



Analysing The Road Of Self-Efficacy Research In Indonesia

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ABSTRACT

Self-efficacy is an individual's subjective assessment of their ability to effectively navigate and surmount obstacles and achieve desired outcomes. It is a key element of motivation and can be facilitated through experiential learning, skill mastery, and positive reinforcement. It can also be augmented through interventions and techniques. The purpose of this study is to explore and analyse the direction of self-efficacy research in the last ten years in Indonesia to show its novelty. The method of analysis used is content analysis. The sample used was articles published on googlescholar. The data was extracted based on a review of the title, method, and research results. The findings of this study state that self-efficacy has an influence on personal, academic, and career fields in the Indonesian literature. Methodologically, correlation and multiple regression techniques were the most widely used methods for establishing relationships. Self-efficacy research is expected to contribute to future researchers examining self-efficacy with other psychological aspects with different research methods.

Keyword: Self-efficacy; content analysis

ABSTRAK

Efikasi diri menjadi penting dalam proses kehidupan agar individu mampu menghadapi tantangan dan kesulitan hidup. Melihat pentingnya efikasi diri maka diperlukan novelty dan inovasi dalam penelitian dan pengembangan keilmuan. Tujuan dari penelitian ini untuk menganalisis arah penelitian efikasi diri dalam sepuluh tahun terakhir di Indonesia agar terlihat kebaruannya. Metode yang digunakan adalah konten analisis. Sampel yang digunakan adalah artikel yang terpublikasi di googlescholar. Teknik analisis data yang digunakan adalah yaitu mengkaji judul, metode, dan hasil penelitian. Temuan dari penelitian ini menyatakan bahwa efikasi diri memiliki pengaruh terhadap bidang pribadi, akademik, dan karier. Selain itu, metode yang paling banyak digunakan adalah analisis korelasi dengan teknik regresi ganda, meskipun ditemukan variasi metode lainnya. Penelitian efikasi diri diharapkan dapat berkontribusi bagi peneliti selanjutnya untuk mengkaji efikasi diri dengan aspek psikologis lainnya dengan metode penelitian yang berbeda.

Kata kunci: Efikasi diri; konten analisis

INTRODUCTION

Self-efficacy is one of the important psychological dimensions. Its concept has been a part of psychology since the introduction of social cognitive theory by Bandura (Diaz-Mujica et al., 2022). Individuals with high self-efficacy tend to have good cognitive and social abilities. According to Bandura (1997), self-efficacy is related to generative ability. The ability to organise cognitive, social, emotional, and behavioural to achieve more effective results and goals. Individuals with high self-efficacy can perform any task in various situations. Such individuals have the confidence to accomplish tasks, achieve goals, and overcome difficulties. Self-efficacy plays an important role in encouraging individual potential, behaviour, and activities to achieve more positive and optimal life goals (Flammer, 2015). To sum up, self-efficacy is an individual's belief in organising, facing tasks, achieving goals and overcoming difficulties and shaping positive behaviour.

Bandura (1997) states that self-efficacy has three dimensions: level, generality, and strength. Level refers to an individual's belief in the level of tasks from simple to complex that individuals can achieve. Meanwhile, generality is the belief that an individual's self-ability will take place in a variety of activities and situations, which include responding well to different situations and thinking positively. The third dimension, i.e., strength, refers to the belief in making an effort to do tasks and achieve goals despite difficulties. The stronger the self-efficacy, the greater the perseverance and the likelihood of the chosen effectiveness being successful (Bandura, 1997).

Students' views on their capacity to master new abilities and activities, frequently in a particular academic topic, are referred to as self-efficacy (Nasiriyani et al., 2011). In other words, Gardner (1983) defines a self-efficacious student as someone who believes in their ability to plan and carry out the steps necessary to achieve certain goals. According to Bandura (1997), perceived self-efficacy indicates people's belief in their ability to achieve specific goals.

