred to as a person's knowledge of a person's cognitive processes or anything related to them. Gagne states that metacognition is a high-level cognitive process and also the ultimate goal of instruction (Shen and Liu 2011).

In today's education, the cognitive activity of students is already a major concern. Cognitive development and activity lead to how the student controls his cognitive ability to regulate and determine the cognitive activity to be carried out, this ability is known as metacognitive skills (Hidayat and Hakim 2012). Metacognitive skills have an important role in cognitive activities including thinking, understanding, communicating, remembering, and solving problems (Cañada and Arumí 2015), so these metacognitive skills can lead students to plan, monitor, and evaluate what they should learn (Bahri and Corebima 2015). Students who have metacognitive skills can know how to get ways and strates that are suitable for learning, while students whose metacognitive skills are low will appear passive in learning and unable to manage how to learn, may even fail their learning (Shen & Liu, 2011:147) . Therefore, the metacognitive development of the students themselves will greatly affect their learning outcomes because they can foster independence, self-regulation, skills, and understanding of science (van Opstal and Daubenmire 2015). The lack of metacognitive skills of students is characterized by the large number of students who get learning outcome scores below the minimum completion criteria. In the learning process in the present day, this metacognitive skill is indispensable for students, where students have to choose and organize for themselves how they learn and do tasks without direct guidance and direction from the teacher.

Internal conditions other than metacognitive that affect the results of student academic performance are self-efficacy (Djamarah, 2011: 177). In the perspective of Bandura's social cognitive theory, self-efficacy is referred to as a person's beliefs and ability to organize and carry out an action in achieving a certain goal with confidence and confidence to be able to succeed (M. Aurah 2013). A person's feelings for self-confidence (self-efficacy) that they have can influence their behavior, including their preferred activities, their efforts and perseverance, and finally their learning achievements (Chularut

and DeBacker 2004). A person with a high level of self-efficacy will have confidence and confidence that he is able to do a task according to demands and situations, work hard, and be able to completetasks.

Self-efficacy is something that can affect students' potential in learning, resulting in their academic performance (Britner and Pajares 2006). However, in reality today there are still many students who have low self-efficacy because they are not confident and confident in their ability to face the challenges of independent learning. Based on interviews conducted with several state high school economics teachers in Sumedang Regency, there are still many students who prefer to cheat, characterized by the exact same and not diverse student answers. This proves that some students have low self-confidence to do assignments and exams.

Bandura explained that this level of self-efficacy is influenced by the interaction between behavior, self-thinking factors (metacognitive and motivational) and a person's environmental conditions (Linnenbrink and Pintrich 2003). Individuals with a high level of self-efficacy will have confidence that they are able to work hard to do things thoroughly. Self-efficacy is important for students to have in the learning process if they want to get good learning outcomes. Some researchers have proven that students' self-efficacy levels are related to the level of metacognition and their learning environment (Britner & Pajares, 2006:495; M. Aurah, 2013:341). Students with a high level of self-efficacy will tend to use metacognitive strategies to produce good academic performance. The existence of the problem of the low level of student metacognition illustrates that the student's self-efficacy level is also low, this is because many students are not confident and are not sure of their own abilities. This problem arises not only because of its metacognitive level, but also depends on how the learning environment of the student himself is.

The paradigms in this study are as follows.

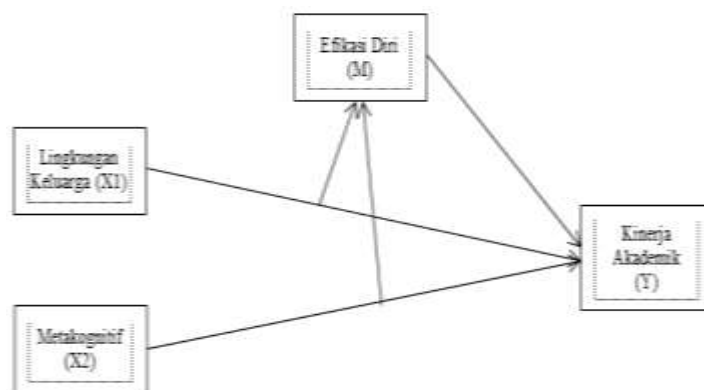


Figure 1. Research Paradigm

Based on the paradigm of a researcher who is ada, the hypothesis of dalam this study is proposed, namely:

1. The family environment affects the efficacy of the student's dir i.
2. Metacognitives affect students' self-efficacy.
3. Self-efficacy affects students' academic performance.
4. The family environment affects students' academic performance directly and indirectly through student self-efficacy.
5. Metacognitives affect students' academic performance directly and indirectly through student self-efficacy.

