

THE CORRELATION BETWEEN STUDENTS' SELF-EFFICACY, LEARNING STYLES, AND THEIR ACADEMIC ACHIEVEMENT AT MAN 1 KENDARI

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ABSTRAK

Hubungan antara karakteristik personal siswa dan capaian bahasa Inggris tidak selalu terbentuk secara seragam dalam pembelajaran *hybrid learning*. Penelitian ini mengkaji keterkaitan efikasi diri dan gaya belajar dengan hasil belajar bahasa Inggris siswa kelas X MAN 1 Kendari. Sebanyak 36 siswa terlibat dalam penelitian korelasional dengan data yang diperoleh melalui kuesioner efikasi diri dan gaya belajar serta dokumentasi hasil belajar. Analisis dilakukan menggunakan statistik deskriptif dan korelasional dengan bantuan *Statistical Package for the Social Sciences (SPSS)*. Hasil penelitian memperlihatkan bahwa efikasi diri siswa cenderung berada pada tingkat sedang, sementara gaya belajar kinestetik menjadi preferensi yang paling banyak ditemukan. Secara keseluruhan, efikasi diri tidak menunjukkan hubungan yang signifikan dengan hasil belajar bahasa Inggris, demikian pula gaya belajar. Namun, ketika hubungan efikasi diri dan hasil belajar dianalisis berdasarkan kelompok gaya belajar, pola yang berbeda terlihat pada siswa dengan kecenderungan visual. Pada kelompok tersebut, efikasi diri berkorelasi positif dan kuat dengan hasil belajar ($r = 0,630$; $p = 0,028$), sedangkan hubungan pada kelompok kinestetik dan auditori tidak signifikan. Temuan ini memperlihatkan bahwa keterkaitan efikasi diri dengan capaian bahasa Inggris tidak berdiri sendiri, tetapi dapat muncul secara berbeda sesuai karakteristik belajar siswa dan konteks pembelajaran yang mereka alami.

Kata Kunci: Efikasi Diri, Gaya Belajar, Hasil Belajar Bahasa Inggris, Hybrid Learning

ABSTRACT

The relationship between students' personal characteristics and English language achievement does not always emerge uniformly in a *hybrid learning* environment. This study examines the relationship between self-efficacy, learning styles, and English learning outcomes among tenth-grade students at MAN 1 Kendari. A total of 36 students participated in this correlational study, with data collected through self-efficacy and learning style questionnaires as well as documentation of students' learning outcomes. The data were analyzed using descriptive and correlational statistics with the assistance of the *Statistical Package for the Social Sciences (SPSS)*. The findings indicate that students' self-efficacy generally fell within the moderate category, while the kinesthetic learning style was the most prevalent preference. Overall, self-efficacy did not show a significant relationship with English learning outcomes, nor did learning style. However, when the relationship between self-efficacy and learning outcomes was examined across learning style groups, a different pattern emerged among students with a visual preference. Within this group, self-efficacy showed a strong and positive correlation with learning outcomes ($r = 0.630$; $p = 0.028$), whereas the relationships within the kinesthetic and auditory groups were not significant. These findings indicate that the relationship between self-efficacy and English achievement is not independent of context

but may vary according to students' learning characteristics and the learning environment they experience.

Keywords: *Self-Efficacy, Learning Styles, English Learning Outcomes, Hybrid Learning*

INTRODUCTION

The contemporary classroom is no longer defined solely by what students are expected to know. Learning increasingly takes place within conditions that require learners to adjust to changing forms of interaction, manage information independently, communicate across different settings, and develop competencies that remain useful beyond the immediate academic task. Technological change has intensified this shift by altering how information is encountered, interpreted, and applied during learning. As Nurmalasari et al. (2026) argue, the development of 21st-century competencies requires educational practices that respond to changing learner needs, while Sousa et al. (2021) place technological integration, instructional innovation, and competency development within the broader transformation of education. Such changes also make learner diversity more visible, since students may respond differently to the same instructional environment.

