

ABSTRACT

Hidana, Naila Baita Fakhriya. Student ID Number: 1860203221053. 2026. *The Correlation Between Academic Self-Efficacy, Micro-Writing Blog Engagement, and Students' Blog Writing Achievement at the English Education Program of UIN Sayyid Ali Rahmatullah Tulungagung*. Thesis. English Language Education Program. Faculty of Education and Teacher Training. UIN Sayyid Ali Rahmatullah Tulungagung. Advisor: Dr. Dwi Astuti Wahyu Nurhayati, S.S., M.Pd.

Keywords: *Academic Self-Efficacy, Correlational Study, Micro-Writing Blog Engagement, Writing Achievement.*

Writing achievement was an important aspect in the context of English language learning, especially with regard to developing the skills of expressing thoughts in writing. *Academic Self-Efficacy* and involvement in digital technologies like micro-writing blogs were considered important factors that might influence students' writing development. The impact of the two factors on the students' writing achievement was still required further investigation. This study aimed to analyze the correlation between *Academic Self-Efficacy*, micro-writing blog engagement, and students' blog writing achievement.

The research used a quantitative correlational design and involved 65 4th semester students of UIN Sayyid Ali Rahmatullah Tulungagung, selected through purposive sampling from a population of 159 students. Data were collected through a Likert-scale questionnaire and students writing scores. The analysis used the Spearman's Rho correlation with SPSS 25, and the instruments had passed validity and reliability testing. This study was grounded in Bandura and Artino's theory of *Academic Self-Efficacy* and Fredricks, Blumenfeld, and Paris' theory of student engagement.

The findings showed there is no significant positive correlation between *Academic Self-Efficacy* and students' blog writing achievement ($r = 0.072$) and between micro-writing blog engagement and students' blog writing achievement ($r = 0.071$). Both correlation coefficients indicated a very low relationship. A high positive and statistically significant correlation was found between *Academic Self-Efficacy* and micro-writing blog engagement ($r = 0.726$). The results indicated that *Academic Self-Efficacy* was positively associated with engagement in micro-writing blog activities. However, both *Academic Self-Efficacy* and engagement were not significantly correlated with students' blog writing achievement.

The study concluded that *Academic Self-Efficacy* and engagement in micro-writing blog activities did not have a direct positive relationship with students' writing achievement, despite the strong relationship between the two predictor variables. This study was limited by the sample size and its focus on a single context. It was also constrained by the homogeneity of students' writing scores, as most scores were relatively similar and showed limited variation, which might have affected the generalizability of the findings. Teachers were recommended to not only foster students' confidence and engagement but also apply effective writing strategies and provide structured writing practice. Students were encouraged to practice writing consistently, while future researchers were suggested to explore additional variables that could better explain students' writing achievement.

ABSTRAK

Hidana, Naila Baita Fakhriya. Nomor Induk Mahasiswa: 1860203221053. 2026. *Korelasi antara Academic Self-Efficacy, Keterlibatan dalam Micro-Writing Blog, dan Pencapaian Menulis Blog Mahasiswa pada Program Studi Pendidikan Bahasa Inggris di UIN Sayyid Ali Rahmatullah Tulungagung.* Skripsi. Jurusan Pendidikan Bahasa Inggris. Fakultas Tarbiyah dan Keguruan. UIN Sayyid Ali Rahmatullah Tulungagung. Pembimbing: Dr. Dwi Astuti Wahyu Nurhayati, S.S., M.Pd.

Kata Kunci: *Academic Self-Efficacy, Keterlibatan Micro-Writing Blog, Pencapaian Menulis, Studi Korelasional.*

Prestasi menulis merupakan aspek penting dalam konteks pembelajaran bahasa Inggris, terutama terkait pengembangan keterampilan mengekspresikan pemikiran secara tertulis. *Academic Self-Efficacy* dan keterlibatan dalam teknologi digital seperti blog mikro-menulis dianggap sebagai faktor penting yang mungkin memengaruhi perkembangan kemampuan menulis siswa. Dampak kedua faktor tersebut terhadap prestasi menulis siswa masih memerlukan penelitian lebih lanjut. Penelitian ini bertujuan untuk menganalisis korelasi antara *Academic Self-Efficacy*, keterlibatan dalam micro-writing blog, dan prestasi menulis blog siswa.

Penelitian ini menggunakan desain korelasi kuantitatif dan melibatkan 65 mahasiswa semester 4 di UIN Sayyid Ali Rahmatullah Tulungagung, yang dipilih melalui sampling purposif dari populasi sebanyak 159 mahasiswa. Data dikumpulkan melalui kuesioner skala Likert dan nilai menulis mahasiswa. Analisis menggunakan korelasi Spearman Rho dengan SPSS 25, dan instrumen penelitian telah lulus uji validitas dan reliabilitas. Penelitian ini didasarkan pada teori *Academic Self-Efficacy* dari Bandura dan Artino serta teori keterlibatan siswa dari Fredricks, Blumenfeld, dan Paris.

Hasil penelitian menunjukkan bahwa tidak ada korelasi positif antara *Academic Self-Efficacy* dan prestasi menulis blog siswa ($r = 0.072$) serta antara keterlibatan dalam kegiatan micro-writing di blog dan prestasi menulis blog siswa ($r = 0.071$). Korelasi positif yang tinggi dan signifikan secara statistik ditemukan antara *Academic Self-Efficacy* dan keterlibatan dalam kegiatan micro-writing di blog ($r = 0.726$). Hasil penelitian menunjukkan bahwa *Academic Self-Efficacy* berhubungan positif dengan keterlibatan dalam kegiatan micro-writing blog. Namun, baik *Academic Self-Efficacy* maupun keterlibatan micro-writing di blog tidak berkorelasi secara signifikan dengan prestasi menulis blog mahasiswa.

Penelitian ini menyimpulkan bahwa *Academic Self-Efficacy* dan keterlibatan dalam kegiatan micro-writing di blog tidak memiliki hubungan positif langsung dengan prestasi menulis siswa, meskipun terdapat hubungan yang kuat antara kedua variabel prediktor tersebut. Penelitian ini dibatasi oleh ukuran sampel dan fokusnya pada satu konteks saja. Penelitian ini juga dibatasi oleh homogenitas nilai menulis siswa, karena sebagian besar nilai relatif serupa dan menunjukkan variasi yang terbatas, yang mungkin telah memengaruhi generalisasi temuan. Pengajar disarankan tidak hanya untuk menumbuhkan kepercayaan diri dan keterlibatan siswa, tetapi juga menerapkan strategi menulis yang efektif serta menyediakan latihan menulis yang terstruktur. Siswa didorong untuk berlatih menulis secara konsisten, sementara peneliti di masa mendatang disarankan untuk mengeksplorasi variabel tambahan yang dapat menjelaskan prestasi menulis siswa dengan lebih baik.