II. Method

The method used in this study is *an explanatory survey* by collecting data from respondents through questionnaires or questionnaires distributed through *google forms*. The population in this study was class XI social studies students of State High Schools throughout Sumedang Regency for the 2020/2021 school year as many as 1,767 students using *the cluster sampling* technique with *random sampling* and through the calculation of the Slovin formula obtained a sample as many as 231 students from 5 schools.

The indicator used to measure students' academic performance is the PAS scores of economics subjects conducted online. The family environment indicators used are six family environment indicators proposed by Slameto (2010). The measurement of students' metacognitive levels used in this study was *the Metacognitive Awareness Inventory* (MAI) designed by Schraw & Moshman (1995). The measurement of the level of self-efficacy of students used refers to the three dimensions contained in Bandura theory (2006).

Data analysis techniques in this study use descriptive statistical analysis, multiple linear regression analysis, and mediation variable analysis with *causal step* method and *product of coefficient* method. In this study, the above steps were made in the form of three regression model equations as follows.

Equation 1:

$$Y = b_0 + b_1 X_1 + b_2 X_2$$

Equation 2:

$$M = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \text{and } \beta_3$$

Equation 3:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 Z + e_2$$

III. Results And Discussion

3.1 Overview of Research Variables

Table 1. Variable Description

Variable	Shoes Average	Info.
Family Environment (X1)	4,13	Tall
Metacognitive (X2)	3,76	Keep
Self-Efficacy (M)	3,55	Keep
Academic Performance (Y)	73,44	Keep

Based on Table 1, the average score of each of the variables studied was obtained. in the academic performance category, an average of 73.44 was obtained. This means that the academic performance of students in state high schools throughout Sumedang Regency is generally in the moderate or quite good category, but among them there are still many students who are below Minimum Completion Criteria (KKM).

In the family environment category, an average of 4.13 was obtained, meaning that the average student was in a very good family environment. The metacognitive category of students obtained an average score of 3.76. And for the self-efficacy category, an average score of 3.55 was obtained. This shows that the average student has quite good metacognitive abilities and self-efficacy.

3.2 Statistical Test Results

Table 2. Structural Equation 1 Influence of Family and Metacognitive Environment on Academic Performance

Model	R	R ²	B	Std. Error	Beta	(F) T	P
Model 1	.642	.412					
Constant			40,468	2,820		14,352	.000
Lingkungan Keluarga (X ₁)			.236	.059	.280	4,008	.000
Metakognitif (X ₂)			.296	.050	.417	5,976	.000

Source: Data Processing Results, 2021.

Based on the rkan of Table 2, it can be known that the equation 1 obtained is:
 $Y = 40.468 + 0.236X_1 + 0.296X_2$

The *standardized* beta value for the family environment is 0.280 and the metacognitive is 0.417 with the significance value of both 0.000. Hthe calculation of R² in equation 1 is 0.412. This means that family environment and metacognitive variables affect student academic performance by 41.2% and the remaining 57.8% are influenced by other variables not mentioned in this study.

Table 3. Similarities in Structure 2 Influence of the Family Environment and Metacognitives on Self-Efficacy

Model	R	R ²	B	Std. Error	Beta	(F) T	P
Model 1	.789	.622					
Constant			11,573	2,540		4,556	.000
Lingkungan Keluarga (X ₁)			.355	.053	.374	6,697	.000
Metakognitif (X ₂)			.386	.045	.484	8,649	.000

Source: Data Processing Results, 2021.

Based on the table 3, it can be seen that the equation 2 obtained is:
 $M = 11,573 + 0,355X_1 + 0,386X_2$

The *standardized* beta value for the family environment is 0.374 and the metacognitive is 0.484 with a significance value of both 0.000. Hthe calculation of R² in equation 2 is 0.622. This means that family environment and metacognitive variables affected students' self-efficacy by 62.2% and the remaining 37.8% were influenced by other variables not mentioned in this study.