Within this broader transformation, English occupies a distinctive position because its use extends beyond the classroom and intersects with students' future educational and professional trajectories. English proficiency can support access to further study, employment opportunities, and forms of mobility that increasingly cross linguistic and geographical boundaries. Nghia et al. (2024) relate English language education to employability and graduate mobility, while Ahmed (2025) draws attention to the demands learners encounter when English functions within academic settings. Consequently, an English score cannot be read simply as an outcome of instructional exposure. It may also reflect how students approach learning tasks, respond to difficulties, and engage with the particular conditions through which language learning is organized.

Among the learner-related dimensions that warrant attention, *self-efficacy* concerns the beliefs students hold about their capacity to organize actions and manage demands in pursuit of particular goals. These beliefs can shape whether learners approach challenging tasks with persistence, withdraw when difficulties arise, or continue adjusting their strategies when initial efforts do not produce the expected result. Nelly and Yusdiana (2023), drawing on Albert Bandura's social cognitive theory, locate such beliefs within an interaction between personal, behavioral, and environmental dimensions rather than treating them as an isolated psychological attribute. A similar broader perspective appears in Stavropoulou et al. (2025), who consider self-efficacy alongside motivation, self-regulation, and thinking skills in relation to academic achievement. Thus, its association with achievement is better understood as part of a wider learning process than as a single explanatory factor.

The role of *self-efficacy* becomes particularly interesting in language learning because students must continually use their developing abilities rather than merely receive information. Confidence in one's capacity may influence how learners select strategies, sustain participation, and respond to the demands of using a language that is not their first. Panjie and Velarde (2025) found an association between language self-efficacy and language learning strategies among non-English majors, while Mappangara and Ali (2023) examined the connection between self-efficacy and achievement among Indonesian *EFL* learners. These studies provide a basis for considering students' beliefs about their own capabilities when examining English learning outcomes. At the same time, the relationship should not be presumed to operate identically across learners, because the ways confidence is translated into

achievement may depend on individual characteristics and the learning conditions surrounding them.

Another dimension enters the picture when students differ in how they tend to encounter and process learning experiences. Learning-style classifications have been used to describe preferences associated with visual, auditory, reading/writing, and kinesthetic modes, although these categories do not imply that learners experience instruction through a single fixed channel. Rotifa et al. (2026), using the *Visual, Aural, Read/Write, and Kinesthetic (VARK)* framework, identified variation in students' preferences, while Tazkiah et al. (2021) used learning-style identification to examine differences in learner characteristics. In an actual classroom, these preferences intersect with the materials presented, activities assigned, interaction patterns, and opportunities provided to students. For that reason, learning style is more productively considered as one characteristic within a learning ecology rather than as a direct determinant of academic performance.

The empirical relationship between learning preferences and achievement also remains less straightforward than a simple matching model might suggest. Yadav and Pandey (2026), through a meta-analytic examination of secondary students, caution that associations between learning styles and academic performance vary with learner and contextual characteristics. Baherimoghadam et al. (2021), meanwhile, connected learning style and general self-efficacy with students' experiences in *e-learning*, illustrating how personal characteristics may acquire different meanings within technology-mediated environments. These perspectives create a useful tension for the present study: if students learn through multiple forms of interaction and technological resources, a particular learning preference may not translate directly into higher achievement. The question consequently shifts from identifying which style is "best" toward examining whether students' self-beliefs and learning preferences relate to achievement in a specific instructional setting.

