

The Overview of Final Student Self-Efficacy towards Lectures

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Info Artikel

Sejarah Artikel:

Dikirim:
12-07-2022

Diperbaiki:
17-10-2022

Diterima
12-11-2022

Diterbitkan:
04-14-2022

ABSTRACT

This article aims, first to describe the self-efficacy of final-semester students in lectures based on Albert Bandura's personality theory, second describe the factors that influence the self-efficacy of final students toward lectures based on Albert Bandura's personality theory. This study was qualitative and descriptive. The primary data sources in this study were students' perceptions of their efficacy. Data collection was conducted through interviews with the final students as research subjects. Validation technique using triangulation. The results of the study, first final semester students have low self-efficacy and high self-confidence, second factors that influence student self-efficacy are lack of experience in mastering something, and social model modeling social persuasion.

Keywords: Bandura, lectures, self-efficacy, students

ABSTRAK

Gambaran Kemandirian Mahasiswa Semester Akhir terhadap Perkuliahan

Artikel ini bertujuan, pertama mendeskripsikan gambaran *self-efficacy* pada mahasiswa semester akhir terhadap perkuliahan berdasarkan teori kepribadian Albert Bandura, kedua mendeskripsikan faktor-faktor yang mempengaruhi *self-efficacy* mahasiswa pada semester akhir terhadap perkuliahan berdasarkan teori kepribadian Albert Bandura. Penelitian ini merupakan penelitian kualitatif dan deskriptif. Sumber data primer dalam penelitian ini adalah mahasiswa semester akhir yang terkait dengan masalah *self-efficacy*. Teknik pengumpulan data melalui wawancara dengan mahasiswa semester akhir sebagai subjek penelitian. Teknik validasi dengan melakukan triangulasi. Hasil penelitian, pertama mahasiswa semester akhir memiliki *self-efficacy* yang rendah dan memiliki kepercayaan diri yang rendah, kedua faktor-faktor yang mempengaruhi *self-efficacy* mahasiswa semester akhir adalah kurangnya pengalaman menguasai sesuatu, pemodelan sosial, persuasi sosial, dan kondisi fisik dan emosional.

Kata kunci: Bandura, mahasiswa, perkuliahan, *self-efficacy*

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INTRODUCTION

Time spent in college plays an essential role in individual development. This is a stage of transition and preparation for an individual to develop from adolescence to adulthood. At that time, most students experienced a phase called quarter-life crisis. Therefore, the psychological acuity of students has received considerable attention. Towards the end of the lecture period, the students were busy with various obligations and final assignments. During the quarter-life crisis, students faced various personal and environmental demands, coupled with many activities and the demands of a final project that made them quite bored. To survive in the face of problems in the world of lectures, students must have a high self-efficacy. Self-efficacy refers to individuals' perceptions of their ability to succeed in rewarded tasks, that is, their overall confidence when facing challenges in various contexts or new situations (Pachu et al, 2020) and (Ansong et al, 2018). Previous research has shown that self-efficacy is a positive predictor of subjective well-being: the higher the level of self-efficacy, the higher the subjective well-being (Liu et al, 2011). Self-efficacy positively predicts subjective well-being and is a link between personality and subjective well-being (Shen et al, 2013).

According to Bandura, self-efficacy is a belief in one's ability to organize and carry out the actions needed to manage everyday situations. People with low self-efficacy have a weak desire and commitment to the goal set. They also tend to avoid complex tasks that are perceived as threats. In contrast, those with high self-efficacy set challenging goals and are committed to achieving them. Heavy duty is seen as a challenge to master and is not a threat to be avoided. Personal abilities develop and manifest themselves in various ways. These functional areas require different knowledge and skills. Mastering every field of human activity requires considerable time, resources and energy. Therefore, each person is different in the areas of ability that he or develops and the ideal level of development based on his choice. The pattern of competence possessed by individuals is the result of talent, sociocultural experiences, and contingencies that guide the path of individual development.

Furthermore, Bandura also said that self-efficacy is a belief in an individual's ability to do something in various conditions, with whatever skills he currently has (Bandura, 2002).

Bandura argues that goals are significant and emphasizes the importance of individuals focusing on context-specific targets during cognitive processing. They showed that goal-related outcomes are significant for self-efficacy activation because of their ability to attract individual attention (Yu et al, 2018). The achievement of individual goals can affect self-efficacy and thus affect subjective well-being. Individuals who are optimistic and have a high sense of self-efficacy may be highly motivated to achieve their goals. Their self-efficacy becomes stronger when this goal is achieved and their optimism increases. Therefore, when optimistic, individuals with high self-efficacy consistently achieve their goals. From the description above, it can be concluded that the conceptual definition of self-efficacy, according to Bandura, is a belief about an individual's ability to do something adequately in various situations with different levels of challenges, with whatever skills they currently possess (Bandura, 2002).