Table 4. Structural Equations 3 Influences of The Family Environment, Metacognitive, and Self-Efficacy on Academic Performance

Model	R	R ²	B	Std. Error	Beta	(F) T	P
Model 1	.664	.441					
Constant			37.625	2.878		13.071	.000
Lingkungan Keluarga (X ₁)			.149	.063	.176	2.363	.019
Metakognitif (X ₂)			.201	.056	.283	3.606	.000
Efikasi Diri (M)			.246	.072	.276	3.419	.001

Based on Table 4, it can be seen that the equation 3 obtained is:
 $Y = 37.625 + 0.149X_1 + 0.201X_2 + 0.246M$

Nilai *standardized* beta for the family environment variable of 0.176, the metacognitive variable of 0.283, and the self-efficacy variable of 0.276 with a significance value of less than 0.05. Hof the calculation of R² in equation 3 is 0.441. This means that family environment, metacognitive, and self-efficacy variables affected student academic performance by 44.1% and the remaining 55.9% were influenced by other variables not mentioned in this study.

3.3 Results of Mediation Variable Analysis

Based on the results of the regression test analysis of the three equations, if analyzed using the step causal method, self-efficacy (M) can be said to meet the criteria or requirements as a mediation variable. Judging from the three equations above, an analysis of mediation variables can be produced with the casual step method as follows.

1. The family environment variable (X₁) has a significant effect on student academic performance (Y) and remains significant by including self-efficacy (M) as a mediating variable. This shows that self-efficacy is able to mediate the influence of the family environment on students' academic performance *partially (partial mediation)*.
2. The metacognitive variable (X₂) has a significant effect on student academic performance (Y) and remains significant by including self-efficacy (M) as a mediating variable. This shows that self-efficacy is able to mediate metacognitive influences on students' academic performance *partially (partial mediation)*.

The result of *calculating the sobel test* on the influence of the family environment on academic performance through self-efficacy obtained a value of 3.045 > 1.96 with a p < of 0.05, while for the calculation of *the sobel test* on the metacognitive influence on academic performance through self-efficacy obtained a value of 3.179 > 1.96 with a p < of 0.05. Thus it can be concluded that self-efficacy mediates the relationship between the family environment and metacognitive to the academic performance of students.

3.4 Discussion

The first hypothesis test result is that the family environment has a positive and significant effect on the student's self-efficacy, which is indicated by a calculated t value of 6.697 > t table 1.651 with a significance of 0.000 < 0.005. The results of these calculations show that the relationship of the family environment and self-efficacy is positive. If the student's family environment is good and supportive, then the student's self-efficacy level is also expected to be higher.

This is in accordance with the research conducted by (Shanwal & Gautam, 2014) that it is true that the family environment is very supportive to face challenges and complete tasks, it can be seen from the results of research that shows that the family environment has a positive effect on the development and improvement of students' efficacy or self-confidence. As explained by (Lorsbach and Jinks 1999) that in research on the learning environment must pay attention to the theory of self-efficacy because the learning environment can encourage student behavior to become confident in themselves.

Some researchers have proven that students' self-efficacy levels are related to the level of metacognition and their learning environment (Britner & Pajares, 2006:495; M. Aurah, 2013:341). The results of this study are also in line with Suruchi Mishra & Shanwal which explained that the variables of family environment and self-efficacy are positively interconnected and there is no difference between male and female self-efficacy. A healthy family environment will encourage high self-efficacy (Shanwal & Gautam, 2014). Several studies have also explained that the family environment has an increase in self-efficacy (Fitriyani 2020; Hu et al. 2020; Martiani and Iskandar 2021; Muwardi and Muhson 2019) especially the parenting style of the parents (Dena Laksmi, Suniasih, and Ngurah Wiyasa 2018).

The results of the second hypothesis testing are that metacognitives have a positive and significant effect on students' self-efficacy, which is indicated by a calculated t value of $8.649 > t$ table 1.651 with a significance of $0.000 < 0.005$. The results of these calculations show that the relationship between metacognitive and self-efficacy is positive. If the student's metacognitive level is high, then the student's self-efficacy level is also expected to be higher.