That setting becomes especially relevant in *hybrid learning*, where face-to-face interaction is combined with digital forms of access, communication, and learning activity. Rather than presenting a single mode of instruction, this arrangement can expose students to varied representations of content and different opportunities for engagement. Arfat et al. (2025) associate *hybrid learning* with the development of more inclusive learning environments through technology and student engagement, while Guiron and Limbong (2025) point to educational facilities and teacher competence as conditions that contribute to learning quality. The expansion of technological possibilities also changes how learning can be assessed, making assessment practices part of the broader adaptation to evolving educational environments; Solikah et al. (2025) discuss this development in relation to changing needs and practices in educational assessment. Within such a setting, students' personal characteristics may interact with the learning environment in ways that are not immediately visible when each variable is examined in isolation.

This intersection provides the basis for examining the experiences of secondary students learning English in a *hybrid* classroom. Although self-efficacy, learning styles, technology-mediated learning, and academic achievement have each received scholarly attention, their combined relationship with English learning outcomes among secondary students in a *hybrid* setting remains insufficiently specified. The possibility that self-efficacy may relate differently to achievement across learning-style groups further complicates an overall correlation between the variables. The present study therefore focuses on tenth-grade students at MAN 1 Kendari to examine the relationships among self-efficacy, learning styles, and English learning outcomes within their *hybrid learning* environment. By examining these

relationships together, the study seeks to clarify how psychological characteristics and learning preferences are associated with achievement under a learning arrangement that combines physical and digital experiences, while also offering an empirical basis for learning strategies that can accommodate variation among students.

RESEARCH METHOD

The study was situated in the *Hybrid* class at MAN 1 Kendari, Southeast Sulawesi, during the second semester of the 2024/2025 academic year, specifically from May to June 2025. Rather than treating the learning setting merely as a research location, the study considered the existing classroom arrangement as the context in which students' self-efficacy, learning preferences, and English achievement could be examined together. The target population comprised 430 tenth-grade students across 13 classes, from which 36 students of Class X.1 *Hybrid* were involved as respondents. Their inclusion was determined purposively, considering their active participation in the *Hybrid* class, experience with English learning for one semester, availability of documented English scores, completion of the required instruments, and willingness to participate. The investigation followed a quantitative correlational design because the analysis was directed toward identifying the relationships among self-efficacy, learning styles, and English learning outcomes without introducing an instructional treatment.

Information about students' characteristics and achievement was assembled from several complementary sources. Self-efficacy was measured through a questionnaire covering mastery experiences, vicarious experiences, verbal persuasion, and physiological and emotional states, while learning preferences were identified through categories of visual, auditory, and kinesthetic styles. Both questionnaires used a four-point Likert scale, whereas English learning outcomes were taken from students' existing assessment records. Before being used for the main data collection, the instruments underwent content validation involving two lecturers from English Language Education and one English teacher, followed by empirical validity and reliability testing through *Corrected Item-Total Correlation* and *Cronbach's Alpha*. The data collection itself began with research permission and coordination with the school administration and the English teacher. Students were first informed about the purpose of the study and the confidentiality of their responses, after which they completed the two questionnaires in approximately 30–40 minutes; the academic records were subsequently accessed with school approval.

Once all materials had been gathered, the responses were checked for completeness before being coded and organized in Microsoft Excel. The dataset was then processed using IBM SPSS Statistics version 23, allowing the analysis to proceed from a description of the observed variables to examination of their statistical relationships. Descriptive statistics were used to portray the general pattern of the data, followed by the *Shapiro-Wilk* test to assess distributional assumptions and a linearity test before correlation analysis. The *Pearson Product-Moment* correlation was applied to examine the overall relationships among the variables and, more specifically, the association between self-efficacy and English learning outcomes within the visual, auditory, and kinesthetic groups. Statistical decisions were made using a significance threshold of 0.05, so that the interpretation of the observed relationships remained tied to the characteristics of the collected data rather than to assumptions about how students' personal attributes should relate to achievement.

RESULT AND DISCUSSION

Result

Results of Statistical Assumption Testing

Before examining the relationships among the variables, the research data were first tested to determine their distributional characteristics. The normality test was conducted using the *Shapiro-Wilk* test because the study involved 36 student respondents. The test results covered the overall learning style, self-efficacy, and English learning achievement variables, as well as self-efficacy and learning achievement data within each learning style group. A summary of the normality test results is presented in Table 1.