Individuals with high self-efficacy or firm belief in their abilities view problems as challenges to be overcome, not threats to be avoided. This orientation maintains interest in engaging in activities. The individual sets challenging goals and maintains a solid commitment to them. Individuals put great effort into what they do and increase their efforts when faced with failures or setbacks. Individuals remain focused on the task and think of strategies to deal with adversity. Individuals perceive failure as a result of insufficient effort, which supports a successful orientation. Individuals quickly recover their sense of efficacy after experiencing failure and setback. Individuals perceive threats and potential stressors with the confidence that they can exercise control over them. Individuals with high efficacy have an increased likelihood of completing tasks, reduced stress, and reduced susceptibility to depression (Schunk et al, 2012).

Individuals who doubt their abilities in certain activity areas (low self-efficacy) withdraw from complex tasks in this area. Individuals find it difficult to motivate themselves, slacken their efforts, or become too quick to give up when faced with obstacles. Individuals have low aspirations and a weak commitment to the goals they want to achieve. In stressful situations, they emphasize their weaknesses, difficulty of the task, and detrimental consequences of failure. These distracting thoughts further undermine his efforts and analytical thinking skills by diverting attention from how best to act to overthink personal

weaknesses and possible problems. Individuals slowly recover their sense of efficacy after experiencing failure and setbacks. Therefore, individuals with inadequate performance display are considered to have inadequate talents/abilities. Individuals like this experience stress and depression (Zimmerman, 2000).

RESEARCH METHODS

This study used a descriptive qualitative approach. Qualitative research is research in which findings cannot be obtained through statistical procedures or quantification. Qualitative research is deepened and explored through social phenomena or environments consisting of actors, events, places, and times (Amirullah, 2015). Descriptive research describes words or sentences without numbers. It describes the relationships between variables based on the relationship models, tables, matrixes, sites, etc., without having to re-explain the meanings that occur in these relationships and the meaning behind the data phenomena (Bungin, 2017).

The subjects of this study were three students with problems related to self-efficacy. Therefore, the primary data sources for this study were three final-semester students' self-efficacy in lectures. At the same time, the secondary data sources in this study were books and journal articles that discussed self-efficacy. Therefore, this study's data collection techniques included interviews and direct observations of the research subjects. The interview results were recorded and interpreted according to the theory used. This study aimed to determine the final students' self-efficacy in lectures based on Albert Bandura's personality theory and the factors that affect the final student's self-efficacy toward lectures based on Albert Bandura's personality theory.

Data validation

Researchers tested the validity of the data to obtain valid and accountable data following the research objectives. For data validation, triangulation was conducted. Triangulation is the process of rechecking and cross-checking data obtained and comparing it with information from other sources to understand the complexity of social phenomena in a simple manner.

Data analysis

The researcher uses data analysis techniques based on the Miles and Huberman model, one of the main characteristics of which is to focus on things that flow naturally and ordinary phenomena. The Miles and Huberman model consists of three stages: data reduction, presentation, and conclusion. Data reduction refers to the process of data selection, focusing, and simplification techniques. Data exposure is the process of presenting or presenting data in an organized and systematic manner, such as graphs, charts, networks, and described matrices (Usman & Akbar, 2006). Finally, concluding is a stage that aims to summarize or focus on data so that important objects can be known.

RESULTS

The results showed that the three research subjects had problems with self-efficacy in learning. This can be seen in the behavior and lecture patterns of the three students. The three students did not complete their final projects because of various problems. One is because they find it difficult to complete it, so they choose to procrastinate. Another reason is that they were dissatisfied with the results of the consultations and revisions given by the supervisor. Hence, students always feel anxious and do not want to complete the final project. In addition, they show that they cannot focus on the lectures they are undergoing, so they do not complete the assignments well.

Results of Interviews with Students 1

The student with the initials "MA" is a twelfth-semester student. MA has low self-efficacy in lectures. This student showed low self-efficacy by choosing to give up on completing the final project because he felt very burdened and stressed. Based on the interview results, MA said that he felt pressured by the final lecture, which had to be completed. MA felt that the final task was very difficult to complete. This was motivated by the feeling of taking the wrong major because it was coercion by his parents, which made him a sense of inability to do it all. The MA felt that the lectures he underwent did not follow his abilities, and even spent years.

Results of Interviews with Students 2

The AR students were in the tenth semester. AR also has low self-efficacy in lectures. AR feels boredom when completing the final task. He also experienced high anxiety, and his classmates started completing their final assignments. Based on the interview results, AR said that he was always disappointed every time he consulted his supervisor and received revisions. He was annoyed that his assignment would not be approved. In addition, he no longer believes in his abilities and feels anxious when he sees his other friends easily completing their final assignments. AR feels burdened because there are too many consultations and revisions, making him even more confused and bored. The AR chose not to rework the final task or procrastinate to avoid anxiety, feelings of insecurity, and stress. Even though AR felt nervous and wanted to finish his lectures immediately, he could only surrender to his abilities, which he felt were lacking in completing the final project.

