ISSN : 2962-9195 E-ISSN : 2963-8992

Journal of Educational Management Research
Vol. 05 No. 01 (2026) : 315-328
Available online at https://serambi.org/index.php/jemr

Educational Management Support, Self-Efficacy, and Academic Flow: Evidence from Senior High School Students in Surabaya

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DOI: https://doi.org/10.61987/jemr.v5i1.1653

Keywords:
self-efficacy, academic flow, educational management

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ABSTRACT

Learning at the senior high school (SMA) level represents a critical phase in students' academic and psychological development. In Indonesia, the senior high school completion rate remains relatively low, indicating the need to examine psychological factors that support students' optimal learning experiences. This study aimed to analyze the relationship between self-efficacy and academic flow among senior high school students in Surabaya. A quantitative correlational research design was employed, involving 250 students from grades X and XI selected through purposive sampling. Data were collected using self-efficacy and academic flow scales and analyzed using Pearson correlation and simple regression techniques. The results showed a strong and significant positive relationship between self-efficacy and academic flow ($r = 0.613$; $p < 0.01$), indicating that students with higher self-efficacy tend to experience higher levels of academic flow. Furthermore, self-efficacy was found to be a significant predictor of academic flow, demonstrating its substantial contribution to students' engagement in learning activities. These findings imply that strengthening students' self-efficacy is a crucial psychological and managerial strategy for fostering optimal learning experiences and enhancing academic engagement in senior high school contexts. Educational management practices that support confidence, autonomy, and mastery-oriented learning environments are therefore recommended to improve students' academic flow.

Article History:
Received: October 2025; Revised: November 2025; Accepted: December 2025

Please cite this article in APA style as:
Salsabila, N. S., & Khoirunnisa, R. N. (2026). Educational Management Support, Self-Efficacy, and Academic Flow: Evidence from Senior High School Students in Surabaya. *Journal of Educational Management Research*, *5*(1), 315-328.

INTRODUCTION

Senior high school education represents a critical stage in shaping students' academic competence, psychological resilience, and readiness for future educational and career pathways. From a societal perspective, the quality of learning experiences at the senior high school level determines the

sustainability of human capital development and national competitiveness (Barokah, 2025; Hikmah et al., 2025; Mustaghfiroh & Mubaroq, 2025; Sa'diyah et al., 2024). However, academic success is not solely determined by cognitive ability; psychological factors and educational management practices play a decisive role in ensuring students' active engagement in learning. Evidence from national education statistics shows that Indonesia had approximately 52.9 million students in the 2024/2025 academic year, yet the completion rate at the senior high school level remained at only 66.79% (BPS, 2023). This indicates that a significant proportion of students fail to complete secondary education successfully. These data suggest that learning challenges at the senior high school level are not merely individual problems but systemic issues that require integrated psychological and managerial solutions. Therefore, investigating factors that enhance students' learning engagement is essential for improving educational quality and social outcomes.

One of the major challenges faced by the Indonesian education system is the persistent gap between educational access and meaningful student engagement. While formal access to schooling has improved, many students struggle to remain motivated, focused, and psychologically prepared to meet academic demands (Alam & Mohanty, 2023; Dewi et al., 2025; Hasanah et al., 2024; Rusdiah, 2024; Windiasari et al., 2025). This problem is exacerbated by increasing academic pressure, curriculum complexity, and competition for higher education opportunities. International assessments further illustrate this concern. The PISA 2022 results revealed that only 25.46% of Indonesian students achieved the minimum proficiency level in reading literacy and merely 18.35% reached this level in mathematics, placing Indonesia well below the OECD average (OECD, 2022). These outcomes indicate that many students are not optimally engaged in learning processes. From an educational management perspective, this situation reflects limitations in learning environment design, instructional leadership, and student support systems. Without effective management strategies that address students' psychological needs, academic participation and persistence are difficult to sustain, leading to suboptimal educational outcomes.