Table 1. Results of the Data Normality Test Using the *Shapiro-Wilk* Test

Data	Group	Statistic	df	Sig.	Description
Learning style	Overall	0.759	36	0.000	Not normally distributed
Self-efficacy	Overall	0.985	36	0.894	Normally distributed
Learning achievement	Overall	0.870	36	0.001	Not normally distributed
Self-efficacy	Kinesthetic	0.959	14	0.701	Normally distributed
Self-efficacy	Auditory	0.983	10	0.993	Normally distributed
Self-efficacy	Visual	0.917	12	0.330	Normally distributed
Learning achievement	Kinesthetic	0.893	14	0.090	Normally distributed
Learning achievement	Auditory	0.876	10	0.078	Normally distributed
Learning achievement	Visual	0.866	12	0.090	Normally distributed

Based on Table 1, the overall self-efficacy data had a significance value of 0.894, whereas the learning style and learning achievement data had significance values of 0.000 and 0.001, respectively. In the analysis based on learning style groups, all significance values for self-efficacy and learning achievement were above 0.05. The kinesthetic group consisted of 14 students, the auditory group consisted of 10 students, and the visual group consisted of 12 students. These test results were used as the basis for determining the correlation analysis procedures in the subsequent stage.

Descriptive Statistics of Self-Efficacy

Descriptive analysis was conducted to describe the variation in students' self-efficacy scores in learning English. The data were obtained from 36 respondents in Class X.1 *Hybrid* at MAN 1 Kendari using a self-efficacy questionnaire. Individual scores were subsequently classified into low, moderate, and high categories. A summary of the distribution of students' self-efficacy levels is presented in Table 2.

Table 2. Distribution of Students' Self-Efficacy Levels

Category	Score Range	Frequency	Percentage
Low	≤ 54	5	13.9%
Moderate	55–69	22	61.1%
High	≥ 70	9	25.0%
Total	–	36	100%

Table 2 shows that the largest proportion of respondents was classified in the moderate self-efficacy category, consisting of 22 students or 61.1% of the total respondents. A total of 9 students, or 25.0%, were categorized as having high self-efficacy, while 5 students, or 13.9%, were classified in the low category. Individual self-efficacy scores in the

study ranged from 47.9 to 89.6. Thus, the data distribution indicates variation in self-efficacy levels among the 36 research respondents.

Distribution of Learning Styles

Learning styles were identified based on the highest score obtained by each student across three categories: kinesthetic, auditory, and visual. This classification resulted in three groups of respondents with different numbers of members. These data were used in both descriptive analysis and correlation analysis based on learning style groups. The distribution of respondents according to their dominant learning styles is presented in Table 3.

Table 3. Distribution of Respondents Based on Dominant Learning Style

Dominant Learning Style	Frequency	Percentage
Kinesthetic	14	38.9%
Visual	12	33.3%
Auditory	10	27.8%
Total	36	100%

As shown in Table 3, the kinesthetic group represented the largest number of respondents, consisting of 14 students or 38.9%. The visual group consisted of 12 students or 33.3%, while the auditory group consisted of 10 students or 27.8%. The differences in the number of students across the groups served as the basis for dividing the sample in the analysis of the relationship between self-efficacy and learning achievement according to learning style. Thus, all 36 respondents were classified into one of the three dominant learning style groups.

English Learning Achievement

The English learning achievement data were obtained from the academic scores of 36 students in Class X.1 *Hybrid* at MAN 1 Kendari during the 2024/2025 academic year. The students' scores ranged from 80 to 91. To provide a more concise description rather than presenting all individual scores, the learning achievement data were grouped into score intervals. The distribution of students' English learning achievement is presented in Table 4.