Results of Interviews with Students 3

The AE students were the eighth-semester students. Although AE did not have problems like previous students, he also had low self-efficacy in lectures. AE was worried about completing the final project. He felt anxious and worried that his final assignment would be difficult because he was in a major known to be difficult. He also experienced anxiety when listening to his seniors' stories about difficulties in completing his final project. From the interview results, AE shared that he felt anxious and worried that he would not be able to properly complete his duties. He felt insecure about his abilities and could not focus on completing tasks. He often feels worried about what he will do after completing his studies.

DISCUSSION

Self-efficacy is one of the most influential aspects of self-knowledge in everyday human life because it influences individuals in determining the actions to be taken to achieve a goal, including estimating the challenges. Self-efficacy determines the amount of effort that a person expends in dealing with a task or activity (Bandura, 2002). If a person believes that they will not be able to face a certain task or activity, they will quickly switch to another task or activity and will not try harder to complete the task or activity (Sebastian et al, 2021). Self-efficacy is a personal factor that acts as an intermediary or mediator in the interaction between behavioral and environmental factors. Self-efficacy is one of the most influential aspects of knowledge about oneself in everyday life (Ghufon, 2010). This is due to self-

efficacy, which influences individuals to determine the actions to achieve goals, including estimates of events to be faced (Rafiola et al, 2020).

Self-efficacy theory recognizes differences in human potential. Therefore, this suggests an efficacy belief system not as a collection of the same trait, but as a set of beliefs related to different areas of functioning. Furthermore, efficacy beliefs differ according to the main expression system within an activity. Efficacy belief is not only related to control over one's actions, but also to self-regulation (self-regulation) in thought processes, motivation, affective, and physiological conditions (Schunk et al, 2009).

In Social Cognitive theory, the disposition of an efficient personality is a dynamic, multifaceted belief system that operates selectively between different fields of activity and demands of different situations. The individual pattern of efficacy beliefs represents the unique disposition (tendency) of a person's efficacy (empowerment/ability). Bandura provides another explanation for self-efficacy: self-efficacy is the belief that individuals can perform adequately in situations with different levels of challenges. Self-efficacy does not emphasize how many skills an individual has, but whether the individual believes he or she can do so, based on what he or she has, in various situations. This definition explains that self-efficacy is very influential for students in completing lectures, especially in self-confidence and the ability to carry out tasks that must be completed earnestly and diligently in achieving and completing them.

According to Bandura, the factors that influence self-efficacy include mastering something, social modeling, social persuasion, and physical and emotional conditions. Self-efficacy emphasizes that the experience of success and mastery in a task in turn supports the development of self-efficacy (Schunk et al, 2009). Students who are satisfied with their academic achievements are more likely to feel confident and do well in school. Self-efficacy also explains that previous achievements lead to future achievements and successes (Nan, 2018; Olivier et al, 2018).

Factors that support the low self-efficacy of MA, AR, and AE are a lack of experience in mastering something, lack of sociamodeling skills (vicarious experience), and unexpected experiences or observations of others. The observation of the success of others with comparable abilities in performing a task will increase self-efficacy in performing the same task. On the other hand, observing the failure of others will reduce the individual's assessment of his/her abilities, and the individual will reduce his/her effort. Another factor

that causes low self-efficacy among students is their physical and emotional conditions. Strong emotions usually reduce performance when a person experiences strong fear, acute anxiety, or high stress.

Other factors, namely belief and the process of self-regulation, serve as a source of self-efficacy assessment and a consequence of belief in self-efficacy. The nature of the task also affects the level of self-efficacy. The degree of complexity of the task of the individual's assessment of his/her abilities. The more complex a task an individual faces, the lower the individual's ability to assess it. Conversely, if an individual is faced with an easy and simple task, the higher the individual will assess his/her ability. Faced individuals affect (Feist et al, 2018).

Furthermore, one of the factors that can increase student self-efficacy is a sense of belonging to the campus or college. College self-efficacy is a domain-specific efficacy measure that refers to students' confidence in completing college-related tasks. Thus, the campus environment can influence how students perceive their academic success. For example, a previous study found that adolescents who felt a high sense of belonging to their school were more likely to be academically motivated and believed they could succeed in college-related tasks when the quality of student relationships strengthened.

With the low self-efficacy of the three students, they reduced their effort and gave up more quickly on carrying out and completing lectures. Therefore, the final project is considered a threat that must be avoided because of the lack of a sense of self-ability. Moreover, the three students were less able to fix or regain self-efficacy when facing failure to solve their problems.

CONCLUSION

Self-efficacy influences students' completion of lectures. Students with high self-efficacy will believe in their abilities, be serious, never give up trying, and will not avoid a problem. On the other hand, students with low self-efficacy tended to have low self-confidence, give up easily, and always avoid something considered threatening and burdensome. The factors that influence self-efficacy are social modeling, physical and emotional conditions, beliefs, and self-regulation. If these factors tend to be positive, they will affect students' self-efficacy in dealing with problems, especially when completing lectures.

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