



Journal of Advanced Guidance and Counseling

Vol. 2 No. 2 (2021), 83-94

DOI: <https://doi.org/10.21580/jagc.2021.2.2.9146>

Journal Homepage

## Level of self-efficacy of middle school students during the Covid-19 pandemic

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### Abstract

**Purpose** - The purpose of this study was to determine the level of self-efficacy in students at Sarbini Islamic Junior High School.

**Method** - This type of research is quantitative research. The population in this study was 215 students. The sample used in this study was 25 students. Sampling was done by purposive random sampling. Data analysis in this study used descriptive quantitative.

**Result** - The level of student self-efficacy at the moderate level shows a value of 26%. As for the high level shows a value of 21%. Students at Sarbini Islamic Junior High School experienced a low level of self-efficacy with a value of 7%, and a level of self-efficacy in the less category with a value of 19%. In each indicator, it can be seen that there are only 2 levels of high self-efficacy with values of 77 and 81 on the indicators of Adjusting to Tasks and Self-Assessment of Ability to Do Tasks. While other indicators are in the medium category.

**Implications** - This research has an impact on knowing the level of self-efficacy of Sarbini Islamic Junior High School students to provide an overview to Sarbini Islamic Junior High School teachers in the learning process.

**Originality** - Strengthening students at Islamic Junior High School through self-efficacy in the form of guidance and counseling services.

**Keywords:** self-efficacy, junior high school students, covid 19 pandemic.

**For citation:** Pranowo, T. A. (2021). Level of self-efficacy of middle school students during the Covid-19 pandemic. *Journal of Advanced Guidance and Counseling*, 2(2), 83-94. <https://doi.org/10.21580/jagc.2021.2.2.9146>.

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### Abstrak

**Tujuan** - Tujuan dari penelitian ini adalah untuk mengetahui tingkat efikasi diri pada siswa SMP Islam Sarbini.

**Metode** - Jenis penelitian ini adalah penelitian kuantitatif. Populasi dalam penelitian ini adalah 215 siswa. Sampel yang digunakan dalam penelitian ini sebanyak 25 siswa. Pengambilan sampel dilakukan secara purposive random sampling. Analisis data dalam penelitian ini menggunakan deskriptif kuantitatif.

**Hasil** - Tingkat efikasi diri siswa pada tingkat sedang menunjukkan nilai sebesar 26%. Sedangkan untuk level tinggi menunjukkan nilai sebesar 21%. Siswa SMP Islam Sarbini mengalami tingkat efikasi diri rendah dengan nilai 7%, dan tingkat efikasi diri dalam kategori kurang dengan nilai 19%. Pada masing-masing indikator terlihat hanya terdapat 2 tingkat efikasi diri yang tinggi dengan nilai 77 dan 81 pada indikator Menyesuaikan Tugas dan Penilaian Diri Kemampuan Mengerjakan Tugas. Sedangkan indikator lainnya berada pada kategori sedang.

**Implikasi** - Penelitian ini berdampak pada mengetahui tingkat efikasi diri siswa SMP Islam Sarbini untuk memberikan gambaran kepada guru SMP Islam Sarbini dalam proses pembelajaran.

**Originalitas** - Penguatan siswa MTs melalui studi level efikasi diri berupa layanan bimbingan dan konseling.

**Kata kunci:** Efikasi diri, siswa SMP, pandemi covid 19.

### Introduction

Self-efficacy is an individual's self-confidence or self-confidence about one's ability to do things. Starting from doing tasks, organizing, and producing something to achieve certain goals. Self-confidence will make individuals believe that they can carry out and organize all necessary actions in situations that have good prospects. Self-efficacy also has many positive things, such as being able to increase productivity and maintain the mental health of individuals. This is very useful for students to be more confident in completing the material provided and achieving the desired goals. Bandura (1997) states that self-efficacy is the belief in oneself that one can master the situation and produce positive results. Self-efficacy is an important factor that affects students' achievement. Belief in self-efficacy greatly influences the form of behavior that is chosen to perform, no matter how much effort is given, as long as how long it will withstand trials and errors, as well as one's resilience.

Self-efficacy is one of the most influential aspects of self-knowledge or self-knowledge in everyday human life. This is because self-efficacy also influences individuals in determining the actions to take to achieve a goal, including the estimation of various events that will be faced. Efficacy plays a very important role in everyday life. A person will be able to use his potential optimally if self-efficacy supports it. One aspect of life that is influenced by self-efficacy is an achievement (Rustika, 2016).