Table 4. Distribution of Students' English Learning Achievement

Score Range	Frequency	Percentage
80–82	17	47.2%
83–85	11	30.6%
86–88	5	13.9%
89–91	3	8.3%
Total	36	100%

Based on Table 4, a total of 17 students, or 47.2%, obtained scores ranging from 80 to 82. Eleven students, or 30.6%, were in the 83–85 score range, while 5 students, or 13.9%, obtained scores between 86 and 88. Three students, or 8.3%, achieved scores ranging from 89 to 91. Overall, the English learning achievement scores in this study had a minimum value of 80 and a maximum value of 91.

Results of the Overall Correlation Analysis

The correlation analysis was subsequently conducted to examine the relationship

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between self-efficacy and English learning achievement, as well as the relationship between learning style and learning achievement. The results are presented in terms of correlation coefficients and significance values. Both results are presented in a single table to avoid repetition and to provide a more concise presentation of the findings. A summary of the overall correlation analysis is presented in Table 5.

Table 5. Results of the Overall Correlation Analysis Between Variables

Variable Relationship	Correlation Coefficient (<i>r</i>)	Sig. (<i>p</i>)	Decision
Self-efficacy – learning achievement	0.179	0.296	Not significant
Learning style – learning achievement	-0.089	0.605	Not significant

Table 5 shows that the relationship between self-efficacy and learning achievement had a correlation coefficient of 0.179 with a significance value of 0.296. The relationship between learning style and learning achievement had a correlation coefficient of -0.089 with a significance value of 0.605. Both significance values were above the 0.05 significance level. Therefore, neither relationship showed a statistically significant result in the data of this study.

Results of the Correlation Analysis Based on Learning Style Groups

A further analysis was conducted to identify the relationship between self-efficacy and learning achievement within each learning style group. In the previous presentation, the results were reported in three separate tables for the kinesthetic, auditory, and visual groups. In this revision, the three sets of results are combined into a single table to provide a more concise presentation without omitting the main statistical information. The results of the correlation analysis based on learning style groups are presented in Table 6.

Table 6. Correlation Between Self-Efficacy and Learning Achievement Based on Learning Style Groups

Learning Style Group	<i>n</i>	Correlation Coefficient (<i>r</i>)	Sig. (<i>p</i>)	Decision
Kinesthetic	14	0.458	0.216	Not significant
Auditory	10	-0.307	0.389	Not significant
Visual	12	0.630	0.028	Significant
Total	36	–	–	–

Based on Table 6, the kinesthetic group obtained a correlation coefficient of 0.458 with a significance value of 0.216. The auditory group obtained a correlation coefficient of -0.307 with a significance value of 0.389, whereas the visual group obtained a correlation coefficient of 0.630 with a significance value of 0.028. Among the three groups, only the visual group had a significance value below 0.05. Thus, the results indicate that the relationship between self-efficacy and learning achievement differed across the learning style groups within the sample of this study.

Discussion

The findings indicate that the relationships among self-efficacy, learning styles, and English learning achievement cannot be understood as direct and uniform relationships across all students. Overall, the relatively high levels of students' self-efficacy and learning achievement did not automatically result in a significant relationship when all respondents were analyzed collectively. This condition suggests that academic achievement in English learning may be shaped by a combination of various personal factors and learning conditions.

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This finding is consistent with Sukma et al. (2023), who showed that English learning achievement is associated not only with self-efficacy but also with other psychological factors, such as motivation, goal attainment, and anxiety. Similarly, Sagitarini et al. (2023), Ayu et al. (2026), and Putri and Dewi (2022) demonstrated that learning outcomes or academic achievement are not solely related to self-efficacy but may also involve self-regulation, resilience in facing difficulties, the learning environment, and time management. Therefore, the findings of this study reinforce the understanding that self-efficacy represents one of students' internal resources, although its contribution to learning achievement may vary according to individual characteristics and learning contexts.

