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CONCEPTION OF LEARNING
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AMONG INDOONESIAN
UNIVERSITY STUDENTS


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Introduction

Many studies concerned about self-efficacy in science education. The studies have used, ranging from an elementary science student to university level. Some researchers have explored the significant influence of students' conceptions of learning science on their science learning self-efficacy (e.g. Chiu & Liang, 2012; Lin, Liang & Tsai, 2015a; Lin, Liang & Tsai, 2015b; Tsai, Ho, Liang, & Lin, 2011). However, not at all concerned on the university student level of self-efficacy scale. In this level, some previous researchers studied about physics self-efficacy (e.g. Lin, Liang & Tsai, 2015a; Lindström & Sharma, 2011; Sawelle, Brewe, & Kramer, 2012), chemistry self-efficacy (Uzuntiryaki & Aydin, 2009), and biology self-efficacy (Lin *et al.*, 2015b). Self-efficacy ratings are not only informative to students, but also produce self-regulatory reactions, such as increasing studying to score better in the classroom (Zimmerman, Bonner, & Kovach, 2006). There is a linear relationship between students' self-efficacy and their performing in tasks. Consequently, in educational settings, students who hold strong self-efficacy beliefs in determining a given project and doing it successfully are likely to employ in the task, while fewer self-efficacious students were distinct to avoid it (Pintrich & Schunk, 2002). In addition, self-efficacy is a predictor of academic performance (Uzuntiryaki & Aydin, 2009). Students who have a high efficacy would perform better in their academic tasks than those with low efficacy.

In the present research, the role of university students' various conceptions of learning in their academic self-efficacy in the domain of physics is initially explored. Specifically, the focus of the research is to identify university students' conception of learning physics and to understand how these distinct conceptions relate to physics learning self-efficacy in Indonesia. In addition, the relation between each component of conception of learning and self-efficacy in the domain of physics is also examined.

Abstract. This research aimed to explore the correlation between Indonesian University students' conception of learning physics and their physics self-efficacy. A total of 279 students who were majoring in physics education participated in this research and were invited to complete two instruments: the conception of learning physics (CLP) and the physics learning self-efficacy (PLSE). Both of the questionnaires, which were modified from (Lin, Liang, & Tsai (2015a) and Lin, Liang, & Tsai (2015b)) instruments, had been translated into Indonesian language and validated through an exploratory factor analysis of participants' responses. The differences between student levels were explored for their significance using an ANOVA test in order to portray a clear line among different conceptions of learning physics and physics learning self-efficacy. The results indicated that, first, the instruments used in the research had satisfactory validity and reliability. Second, students in sophomore level were significantly lower on the conceptions of testing than those in other levels. Meanwhile, the conceptions of calculating practicing and understanding were not significantly different. Third, university students in senior level performed more confident in four dimensions: science content, higher-order thinking, everyday application, and science communication than others. The research also depicted a moderate correlation among dimensions of CLP and PLSE. **Key words:** conception of learning, physics education, self-efficacy, survey study, university student.

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