

## DESCRIPTIVE STUDY OF ACADEMIC SELF EFFICACY IN CLASS XI STUDENTS AT SMA NEGERI 14 BEKASI

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### ABSTRACT

Students who have confidence in their abilities can deal with all regulations and policy changes, while students who are less confident in their abilities will tend to have difficulties in dealing with all the changes that exist in school. In psychology it is known as "Self Efficacy". This study aims to find out the general description of academic self-efficacy in class XI students at SMAN 14 Bekasi. This research was conducted on 175 class XI students at SMAN 14 Bekasi. The research method used in this study is a non-experimental quantitative method, namely a descriptive study type. From the results of the analysis, there are 30 items whose correlation coefficient values are greater than 0.30 with the Spearman formula. Based on the results of the study, it can be concluded that the general picture of academic self-efficacy in class XI students at SMAN 14 Bekasi, is at a moderate level.

**Keywords:** Descriptive Study, Self Efficacy, Academic Field.

### BACKGROUND

The world of education is currently attracting a lot of attention, especially with the existence of new regulations related to the basic framework and structure of the school curriculum in order to improve the quality of education in Indonesia. In the Regulation of the Minister of Education and Culture of the Republic of Indonesia (Permendikbud) Number 70 of 2013 concerning the basic framework and structure of the curriculum used is the 2013 curriculum or commonly called kurtilas. These regulations have begun to be socialized and implemented by several schools in Bekasi. The Head of the Bekasi City Education Office's Program Development Division stated that there were 16 SMAs consisting of 11 Public SMAs and 5 Private SMAs that had implemented the 2013 curriculum ([www.bekasibusiness.com](http://www.bekasibusiness.com), 26/4/2014). The regulations and structure of the 2013 curriculum are different from the previous curriculum, namely the 2006 Education Unit Level Curriculum (KTSP). Currently, schools that have implemented the 2013 curriculum use the credit system and moving class learning. Based on the results of interviews with the Vice Principal for Curriculum SMAN 14 Bekasi, it was said that there were two public schools that used the moving class learning system, namely SMAN 1 Bekasi and SMAN 14 Bekasi.

From the application of these regulations students are required to be able to follow all policies or regulations that are currently in effect. There are various conditions from students, there are students who have confidence in dealing with all changes in regulations and policies, but there are also students who do not have confidence in dealing with changes in regulations and policies in schools. Psychologically this is known as "Self Efficacy". Self efficacy is an individual's belief in his ability to be able to successfully perform certain tasks (Bandura in Baron & Byrne, 1993). Self-Efficacy is about how humans act in situations depending on the reciprocal relationship of behavior, environment and cognitive conditions, especially cognitive

factors related to the belief that they are able or unable to perform the behavior needed to produce the desired achievement in a situation. Bandura (in Feist & Feist, 2010) calls this expectation self-efficacy.

The phenomenon that occurs in schools, self-efficacy is an important factor for students in dealing with all changes in learning and being able to improve academic achievement for students at school. Students who have good self-efficacy will make it easier for students to achieve achievements, especially in the academic field. Therefore, researchers feel the need to know a general description of academic self-efficacy in class XI students at SMAN 14 Bekasi.

### **Self Efficacy**

According to Bandura, self-efficacy is an individual's belief in his ability to be able to successfully perform certain tasks (Bandura in Baron & Byrne, 1993). Bandura (in Feist & Feist, 2010) defines self-efficacy or self-efficacy as "a person's belief in his ability to exercise some form of control over the person's own functioning and events in the environment". Baron and Byrne (in Anwar, 2009) suggest that self-efficacy is an individual's assessment of his ability or competence to perform a task, achieve a goal, and produce something. Besides that, Schultz (in Ishtifa, 2011) defines self-efficacy as our feeling of adequacy, efficiency and our ability to cope with life.

Self efficacy affects human action. Bandura (1997) explains that self-efficacy has an effect on human behavior through four processes, namely:

#### **a. Cognitive Processes**

Bandura (1997) explains that a series of actions that humans take are originally constructed in their minds. This thought then provides direction for human actions. One's belief in self-efficacy. Affecting how a person interprets environmental situations, the anticipations that will be taken and the plans that will be constructed.

#### **b. Motivational Processes**

According to Bandura (1997) human motivation is raised cognitively. Through his cognition, a person motivates himself and directs his actions based on previously owned information.

#### **c. Affective Processes**

Bandura (1997) explains that people who have efficacy in overcoming problems use strategies and design a series of actions to change circumstances. Individuals who have high self-efficacy will think something can be overcome, thus reducing their anxiety.

#### **d. Selection Processes**

Belief in self-efficacy plays a role in determining the actions and environment that individuals will choose to face a particular task. Bandura (1997) states that the higher a person's self-efficacy, the more challenging the activity that person will choose.