Empirical conditions in schools reveal substantial differences in students' levels of academic engagement. Some students demonstrate high enthusiasm, sustained concentration, and active participation, while others exhibit passivity, boredom, and declining motivation (Khotijah & Mundiri, 2020; Muthmainnah, 2021; Zamroni & Jannah, 2021). Research by Haryani et al. (2022) found that 61% of students experienced moderate learning motivation, 38% high motivation, and 2% low motivation during instructional activities. Media reports during and after the COVID-19 pandemic further indicated that nearly 40% of Indonesian

students experienced learning fatigue due to excessive workloads, limited interaction, and monotonous instructional methods. Preliminary observations conducted with 50 students at SMA "X" in Surabaya showed similar patterns: while many students reported enjoyment and focus during learning activities, others struggled to maintain attention and engagement. These findings suggest that academic flow is unevenly experienced among students. Such disparities highlight the need for educational management interventions that foster psychological readiness, adaptive learning environments, and sustained academic engagement.

Previous studies have consistently emphasized the importance of self-efficacy as a key psychological determinant of academic success. According to Bandura's social cognitive theory, self-efficacy refers to individuals' beliefs in their capability to organize and execute actions required to achieve specific goals (Bandura, 2010). Nurhasanah (2018) emphasized that academic self-efficacy influences students' motivation, persistence, and learning strategies. Students with high self-efficacy tend to be more resilient, proactive, and confident when facing academic challenges. Meanwhile, the concept of academic flow, derived from Csikszentmihalyi's theory, describes a psychological state of deep concentration, intrinsic motivation, and enjoyment during task engagement (Csikszentmihalyi, 1990). Research has shown that academic flow contributes positively to students' learning satisfaction, persistence, and performance. However, most existing studies examine self-efficacy in relation to achievement or motivation, rather than focusing on the quality of students' learning experiences as reflected in academic flow (Aisyah & Utamimah, 2025; Munawwaroh et al., 2025; Riduan & Zamroni, 2024).

Several international studies have begun to explore the relationship between self-efficacy and academic flow, particularly in digital and online learning contexts. Su (2024) reported a significant association between self-efficacy, learning motivation, and flow in online learning environments. Similarly, Fang et al. (2025) found that online self-efficacy played a crucial role in fostering flow and engagement in digital-based instruction. Hayat et al. (2020) further suggested that flow may mediate the relationship between motivation and academic achievement. Despite these advances, empirical evidence examining the direct relationship between self-efficacy and academic flow among senior high school students in traditional school settings remains limited, particularly in Indonesia. Moreover, few studies integrate an educational management perspective that considers how school policies, instructional design, and learning management systems support psychological engagement. This gap highlights the need for research that bridges psychological constructs with educational management practices at the senior high school level.

The novelty of this study lies in its integrative approach, combining psychological theory with educational management perspectives to examine academic engagement. Unlike prior studies that primarily focus on learning outcomes or motivation, this research emphasizes academic flow as an indicator of optimal learning experiences. By positioning self-efficacy as a key internal resource supported by educational management practices such as supportive instructional leadership, feedback mechanisms, and mastery-oriented learning environments this study advances current understanding of student engagement. Addressing this issue is crucial because academic flow reflects not only students' performance but also their psychological well-being and learning sustainability. In the context of senior high school education, where academic demands intensify, fostering academic flow becomes a strategic priority. Therefore, this research contributes to the state of the art by highlighting the role of self-efficacy within managed learning environments as a foundation for enhancing students' academic engagement.

Based on the theoretical framework of Bandura's self-efficacy theory and Csikszentmihalyi's flow theory, this study addresses the research question: Is there a significant relationship between self-efficacy and academic flow among senior high school students? The proposed argument is that students with higher levels of self-efficacy are more likely to experience academic flow because they perceive academic challenges as manageable and motivating. From an educational management standpoint, strengthening self-efficacy through structured learning support, constructive feedback, and supportive school environments is expected to enhance students' engagement and learning quality. This study aims to provide empirical evidence of this relationship among students at SMAN "X" Surabaya. The findings are expected to contribute theoretically by enriching the literature on academic flow and practically by informing educational management strategies that promote psychological readiness and optimal learning experiences in senior high school settings.