Self-confidence is a part of self that can affect the type of activity chosen, the amount of effort that will be made by the individual, and the patience in facing difficulties. Efficacy will determine success or failure in displaying behavior and will subsequently affect a person's self-efficacy. If someone experiences success, his self-efficacy will increase, and high self-efficacy will motivate individuals cognitively to act more diligently and especially if the goals to achieve are clear. Adolescents who can have good self-regulation will have good self-efficacy as well. Self-efficacy refers to the individual's belief that he or she can perform the actions desired by certain situations successfully (Amalia, 2017).

Self-efficacy is an attitude or feeling of confidence in one's abilities so that the person concerned is not too anxious in their actions. They can feel free to do things they like and are responsible for their actions. They are warm and polite in interacting with others. They can accept and respect others, they also have the drive to excel and recognize their strengths and weaknesses. Bandura (Prahara & Budiyan, 2019) suggests that individuals who have high self-efficacy will try harder in achieving goals. They have high flexibility in solution-seeking strategies and are more accurate in evaluating the quality of achievements achieved. Further explained that self-efficacy has a positive effect on how much pressure and difficulties are experienced by students in getting good academic achievement. Self-efficacy greatly determines how much confidence in the ability of each individual to carry out the learning process to achieve optimal learning outcomes (Hasmatang, 2019)

Students with low academic self-efficacy will avoid and stop trying to do assignments when faced with challenges, while students with high academic self-efficacy will continue to strive persistently and persist in doing their assignments

despite facing obstacles, difficult challenges, or long waiting periods or waiting times. It, however, take a long time. In addition, students with high academic self-efficacy have a better ability to monitor their working time. Self-efficacy is a very important supporting factor in the teaching and learning process, because if a student has high self-efficacy then what s/he wants can be achieved (Rizki & Medan, 2019).

Bandura (Dalimunthe et al., 2020) said that one's self-efficacy can be increased through four sources, including 1) personal success experience (enactive mastery experience), personal success experience provides authentic evidence to a person about what he can do to succeed at a particular task so that personal experience is a source that most influences a person's self-efficacy, 2) Experience of others (vicarious experience). it can be a source of efficacy through the modeling process or imitating the experiences of other people's success. 3) Verbal persuasion (verbal persuasion), the source of efficacy through verbal persuasion is done by convincing someone that he can do certain tasks, someone who is successfully convinced will try and be more persistent in facing difficulties or challenges and 4) Physiological and affective states. Physiological conditions such as endurance, health, and limb function affect a person's self-efficacy to perform certain tasks, as well as emotional conditions such as happiness, sadness, and fear also affect a person's self-efficacy to perform a particular task.

Self-efficacy should also be owned by students, moreover, it can be developed and incorporated into junior high school students. However, the reality on the ground found different facts. Adolescence is a period of transition from childhood to adulthood marked by general physical changes as well as cognitive and social development (Latisi et al., 2021). Monks (Latisi et al., 2021) distinguishes adolescence into four parts, namely pre-adolescence aged 10-12 years, early adolescence or puberty aged 12-15 years, middle adolescence aged 15-18 years, and late adolescence 18-21 years. As self-efficacy does not focus on the number of abilities possessed but on beliefs about what one can do with the abilities possessed in various types of situations. (Fadillah, 2019).

Anna Freud (Latisi et al., 2021), argues that during adolescence, there is a developmental process including changes related to psychosexual development, and also changes in relationships with parents and their aspirations, where the formation of ideas is a process of forming future orientations. In this stage, teenagers have been able to speculate and begin to imagine something they want in the future.

One's belief about one's abilities affects one's actions in achieving his goals in the future. Self-efficacy is an important factor in one's achievement. Efficacy in situations like this becomes important, considering that positive self-efficacy can help improve patterns and behaviors that result in solving problems while negative self-efficacy will do the opposite (Latisi et al., 2021).

Due to the COVID-19 pandemic, all outdoor activities must be limited, all work and education are carried out from home. The COVID-19 pandemic has made the government issue a policy to implement physical distancing and self-quarantine, which has resulted in many couples being away from home and reducing direct interactions and switching to online interactions (Almika, 2021).

Chen and Chang .s research results (Sunawan et al., 2017) in learning English shows that anxiety negatively predicts cognitive load. The results of the research conducted by Putwain, Sander, and Larkin (Sunawan et al., 2017) show that self-efficacy positively predicts pleasure and negatively predicts participants' displeasure in learning the lesson content. The impact of self-efficacy on academic activities can be up and down, especially for junior high school students. Most of the learning problems of students today are related to their self-confidence, even though the self-confidence of students will determine their future development. but many students do not have self-confidence even though they are academically smart. Life at school is sometimes a burden for students to struggle to adapt because of the lack of self-confidence, this can also lead to a sense of inferiority in students, as well as in future growth and development, so it could be an indication of failure in their careers. Expectations of education in schools do not only focus on developing rational intelligence but also develop the abilities that exist within themselves, especially self-efficacy.