Self-efficacy may lead to various advantages, one of which is higher self-confidence. According to Ahmad and Safaria (2013) the difference between individuals with higher self-efficacy and those with low self-efficacy lies in their confidence and ability to cope with more complex issue. In the same vein, Hussain & Khan (2022) show teachers with higher self-confidence will achieve higher learning goals while teachers with lower self-confidence tend to exhibit higher fear of failure. In addition, self-efficacy affects self-esteem and is

related to performance achievement. The elements of self-efficacy can explain individual actions and behaviours so that they can be used as a basis for individual behaviour (Lane et al., 2004). Setiawati and Riyanti's research (2023) reported that students with high self-efficacy tend to exhibit better English listening skills, usually try harder to overcome difficult tasks, more skillful in using various strategies to overcome challenges, and have stronger perseverance. In other words, individuals with higher self-efficacy and self-motivation will likely exhibit higher achievement (Yapo et al., 2021).

Self-efficacy has also been found to affect physical and mental health (Maddux, 2012; Pramesti et al., 2021; Wang & Zhao, 2023). In a previous study, self-efficacy can be used as a driver to improve patient safety, manage physical health and improve treatment adherence (Pramesti et al., 2021). Furthermore, self-efficacy is found to play an important role in psychological adjustment, managing psychological problems, and professionally or independently guided behaviour change strategies (Maddux, 2012).

A study by Al-Abyadh and Abdel Azeem (2022) indicated the importance of self-efficacy in increasing students' academic achievement rates. Self-efficacy is an important psychological study owned by individuals. As for individuals who have low self-efficacy or poor self-efficacy, it will have an impact on academic procrastination (Klassen et al., 2008), lack of compliance and adjustment (Wang & Zhao, 2023), academic stress (Maulana & Alfian, 2021), academic anxiety (Fitri & Firman, 2020), depression in male workers in Japan (Taneichi et al., 2013), and discriminatory fears in learning (Raeder et al, 2019). With the individual's self-awareness of self-efficacy, the individual can face the difficulties they experience.

Self-efficacy have also been researched in Indonesia through correlation, survey, and descriptive studies. There have been many studies related to self-efficacy. A research conducted by Murfika et al. (2021) examines the relationship between self-efficacy and Coping Strategies among students who work on thesis. Rahmi (2019) examined the role of self-efficacy in career decision-making among college students. Meanwhile, Maulana and Alfian (2021) examine the effect of self-efficacy and self-adjustment on academic stress among students during the COVID-19 Pandemic. Uran et al. (2019) examined the effect of self-efficacy and teacher's social support on student mathematics learning achievement. Septiana (2020) conducted a survey on the self-efficacy among Accounting Education Study Program students during the distance learning period.

Based on the description above, the we reviewed literature on self-efficacy in the last ten years in Indonesian context to see the direction of self-efficacy research in Indonesia. The result of this study is expected to provide future researchers with a reference to find novelty and research innovation in the issue of self-efficacy.

METHODS

This study applied content analysis (Krippendorff, 2013). The data were obtained from ten national journal articles on self-efficacy published in the last 10 years (2012-2022) from Google Scholar <https://scholar.google.com/>. Journal articles were collected according to the specified topic, reviewed and analysed to draw conclusions. The aspects of content analysis include: title, method, and results. Content analysis was carried out with descriptive statistics using Microsoft Excel. Finally, conclusions were drawn and the findings were discussed with previous research that had been conducted.

RESULTS AND DISCUSSION

The last ten years have witnessed a range of studies on self-efficacy in the psychological, academic and career fields in Indonesia. Table 1 presents the analysed articles:

Table 1. The Research Study Materials

No.	Author, Year	Sample	Methodology	Aim of the study	Findings
1	Wijaya & Pratitis (2012)	College students	Quantitative, Correlation analysis with multiple regression analysis techniques	To examine whether there is a relationship between academic self-efficacy and parental social support with student self-adjustment in lecture	Academic self-efficacy and parental social support are jointly related to students' self-adjustment to lectures
2	Yapono & Suharnan (2013)	College students	Quantitative, Correlation analysis with multiple regression analysis techniques	Discusses the relationship of self-concept and emotional intelligence with self-efficacy	The data results of measurements were analyzed with multiple regression. The analysis showed: 1) there is a positive relationship between self-concept and emotional intelligence with self-efficacy, 2) there was no relationship between self-concept with self-efficacy, and 3) there is positive