The absence of a significant relationship between self-efficacy and English learning achievement among all respondents does not imply that self-efficacy has no role in the learning process. Rather, the finding suggests that students' beliefs in their own abilities do not necessarily produce measurable differences in academic scores, particularly when students receive relatively similar learning support. Yuliyanti and Romadhon (2025) showed that learning experiences and instructional assistance in English learning can be used to enhance students' self-efficacy. Meanwhile, Wang et al. (2022) found that self-efficacy is one of the factors associated with the academic achievement of *English as a Foreign Language* learners, together with other personal factors. The differences between previous studies and the findings of this research indicate that the relationship between self-efficacy and academic achievement is not absolute but may vary according to student characteristics, learning processes, and other supporting factors. Thus, within the context of a *hybrid* classroom, self-efficacy should be positioned as one component within a broader system of psychological and pedagogical factors that collectively shape students' learning experiences.

The finding of no significant relationship between learning styles and English learning achievement also suggests that students' learning preferences do not automatically determine their level of academic achievement. Students with visual, auditory, or kinesthetic tendencies may still have relatively similar opportunities to achieve positive learning outcomes when they have access to diverse instructional strategies. Telaumbanua and Harefa (2024) found a relationship between learning styles and learning outcomes, whereas Wilyam (2025) specifically examined the effects of visual, auditory, and kinesthetic learning styles on learning achievement in language learning. The differences between those findings and the results of the present study suggest that the role of learning styles may depend on the characteristics of the subject matter, instructional strategies, and the conditions of the learning environment. In this study, the *hybrid* learning environment enabled students to access learning materials through various forms of presentation, meaning that the advantage associated with a particular learning preference did not necessarily result in clear differences in achievement. Therefore, the findings point more strongly toward the importance of varied and multimodal instruction than toward the application of strategies based exclusively on a single learning style category.

The predominance of visual learning tendencies in this study nevertheless has important implications when considered in relation to the characteristics of technology-based learning. Setyo et al. (2022) demonstrated that the use of multimodal digital learning materials can enrich the learning process through various forms of information representation. In English language learning, Yana and Abbas (2022) also highlighted the importance of pedagogical representation and multimodal elements in delivering instructional content through digital media. Therefore, the visual tendency identified in this study may be understood as part of students' interaction with videos, presentations, images, digital texts,

and online learning resources in the *hybrid* classroom. Djafar (2023) showed that the use of digital media can be associated with students' motivation to learn English, indicating that technology functions not only as a means of delivering instructional content but also as a potential support for student engagement. However, the predominance of visual tendencies does not mean that instruction should focus exclusively on visual media, as *hybrid* learning instead provides opportunities to integrate learning experiences through multiple channels.

The differences in the results when the analysis was conducted based on learning style groups indicate that the relationship between self-efficacy and learning achievement may follow different patterns among particular groups of students. A positive and significant relationship was found in the visual group, whereas the kinesthetic and auditory groups did not demonstrate significant relationships. This pattern suggests that the contribution of self-efficacy to learning achievement may become more apparent when the characteristics of student groups are examined more specifically. Umar et al. (2026) investigated self-efficacy and learning styles simultaneously in relation to academic achievement, thereby supporting the importance of considering both characteristics when understanding learning success. In addition, Baherimoghadam et al. (2021) linked learning styles and self-efficacy within the context of *e-learning*, illustrating that individual characteristics may interact with the type of learning environment being used. Thus, the significant relationship found in the visual group may be interpreted as an association between students' confidence in their abilities and the learning experiences available to them, without implying that one variable directly causes changes in the other.