## Research Method

This research is a type of quantitative research. The target of this research is Sarbini Islamic Junior High School students located in Grabag Village, Magelang Regency, Central Java Province. The population in this study was 215 students. Researchers took a random sample of 10% of the total students at Sarbini Islamic Junior High School. The sample used in this study was 25 students. Sampling was done by random or purposive random sampling.

The instrument used in this data collection is the Self-Efficacy Scale. Researchers use indicators of learning motivation as a basis for making research questionnaires. The validity test of the instrument used in this study was the Product Moment formula. As for the reliability test in the instrument in this study used the Cronbach Alpha formula

Data analysis was carried out by quantitative descriptive analysis, namely providing an overview of the data obtained. Quantitative data was obtained from the Self-Efficacy Scale. How to analyze data for the Self-Efficacy Scale, namely the number of ideal scores for all items multiplied by the number of respondents, the number of answers multiplied by the number of respondents. Then the number of answers is divided by the number of ideal scores, the result is multiplied by 100%.

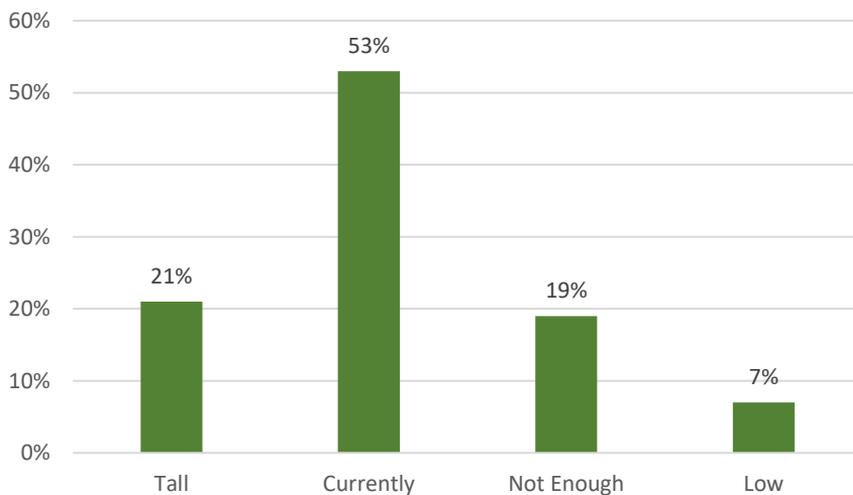
The Self-Efficacy Scale is adjusted to the level of criteria. The level of criteria can be seen in [Table 1](#) below.

**Table 1. Level of Self-Efficacy Criteria**

No	Tier	Criteria
1	76% - 100%	Tall
2	51% - 75%	Currently
3	26% - 50%	Not Enough
4	0% - 25%	Low

## Results and Discussion

Based on the results of the distribution of the Self-Efficacy Scale when viewed from the number of students, the state of student's self-efficacy at Sarbini Grabag Islamic Junior High School during the Covid 19 pandemic, most of the students were at a moderate level. The level of Self-Efficacy can be seen in [figure 1](#) below.



**Figure 1. Sarbini Islamic Middle School Efficacy Level**

[Figure 1](#) shows that the level of student self-efficacy at the moderate level shows a value of 26%. As for the high level shows a value of 21%. Students at Sarbini Islamic Junior High School experienced a low level of self-efficacy with a value of 7%, and a level of self-efficacy in the less category with a value of 19%. The level of self-efficacy for each indicator can be seen in [Table 2](#).

The results above show a description of the level of self-efficacy of Sarbini Islamic Junior High School students in all and each indicator. In each indicator, it can be seen that there are only 2 levels of high self-efficacy with values of 77 % and 81 % on the indicators of Adjusting to Tasks and Self-Assessment of Ability to Do Tasks. While other indicators are in the medium category. The learning process that has taken place in the school environment is one of the psychological development processes that exist within the teacher (Setiyaningsih & Nurmalia, [2020](#)).