RESEACH METHOD

This study employed a quantitative research approach, which is grounded in the positivist paradigm and aims to examine relationships among variables using numerical data and statistical analysis (Afifah, 2025; Hasani, 2025; Maisuroh & Jamil, 2024). Quantitative research is defined as a method that relies on objective measurement and statistical procedures to test predetermined hypotheses (Sugiyono, 2021). Specifically, this study adopted a correlational research design, which is appropriate for identifying and measuring the degree of association between two or more variables without manipulating them (Sahir, 2022). This design was selected because the primary objective of the study was to

investigate the relationship between self-efficacy and academic flow among senior high school students. Through this design, the study seeks to provide empirical evidence regarding how variations in students' self-efficacy levels are associated with differences in their academic flow experiences.

The research was conducted at one public senior high school (SMAN "X") located in Surabaya, Indonesia. This location was selected based on several considerations. First, Surabaya is one of the largest metropolitan cities in Indonesia, representing diverse student backgrounds and complex educational demands. Second, the selected school implements a structured academic management system with standardized learning programs, making it a relevant context for examining students' psychological engagement within managed learning environments. Third, preliminary observations at the school indicated varying levels of student engagement and concentration during learning activities, suggesting the presence of differences in academic flow. These factors collectively justified the selection of SMAN "X" Surabaya as an appropriate research site for investigating the relationship between self-efficacy and academic flow in senior high school settings.

The population of this study consisted of all students in grades X and XI at SMAN "X" Surabaya. A purposive sampling technique was employed to select the research sample. Purposive sampling is defined as a sampling technique based on specific criteria determined by the researcher (Sugiyono, 2021). This technique was chosen because not all students met the research requirements. The sample selection criteria included: (1) active students enrolled at SMAN "X" Surabaya; (2) aged between 15 and 17 years; (3) willing to participate voluntarily in the study; and (4) not experiencing learning disorders or special educational needs. Based on these criteria, a total of 250 students were selected as research participants, which was considered sufficient to represent the population and support correlational analysis.

Data were collected using a self-administered questionnaire distributed through Google Forms. Questionnaires are instruments consisting of structured written statements or questions designed to obtain responses that reflect participants' actual conditions (Sugiyono, 2023). This method was chosen for its efficiency, accessibility, and ability to reach a large number of respondents simultaneously. Two standardized instruments were used in this study: a self-efficacy scale and an academic flow scale. The self-efficacy scale measured students' beliefs in their ability to complete academic tasks, while the academic flow scale assessed students' levels of concentration, enjoyment, and intrinsic motivation during learning activities. Both instruments used a Likert-type response format to ensure consistency and ease of analysis.

Data analysis was conducted using Statistical Package for the Social Sciences (SPSS) version 25. Descriptive statistics were first applied to summarize participants' demographic characteristics and overall variable distributions. Prior to hypothesis testing, a Kolmogorov–Smirnov normality test was performed to examine whether the data met the assumptions required for parametric analysis. If the data were normally distributed, parametric statistical tests were applied. Pearson's product-moment correlation analysis was used to examine the relationship between self-efficacy and academic flow. In addition, simple linear regression analysis was conducted to determine the predictive contribution of self-efficacy to academic flow. All statistical analyses were conducted at a significance level of 0.05 (95% confidence interval).

To ensure the trustworthiness of the data, several procedures were implemented. Content validity was established by adapting measurement instruments from relevant theoretical frameworks and previous empirical studies on self-efficacy and academic flow. The clarity and relevance of the items were reviewed prior to data collection. Reliability testing was conducted using Cronbach's alpha coefficient to assess the internal consistency of the instruments. A Cronbach's alpha value of ≥ 0.70 was considered acceptable for research purposes. Additionally, data screening procedures were applied to identify incomplete responses and outliers. These steps were taken to ensure that the collected data were valid, reliable, and suitable for statistical analysis.