According to the period of human development, adolescence is a period that will be passed, individuals will enter a period of adolescence first before entering adulthood. During adolescence, control over themselves becomes more difficult and they get angry quickly in ways that are not reasonable to convince the world around them (Ali & Asrori in Wahyu & Supriyadi, 2013). In addition to difficult self-control, during adolescence the pattern of thought begins to develop and the knowledge gained from the surrounding environment begins to increase. The cognitive changes that occur based on Piaget's cognitive theory (Santrock, 2007), are located at the stage of formal or formal operational thinking. This stage is characterized by abstract, idealistic and logical thinking. Teenagers begin to think like scientists, making plans

to solve problems in a systematic way. According to Reed (Wahyu & Supriyadi, 2013) problem solving is an attempt to overcome obstacles that hinder a solution.

In addition, the problems that occur in adolescents are problems related to unstable emotions and the ability to think in finding the right solution in dealing with a problem. Teenagers in deciding every action taken or determining solutions to their problems involve their thinking ability whether they are able to do it or not. To deal with existing problems, a teenager must have an ability or self-confidence so that he can find a way out of the problems or difficulties he is facing. Self efficacy also determines how people feel, think, motivate themselves and behave. Bandura (in Wahyu & Supriyadi, 2013) states that individuals who have high confidence in their abilities when facing difficult tasks will perceive these as challenges that must be mastered. Meanwhile, individuals who doubt their abilities will perceive these tasks as threats.

## RESEARCH METHODS

This type of research is a descriptive study. The quantitative research method is a research method that is intended to explain phenomena using numerical data, then analyzed which generally uses statistics (Suharsaputra, 2012). The data collection technique in this study was to use the Self Efficacy Scale as the main data collection method. The self-efficacy scale in this study is based on the theory of Albert Bandura (1997). The self-efficacy scale was created by researchers based on three dimensions of self-efficacy (Bandura, 1997), namely: level, generality, and strength which consists of 36 items using a Likert scale.

## RESULTS

The results of this study obtained data from 175 students. Measuring tool used is the Self Efficacy Scale. When viewed from the mean value, the self-efficacy of class XI students at SMAN 14 Bekasi is in the medium category. The following below is a diagram of a general description of self-efficacy in students as a whole.

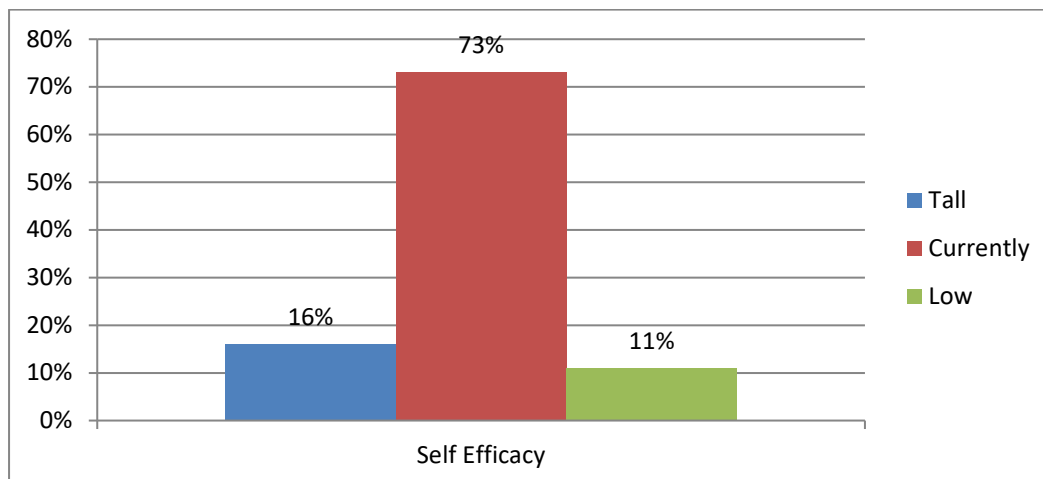


Figure 4.1. Overall Student Self Efficacy

Based on table 4.1, it was obtained an overview of student self-efficacy from a sample of 175 people. Data obtained as many as 28 people (16%) were a small part of the number of students who had high self-efficacy, as many as 127 people (73%) were the largest number who had self-efficacy in medium category, and as many as 20 people (11%) are a small part of the number of students who have a low level of self-efficacy.

## DISCUSSION

Based on the results of the discussion described in the previous chapter, the following conclusions can be obtained. First, based on the data obtained from the research results, it was found that the picture of academic self-efficacy in class XI students as a whole is in the "medium" category, with the distribution in each dimension being in the "moderate" category. Second, the "moderate" category for the description of student self-efficacy means that some of the aspects that students have are good enough, while some other aspects are considered to be lacking. Third, based on item analysis, it is obtained that the self-efficacy of students is classified as good in all three dimensions. On the level dimension, students feel able to carry out the level of difficulty of the tasks they have passed. On the generality dimension, students are able to carry out various types of activities or tasks that they have mastered before. On the strength dimension, when students succeed in overcoming obstacles, students consider it because of the strength they have.