**Table 2. The Level of Self-Efficacy of Sarbini Islamic Middle School Each Indicator**

No	Indicator	Score (%)	Category
1	Doing something within the limits of ability	74	Currently
2	Trying new behavior	65	Currently
3	Adapting to the task	77	Tall
4	Confidence in the behavior performed	63	Currently
5	Self-assessment of the ability to do the task	81	Tall
6	Incredible confidence to persist in carrying out the task	72	Currently
7	Confidence to complete the task well	74	Currently

Self-efficacy in learning activities serves to increase students' self-confidence in doing the assigned tasks. Bandura (Anggraeni & Nurcaya, 2016) explains that self-efficacy is one's belief based on motivational, cognitive, and action that can successfully carry out the desired behavior to achieve a goal. The existence of these functions gives strength to students to carry out learning activities well. Schunk and Bandura (Fadillah, 2019) say that self-efficacy plays a very important role in influencing the efforts made, how strong the effort is in predicting the success that will be achieved because an individual who has high self-efficacy believes he can do something to change the events around him, while Individuals with low self-efficacy always give up or justify any means to achieve their desired goals. Maximization of potential will appear when self-efficacy is good. Self-efficacy is believing in one's own ability to deal with and solve problems effectively. The results of Warsito's research (Latisi et al., 2021) suggest that someone who has self-efficacy will give all the abilities they have to be able to achieve something expected.

The successes obtained by Sarbini Islamic Junior High School students are mostly due to factors outside of themselves, usually, they will not affect the increasing self-efficacy. Self-efficacy that arises in individuals comes from (a) the process of activity, namely regulating emotions and emotional reactions to an event, (b) cognitive processes, namely the thinking process to acquire, organize, and use information, (c) motivation, the emergence of encouragement from inside and outside to do a business, and (d) self-regulation that is controlling thoughts,

motivations, and behavior for an effort to achieve success (Krisphianti et al., 2019). However, if success is obtained through great obstacles and is the result of one's struggle, it will affect the increasing self-efficacy.

The experience of success among students at Sarbini Islamic Junior High School who have similarities in doing a task will usually increase self-efficacy in doing the same task. Self-efficacy greatly affects self-confidence, while self-confidence is one of the important aspects of personality in human life, which is formed through the learning process in interaction with the environment (Rizki & Medan, 2019). The efficacy is obtained through social models which usually occurs in students who are lack knowledge about their abilities so that they do modeling. However, the self-efficacy obtained will have no effect if the observed model does not have similarities or is different from the model. Hoover-Dempsey & Sandler (Arum et al., 2021) proposed a model that describes the process of parental involvement at several levels which includes the mechanism of involvement, the child's perception of the mechanism, and the developmental outcomes of the child.

The Covid-19 pandemic has caused significant life changes, including education. The online learning process that has been undertaken by students of Sarbini Islamic Junior High School, has experienced difficulties in understanding the subject matter delivered online and feels burdened with the many tasks given every day by teachers at Sarbini Islamic Junior High School. Overcoming problems that arise in a relationship can use self-efficacy because it helps individuals evaluate themselves about self-confidence to be able to overcome problems that arise and are related to how far a person can act in a relationship (Almika, 2021).

The tasks given are felt to be heavier and more complicated, especially if the tasks that have been collected do not get feedback from the teacher. Parents at home on the other hand also generally do not provide the assistance needed by students when studying due to work factors that require parents to be outside the home and the limited ability of parents to understand students' learning materials. Academic self-efficacy can facilitate educational progress and minimize the risk of dropping out of school in adolescents (Mamesah & Kusumiati, 2019).

Santrock (Putri et al., 2017) states that self-efficacy is the belief that one can master and give positive results. Parental involvement that has been observed so far is a form of concern by providing adequate facilities according to the ability of parents and asking or checking the tasks carried out by students. Anxiety and stress that occur in Sarbini Islamic Junior High School students when doing tasks can often be interpreted as a failure. In general, a person tends to expect success in conditions that are not colored by tension and do not feel any complaints or other semantic disorders. Goleman (Musadieg et al., 2016) states that emotional intelligence is a person's more ability to self-motivation, resilience in facing failure, controlling emotions and delaying gratification, and regulating the soul. Self-efficacy is usually characterized by low levels of stress and anxiety, whereas low self-efficacy is characterized by high levels of stress and anxiety.

### **Conclusion**

The level of students' self-efficacy at the moderate level shows a value of 26%. As for the high level shows a value of 21%. Students at Sarbini Islamic Junior High School experienced a low level of self-efficacy with a value of 7%, and a level of self-efficacy in the less category with a value of 19%. In each indicator, it can be seen that there are only 2 levels of high self-efficacy with values of 77 and 81 on the indicators of Adjusting to Tasks and Self-Assessment of Ability to Do Tasks. While other indicators are in the medium category. For further researchers, it is hoped that they will conduct more research on strengthening students who have high self-efficacy and provide treatment for students with low self-efficacy in the form of services in guidance and counseling.

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