The results of this study are in line with research conducted by Countiho and Neuman which states that there is a relationship between metacognition and self-efficacy. It is important for students to have good self-efficacy to grow and develop their metacognitive abilities (Coutinho and Neuman 2008). It is also in line with research conducted by Ibrahim S. Al-Harthy & Christopher that self-efficacy, assignment value, self-regulation, and student elaboration are significantly correlated positively with metacognitives (Was, Isaacson, and Al-harthy 2010). In addition, research conducted by Lasmita Sihaloho also confirms the same thing that metacognitives have a positive and significant effect on students' self-efficacy (Sihaloho, Rahayu, and Wibowo 2018).

The results of this study are also in line with those carried out by Renner who stated that the increasing importance of self-managed learning with an understanding of metacognition that describes its eight dimensions / indicators through the social cognitive theory of Bandura which illustrates the importance of self-efficacy and self-awareness (Renner and Renner 2001). In addition, Moores, Chang, and Smith also state that self-efficacy and metacognition are different but interrelated constructs (Moores, Cha-Jan, and Smith 2006). Joo, Bong, and Choi also found that self-efficacy consistently predicts web-based instruction-based metacognition settings (Joo, Bong, and Choi 2000).

The third hypothesis testing result is that self-efficacy has a positive and significant effect on student academic performance, which is designated with a calculated t value of $3.419 > t$ table 1.651 with a significance of $0.001 < 0.005$. The results of these calculations show that the relationship between self-efficacy and student academic performance is positive. If the student's self-efficacy level is high, then the student's academic performance is also expected to be higher.

The results of this study are in line with research conducted by Weiser & Riggio that self-efficacy is a strong and consistent predictor in academic success (Weiser and Riggio 2010). Honicke & Broadbent also in his research explained that self-efficacy is moderately

correlated with academic performance (Honicke and Broadbent 2016). In line with the results of research from Catherine M. Aurah which shows that self-efficacy is a strong predictor of academic performance (M. Aurah 2013). There is no significant difference between men and women in self-efficacy in the learning system, therefore there is a statistically significant association between self-efficacy and academic achievement (de Fátima Goulão 2014).

Several studies also explain that self-efficacy has a positive and significant effect on student academic achievement (Choi 2005; Monika and Adman 2017; Wahdaniah, Rahman, and Sulateri 2017). Individuals with a good level of self-efficacy will achieve better academic performance with the application of behavior to the achievement of goals. As explained in the research conducted (Köseoglu 2015) that self-efficacy affects their academic achievement where students who have confidence in their abilities can strive to improve as well as their self-efficacy, because high self-efficacy can improve academic achievement.

a. The Influence of the Family Environment on Academic Performance Directly and Indirectly Through Self-Efficacy

Based on the calculation results, it shows that the magnitude of the influence of the family environment on student academic performance directly is 0.176. This is also evidenced by the result of the calculated t value of $2.363 > t$ of the table 1.651 with a significance of $0.019 < 0.05$. The results of these calculations show that the relationship between the family environment and the academic performance of students is positive. If the student's family environment is good, then academic performance is also expected to be better.

Several studies have proven that families have a very large share of children's abilities in the sphere of education. In a study conducted by (Valeza, 2017) it was explained that the role of the family, especially to people in determining student learning achievement is very large. The results of the study conducted by (Ashvinkumar R. Soni 2013) showed that there was a significant positive relationship between five factors of the home environment, namely maternal education, maternal work, father's education, father's work, and family size with academic achievement. In line with research from (Usman and Fadilah 2020) which shows that there is a significant difference between the family environment and the learning process. Uwaifo also explained that there is a significant difference between the academic performance of students from intact families and students from single families, especially including support from families (Uwaifo 2008).

The magnitude of the influence of the family environment on academic performance indirectly through self-efficacy is 0.104 with a Z value of $3.045 > Z$ table 1.651 and a significance of $0.002 < 0.05$, meaning that indirectly the family environment affects student academic performance through self-efficacy. Positive signs indicate the relationship between variables goes one way, where the better the student's family environment, the better the academic performance he achieves is good indirectly through self-efficacy.

The atmosphere of the family environment can also be a benchmark in cultivating self-efficacy or self-confidence in learning. In this case the family environment can support students to face challenges and complete tasks (Shanwal & Gautam, 2014). A good family environment will be a motivation and reinforcement for students to increase their confidence in learning so that their self-confidence will grow, this of course greatly affects the academic performance obtained. On the other hand, a poor family environment will

trigger a decrease in the level of confidence and self-confidence of students so that students will not be free to develop their talents, interests, and potential, especially in learning.