RESULT AND DISCUSSION

This study involved 250 senior high school students who met the eligibility criteria and completed the research questionnaires. The demographic characteristics indicate a relatively diverse sample composition. As shown in Table 1, the majority of respondents were female students (68.4%), while male students accounted for 31.6% of the sample. This imbalance reflects the actual student composition at SMA "X" Surabaya, where female students are more dominant. From an educational management perspective, this composition may also indicate a higher willingness among female students to participate in academic activities and research, which has been reported in previous educational studies.

Table 1. Respondent characteristics based on gender

		Frequency	Percent
Valid	laki-laki	79	31,6
	perempuan	171	68,4
	Total	250	100,0

Based on Table 2, most participants were from grade XI (54.4%), followed by grade X students (45.6%). This distribution suggests that students who are more accustomed to the academic climate of senior high school tend to be more responsive to research participation.

Table 2. Respondent characteristics by class

kelas		Frequency	Percent
Valid	10	114	45,6
	11	136	54,4
	Total	250	100,0

In terms of age, as presented in Table 3, the majority of respondents were between 15 and 17 years old, which aligns with the typical age range of students in grades X and XI. The dominance of 17-year-old students (43.6%) may indicate increased academic maturity, which could influence both self-efficacy beliefs and academic engagement.

Table 3. Respondent characteristics based on age

usia		Frequency	Percent
Valid	15	51	20,4
	16	90	36,0
	17	109	43,6
	Total	250	100,0

The descriptive statistics in Table 4 show that students' self-efficacy levels were generally in the moderate-to-high range, with relatively low variability. This finding suggests that most students perceived themselves as reasonably capable of managing academic demands. In contrast, academic flow scores demonstrated greater variability, indicating differences in students' levels of concentration, enjoyment, and engagement during learning activities. This discrepancy implies that although students may share similar confidence levels, their actual learning experiences vary considerably. From an educational management viewpoint, this

highlights the need for instructional strategies and classroom management practices that consistently support optimal engagement for all students.

Table 4. Descriptive Statistics

Descriptive Statistics

Variabel	N	Minimum	Maximum	Mean	Std. Deviation
Efikasi Diri	250	35	48	40,17	2,955
Flow Akademik	250	25	48	42,69	5,051

The normality test in Table 5 was conducted using the Kolmogorov-Smirnov test, which showed a residual significance value of 0.200, which is above the 0.05 limit. This indicates that the residual distribution in the model of the relationship between self-efficacy and academic flow is normal. The small maximum (absolute) difference value also confirms that the data pattern does not deviate from the normal curve. Thus, the assumption of normality is met, so the regression analysis used in the study on students of SMA "X" Surabaya City can be considered valid. Overall, these findings ensure that the process of testing the relationship between the two variables runs according to statistical principles.

Table 5. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		250
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	1.89390207
Most Extreme Differences	Absolute	.039
	Positive	.039
	Negative	-.020
Test Statistic		.039
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

The Pearson correlation analysis presented in Table 6 revealed a strong and significant positive relationship between self-efficacy and academic flow ($r = 0.613$, $p < 0.01$). This finding indicates that students with higher self-efficacy are more likely to experience academic flow during learning activities. The strength of the correlation suggests that self-efficacy plays a meaningful role in facilitating optimal learning experiences. This result supports the acceptance of the alternative hypothesis (H1) and the rejection of the null hypothesis (H0). Critically, this finding extends previous research by demonstrating that self-efficacy is not only associated with academic outcomes but also with the quality of students' learning experiences.