The picture of self-efficacy which is still relatively lacking is also found in the three dimensions. On the level dimension, students feel pessimistic about their own ability to complete tasks that have not been completed. On the generality dimension, students feel less confident in carrying out various types of tasks or activities that were previously unknown or mastered. On the strength dimension, students feel less confident about their own strengths to gain success in the future.

Based on the description of the item analysis above, it can be concluded that the general picture of academic self-efficacy in class XI students at SMAN 14 Bekasi is that most students feel capable or confident in completing various types of tasks with various levels of difficulty as long as these tasks have been recognized or have been done before. Meanwhile, when they don't recognize the task or when they face a task that has never been done, they judge themselves unable to handle it independently.

Researchers hope that the school will contribute to treating students appropriately in order to maintain or increase self-efficacy which is good enough to have. This can be done by providing positive reinforcement. Meanwhile, for aspects that are considered to still lack special treatment for students to optimize self-efficacy. One of them can be done with motivational activities that can increase student self-efficacy, especially in the academic field. For further research, it is necessary to carry out a more in-depth exploration regarding matters related to self-efficacy such as supporting factors and inhibiting factors in the growth of students' self-efficacy in the academic field. Thus it is hoped that students' self-efficacy in the academic field can be optimized more effectively.

## CONCLUSION

Based on the data obtained by the researcher from the questionnaire, it was found that the overall picture of self-efficacy in class XI students at SMAN 14 Bekasi was classified as moderate. This is shown in the results of the overall data analysis as well as the analysis of the three dimensions that form self-efficacy. From the results of the descriptive statistical analysis, it was found that the picture of self-efficacy as a whole as well as from each dimension belonged to the medium category. The descriptive statistical results obtained through statistical calculations with the help of SPSS version 20.0 are then categorized based on high, low, medium categories. Then a percentage of 73% is obtained with a mean value of 105.46 which belongs to the medium category. This means that when viewed as a whole, the 175 students' self-efficacy has quite good self-efficacy, although they do not have high self-efficacy, it does not mean that their self-efficacy is low. Students have fairly good self-efficacy when they see

items that express confidence in their ability to complete tasks or problems have a larger mean value compared to items such as many who express pessimism, feel inadequate when facing difficult problems, are less able to do tasks from several fields at once, etc.

Then, based on the results of the descriptive statistical analysis for each dimension, the mean value on the level dimension was 31.49 which was classified as moderate with a percentage of 68.5%, the generality dimension was 33.71 which was classified as medium with a percentage of 72%, while on the strength dimension it was 40.26 also belongs to the medium category with a percentage of 70%. From this, when referring to Bandura's theory (1997), it can be concluded that on the level dimension Bandura argues that individuals who have high self-efficacy tend to choose tasks whose level of difficulty is in accordance with their abilities. This means that individuals who have a moderate category on the level dimension tend to be balanced in choosing the difficulty level of the task. Furthermore, on the generality dimension, Bandura argues that individuals who have high self-efficacy will be able to master several fields at once in completing tasks, while individuals with low self-efficacy only master a few areas needed to complete tasks. The description of the generality dimension of students shows the medium category, which means that students have sufficient mastery of several fields, although not many, and at the same time in completing assignments. Then, on the last dimension, namely strength according to Bandura, self-efficacy is the basis for individuals to make a hard effort, even when encountering obstacles. The higher the self-efficacy tends to show steady effort with its ability to provide satisfactory results. The results that show the medium category means that students have enough strength for their beliefs.

Based on the results of interviews and Focus Group Discussions (FGD) with several students, when asked about what factors supported them, most of those who answered did not mention being confident in themselves, they tended to expect support and supporting things from outside themselves. This reflects a lack of self-confidence in these students. Even though when asked whether they were able or not able to deal with various situations at school, whether it was assignments, regulations or changes in situations that existed at school, most of them answered that they could. However, the thing that makes them able to face it is not because they are confident in themselves but external factors such as teachers, friends, parents, etc.

## SUGGESTION

With the conclusion that the picture of self-efficacy in class XI students at SMAN 14 Bekasi is low. So it is necessary to carry out activities that are motivating and increase self-efficacy in students.

The need for positive reinforcement from people around students such as friends and teachers as well as the school to be able to help students develop their abilities and talents, as well as positive thinking about self-confidence and increase a sense of optimism in looking at the future. This can be applied through activities that support students to dare to appear in front of many people in expressing their positive thoughts and abilities. Such as debate activities and discussions between classes, as well as art performances and talent shows.

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