The results of this study are supported by (Weiser and Riggio 2010) which shows that self-efficacy mediates the relationship between parental involvement and expectations of academic success. In line with the research conducted (Nurhayati and Kusmuriyanto 2019) that self-efficacy can mediate the family environment to student performance.

b. Metacognitive Effect on Academic Performance Directly and Indirectly Through Self-Efficacy

The results of the last hypothesis testing are metacognitive affecting students' academic performance directly and indirectly through self-efficacy. Based on the calculation results, it shows that the magnitude of the metacognitive influence on the academic performance of direct *seca ra* students is 0.283. This is also evidenced by the result of the calculated *t* value of $3.606 > t$ of the table 1.651 with a significance of $0.000 < 0.005$. The results of these calculations show that the metacognitive relationship and academic performance of students is positive. If a student's metacognitive level is high, then academic performance is also expected to be high.

The results of this study are in accordance with the research conducted by (Sihaloho et al. 2018) where metacognitives have a positive and significant effect on student learning outcomes. Ali Farnam & Hadi AnjomShoa also explained that metacognition has an influence on students' academics (Farnam and Anjomshoa 2020). According to him, among the components of metacognition, only planning, awareness, and cognitive strategies have a significant influence on academic achievement. In addition, the results of this study are also supported by (Hidayat and Hakim 2012; Nurmallasari, Winarso, and Nurhayat 2015; Shen and Liu 2011) which explained that metacognitives have a positive and significant effect on student academic outcomes. The research conducted by (Bahri and Corebima 2015) which in it explained that there is an influence of metacognitive skills on students' cognitive performance.

In its indirect influence, the magnitude of the metacognitive influence on academic performance through self-efficacy is 0.161 with a calculated *t* value of $3.179 > t$ table 1.651 and a significance of $0.001 < 0.05$, meaning that metacognitively affects student academic performance through self-efficacy. Positive signs indicate the relationship between variables going one way, where the higher the student's metacognitive level, the better the academic performance he achieves either directly or indirectly through self-efficacy.

The results of this study are supported by (Stephanou and Tsoni 2019) which provides evidence that there is a relationship between metacognition, expectations, and self-efficacy in predicting student performance. The effects of mediation between self-efficacy, metacognition, and learning performance were widely supported in this study. Likewise with research from (Coutinho and Neuman 2008) which emphasizes that there is a relationship between metacognition, self-efficacy, and student performance. Self-efficacy is important for students to improve their performance and metacognition.

It is also in line with the opinion (Tian, Fang, and Li 2018) that the relationship between metacognitive knowledge and student performance in mathematics is mediated by self-efficacy and intrinsic motivation. According to him, mathematical performance can be predicted by metacognitive knowledge, self-efficacy, and intrinsic motivation. Metacognitives have a positive and significant effect on learning outcomes indirectly through self-efficacy (Sihaloho et al. 2018). This is also in line with (Jane I, Compeau, and Marcolin 2002) that self-efficacy affects a person's metacognitiveness and contributes

to the outcome of the teaching bell in independent learning (Lee 2012). Students with a high level of self-efficacy will tend to use metacognitive strategies to produce good academic performance (Bråten, Samuelstuen, and Strømsø 2004).

IV. Conclusion

Based on the results of research analysis and discussion, it can be concluded that:

1. The family environment affects the self-efficacy of class XI social studies students of state high schools throughout Sumedang Regency. The better the student's family environment, the higher his self-efficacy.
2. Metacognitive M affects the self-efficacy of class XI social studies students of state high schools throughout Sumedang Regency. The higher the student's metacognitive ability, the higher his or her efficacy. Self-efficacy affects the academic performance of class XI social studies students of state high schools throughout Sumedang Regency. The higher the student's self-efficacy, the higher the academic performance obtained.
3. The family environment affects the academic performance of class XI social studies students of state high schools throughout Sumedang Regency directly and indirectly through self-efficacy.
4. Metacognitives affect the academic performance of class XI social studies students of state high schools throughout Sumedang Regency directly and indirectly through self-efficacy.

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