					correlation between emotional intelligence with selfefficacy
3	Mahmudi & Suroso, 2014	Junior high school students	Quantitative, Correlation analysis with regression analysis techniques	to test whether there is a relationship of self-efficacy and social support with students adjustment in learning	self- efficacy and social support of parents jointly associated with the adjustment of students in learning
4	Nanda & Widodo (2015)	Vocational high school students	Quantitative, Descriptive analysis with multiple linear regression analysis techniques	to test the relationship between school well-being with self-efficacy in vocational high school students	a significantly positive relationship between the school well-being with self-efficacy on vocational high school students
5	Saraswati & Ratnaningsih (2016)	Vocational high school students	Quantitative, Simple regression analysis	to determine the relationship between academic self-efficacy and students career maturity	there is a positive correlation between academic self-efficacy variables and career maturity in class XI student of SMK N 11 Semarang. Academic self-efficacy gives contributes 26.3% to career maturity
6	Monika & Adnan (2017)	Vocational high school students	Quantitative, Correlation analysis with multiple regression analysis techniques	to analyze influence self efficacy and learning motivation to learning outcome	elf efficacy and motivation learning both partially and simultaneously, has the positive and significant influence toward influenced students' learning outcomes
7	Lubis (2018)	College students	Quantitative, Correlation analysis, simple and multiple correlation and partial correlation with multiple regression analysis techniques	To determine: (1) the relationship between self regulated learning and student academic procrastination; (2) the relationship of self efficacy with student academic procrastination; (3) the relationship between self regulated learning and self efficacy with student academic procrastination	The results of the study conclude that: (1) there is a negative relationship between self regulated learning and student academic procrastination; (2) there is a negative relationship between self efficacy and student academic procrastination; (3) there is a negative relationship between self regulated learning and self efficacy with student academic procrastination
8	Natalia & Rodhiah (2019)	Vocational high school students	Quantitative,	to find out the effect that occurs between creativity,	there is a significant positive influence on creativity, education

				Structure Equation Model (SEM)	education, and self efficacy toward entrepreneurial commitment, also the influence that occurs between the entrepreneurial intention	and self efficacy to entrepreneurial intention
9	Salim & Fakhurrozi (2020)	College students		Quantitative, Simple linear regression	to explore the role of academic self-efficacy toward resilience on college students in Indonesia	academic self-efficacy has a significant role in predicting resilience among college students
10	Saputra et al. (2021)	Senior high school students	high	Quantitative, Multiple linear regression analysis	analyzing and describing the effect of motivation and self-efficacy on learning independence	motivation has a significant and positive effect on student learning independence, self-efficacy has a significant and positive effect on student learning independence, jointly motivation and self-efficacy have a significant and positive effect on student learning independence
11	Mahmuda et al. (2022)	Junior high school students	high	Quantitative, Multiple linear regression analysis	Determine the relationship between parental support and self-efficacy with learning motivation of eighth grade students	The higher the parental support and self-efficacy, the higher the learning motivation, and conversely the lower the parental support and self-efficacy, the lower the students' learning motivation
12	Rini et al. (2015)	College students		Quantitative, Kruskal-Wallis H test	The Relationship between Metacognition, Academic Self-Efficacy and Academic Achievement in College Students	The descriptive results illustrated that students had a high level of both metacognition awareness and self-efficacy in private universities. Additionally, bivariate correlation and linear regression confirmed a significant positive correlation between metacognitive awareness and academic self-efficacy. Thus, for