Table 6. Pearson Hypothesis Test

Correlations[b]

		Flow Akademik	Efikasi Diri
Flow Akademik	Pearson Correlation	1	.613**
	Sig. (2-tailed)		.000
Efikasi Diri	Pearson Correlation	.613**	1
	Sig. (2-tailed)	.000	

**. Correlation is significant at the 0.01 level (2-tailed).

Further evidence is provided by the regression analysis shown in Table 7, where self-efficacy was found to significantly predict academic flow ($t = 8.246$, $p < 0.001$). The positive regression coefficient ($\beta = 0.361$) indicates that increases in self-efficacy are associated with higher levels of academic flow. This result suggests a directional influence, implying that self-efficacy contributes directly to students' ability to maintain focus, engagement, and enjoyment during learning. From a critical standpoint, this finding underscores that psychological readiness is a key internal resource that should be actively supported through effective educational management.

Table 7. T-test

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	4.491	.251		17.922	.000
	Efikasi Diri	.361	.044	.464	8.246	.000

a. Dependent Variable: Flow Akademik

These findings are consistent with Bandura's (2010) social cognitive theory, which posits that self-efficacy shapes individuals' cognitive, affective, and behavioral responses to task demands. Students with high self-efficacy are more likely to interpret academic challenges as manageable rather than threatening, leading to greater persistence and engagement. In parallel, the results align with Csikszentmihalyi's (1990) flow theory, which emphasizes the balance between perceived skills and task challenges as a prerequisite for achieving flow. Self-efficacy serves as a psychological foundation that enables students to perceive this balance, thereby reducing anxiety and boredom while enhancing intrinsic motivation.

The present findings also reinforce previous empirical studies showing that self-efficacy is a critical predictor of academic engagement and optimal learning experiences across educational contexts (Fang et al., 2025; Dewi et al., 2023). The consistency of these results suggests that self-efficacy is a relatively stable psychological factor influencing academic flow, regardless of instructional

modality or learning environment. However, unlike many prior studies that focus primarily on achievement outcomes, this research highlights academic flow as a more holistic indicator of learning quality.

From an educational management perspective, these findings carry important implications. Adolescence is a developmental phase characterized by increasing academic demands and fluctuating motivation. Strong self-efficacy can function as a protective factor, enabling students to cope with academic pressure, maintain engagement, and derive enjoyment from learning. Therefore, school management and instructional leaders should prioritize strategies that enhance students' self-efficacy, such as providing constructive feedback, designing tasks aligned with students' abilities, and creating supportive and autonomy-oriented learning environments.

Overall, this study emphasizes that fostering self-efficacy is not merely a psychological concern but a strategic component of effective educational management. By strengthening students' self-efficacy, schools can increase the likelihood that students experience academic flow, ultimately improving the quality and sustainability of the learning process at the senior high school level

CONCLUSION

This study demonstrates that self-efficacy has a strong and significant positive relationship with academic flow among senior high school students in Surabaya, highlighting an important lesson that students' optimal learning experiences are deeply rooted in their psychological beliefs about their own capabilities. The central insight of this research is that self-efficacy functions as a key internal resource that enables students to engage fully, maintain concentration, and experience enjoyment in academic activities. By integrating Bandura's social cognitive theory and Csikszentmihalyi's flow theory, this study contributes to the literature by empirically positioning academic flow as a meaningful indicator of learning quality rather than merely focusing on academic outcomes. From a scholarly perspective, this research enriches educational psychology and educational management studies by demonstrating how psychological constructs can inform learning management strategies aimed at fostering sustainable student engagement at the senior high school level.

Despite its contributions, this study has several limitations that provide directions for future research. First, the use of a correlational design limits the ability to infer causal relationships between self-efficacy and academic flow. Second, the sample was drawn from a single senior high school in Surabaya, which may restrict the generalizability of the findings to other educational contexts. Third, the reliance on self-report instruments may introduce response bias. Future studies are therefore encouraged to employ longitudinal or

experimental designs, involve multiple schools across diverse regions, and integrate additional variables such as instructional leadership, classroom climate, or teacher support to deepen understanding of how educational management practices interact with self-efficacy in promoting academic flow.

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