The *hybrid* learning context represents an important aspect in explaining the overall pattern of the findings. Mariani (2022) showed that the implementation of *hybrid learning* supported by instructional media may be associated with students' learning outcomes and learning interest. Meanwhile, Kazu and Yalçın (2022), through a *meta-analysis*, demonstrated that the effectiveness of *hybrid* learning in improving academic achievement should be understood in relation to variations in implementation and learner conditions. In the present study, the combination of face-to-face instruction and technology-based learning may have provided more diverse learning experiences for students with different characteristics. This condition may help explain why learning style did not demonstrate a significant relationship with overall learning achievement, as students were not dependent on only one mode of instructional delivery. This finding is also related to Sujarwo et al. (2023), who emphasized the use of digital literacy in English language learning as part of developing a more active and constructive learning process.

From a pedagogical perspective, the findings suggest that teachers do not need to limit instructional strategies to a single category of students' learning styles. Instead, English learning can be designed by combining visual media, listening activities, discussions, practical exercises, and the use of digital technology. This approach is consistent with Yana and Abbas (2022) regarding the role of multimodal learning and Setyo et al. (2022) concerning the use of digital learning materials that integrate various forms of representation. The significant finding within the visual group also suggests that strengthening students' self-efficacy can be an important component of the learning process, particularly when students are given opportunities to use available learning resources effectively. Teachers can support the development of self-efficacy through constructive feedback, successful learning experiences, realistic goal setting, and opportunities for students to evaluate the development of their abilities. Thus, effective learning should not be directed solely toward improving academic scores but also toward developing students' confidence in managing the English

learning process more independently.

Overall, this study indicates that English learning achievement within a *hybrid* environment results from a complex interaction between students' personal characteristics and the learning conditions they experience. The absence of significant relationships in the overall analysis, combined with the emergence of a significant positive relationship within the visual group, demonstrates that patterns of relationships among variables may change when student characteristics are examined more specifically. These findings can be associated with the results of Wang et al. (2022), Sukma et al. (2023), and Umar et al. (2026), all of whom positioned self-efficacy as an important factor, although not the only factor associated with academic success. Supported by the findings of Sagitarini et al. (2023), Ayu et al. (2026), and Putri and Dewi (2022), the present study further emphasizes that learning achievement should be understood through the involvement of multiple internal and external factors. Therefore, future development of English language learning may focus on strengthening self-efficacy, applying multimodal strategies, and developing flexible *hybrid* learning environments capable of providing diverse learning experiences. Future research may expand the number of respondents and include broader school contexts while examining additional factors, such as self-regulation, motivation, time management, and learning engagement, in order to provide a more comprehensive explanation of the interaction between student characteristics and the learning environment.

CONCLUSION

This study demonstrates that the relationships among self-efficacy, learning styles, and English learning achievement in the context of a *hybrid* classroom cannot be understood as uniform relationships applicable to all students. Although self-efficacy and learning styles generally did not show significant relationships with English learning achievement, the findings among students with a visual learning style indicated that self-efficacy may play a stronger role when students' characteristics interact with appropriate learning conditions. Thus, the findings suggest that success in English learning is determined not only by students' internal factors considered separately but also by the alignment between students' beliefs in their abilities, their learning characteristics, and the learning environment they experience. In the context of a *hybrid* classroom, the use of various media and instructional strategies appears to provide relatively equal learning opportunities for students with different learning preferences, meaning that the influence of a particular learning style on learning achievement may not always emerge directly.

From a practical perspective, the findings of this study offer prospects for developing more adaptive English language learning by integrating the strengthening of self-efficacy with the implementation of multimodal instructional strategies. Teachers and schools can use these findings as a basis for designing *hybrid* learning environments that are not solely oriented toward the use of technology but also provide opportunities for successful learning experiences, constructive feedback, and learning activities that accommodate the diversity of students' characteristics. For future research, this study can be extended by involving a larger sample, a wider range of school contexts, and a longitudinal design to examine changes in self-efficacy and learning achievement over time. In addition, future studies may investigate the roles of other variables, such as motivation, self-regulation, learning engagement, and the quality of *hybrid* learning implementation, in order to develop a more comprehensive understanding of the factors that shape success in English language learning.

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