					students with growing metacognitive awareness abilities, their academic self-efficacy will grow as well
13	Qudsy & Putri (2016)	Senior high school students	Quantitative, Correlation analysis	Analyze correlation of self-efficacy and anxiety of National examination (Ujian Nasional) among high school students	A negative correlation between self-efficacy and anxiety on National Exam among school students was found
14	Saptono et al. (2021)	Elementary school students	Quantitative, SEM-PLS techniques	Examines the effect of the outdoor learning environment and entrepreneurial education on entrepreneurial self-efficacy in Indonesia's elementary school students	The findings showed that the outdoor learning environment has closely related to entrepreneurship education and entrepreneurial self-efficacy. Second, entrepreneurship education plays a significant role in mediating the relationship between the outdoor learning environment and students' self-efficacy
15	Maksum et al. (2019)	Elementary school students	Quantitative, Structure Equation Model (SEM)	Propose a model develop student self-efficacy at elementary schools	Level, strength, and generality are predictors of self-efficacy.
16	Madita & Widiasari (2019)	College students	Quantitative, Pearson's correlation	Investigated the relationship between self-compassion and college self-efficacy among first-year college students in Indonesia	A significant relationship was observed between self-compassion and college self-efficacy among first-year college students

In the last ten years, self-efficacy in Indonesia tend to be scrutinized from academic perspectives. This may be attributed to the fact that guidance and counselling services in Indonesia are provided in the school setting. The policy is linear with the regulation of the implementation of counselling in formal schools set by the Government through The Regulation of Ministry of Education and Culture No. 111 of 2014. Several self-efficacy studies conducted in the academic field exhibit different findings, including 1) a positive relationship between academic self-efficacy and social support (Wijaya & Pratitis, 2012; Mahmudi & Suroso, 2014); a positive relationship with emotional intelligence (Yapono & Suharnan, 2013); 3) correlation with school well-being (Nanda & Widodo, 2015); 4) a

positive relationship with career maturity (Saraswati & Ratnaningsih, 2016); 5) positive effect on learning outcomes (Monika & Adnan, 2017); and 6) can reduce student academic procrastination (Lubis, 2018).

Self-efficacy research on students is very important because it has a positive impact on students. Students with high self-efficacy can complete academic challenges and tasks at school better. This is evidenced by the research by Salim and Fakhurrozi (2020), reporting that students' academic self-efficacy is linear with the level of recency. Maksum et al. (2019) confirmed that level, strength, and generality are predictors of self-efficacy which, in turn, leads students to be more concentrated, and resilient in doing tasks and surviving to face obstacles. Further findings show a significant role of academic efficacy in predicting students' resilience. The implication is that students are expected to maintain their ability to adapt and rise when facing stressful academic situations. The role of universities, parents, and families is expected to build resilience and instill academic self-efficacy in students to foster confidence in academic performance. Hermita and Thamrin (2015) assert that self-efficacy is considered a key predictor of students' performance. Their finding illustrated that students had a high level of and a significant relationship between metacognitive awareness and academic self-efficacy in private universities. Thus, Students with growing metacognitive awareness abilities may likely exhibit developed academic self-efficacy. Another study by Saputra et al. (2021) shows that self-efficacy and motivation affect student learning independence. With motivation and self-efficacy together, individuals can be encouraged to achieve the results and goals they want. Mahmuda et al. (2022) conducted research showing that the higher the parental support and self-efficacy, the higher the learning motivation. Conversely, if parental support and self-efficacy in students are low, the lower the student's learning motivation. This shows that parental support and self-efficacy affect learning motivation. On the other hand, prior research stated that career decision self-efficacy and peer support have positive and significant influences on students' career adaptability. Besides, peer support has a positive and significant effect on students' career adaptability by mediating career decision self-efficacy. Such a relationship between self-efficacy and different types of support leads to student achievement through motivation or /and adaptability to the educational and social environment.

Self-efficacy is also studied from the perspective of the career field. Natalia & Rodhiah's research (2019) reported the effect of self-efficacy on entrepreneurial intentions, showing that the self-efficacy of individuals can affect the initial belief of individuals to create efforts in behaviour for business formation. Additionally, Saptono et al (2021) argued that entrepreneurship education might positively affect entrepreneurial self-efficacy among primary school students, in addition to the significant mediating role of entrepreneurship education between the outdoor learning environment and students' self-efficacy. These findings are illustrated by the pivotal role of primary education in the development and growth of self-efficacy and entrepreneurial beliefs and intentions.

Interestingly, the relationship between self-efficacy and satisfaction in online teaching was confirmed by Hampton et al (2020), who argued that the students' technological knowledge was correlated with self-efficacy of the participants' beliefs. The study also reported that novice teachers scored significantly higher on their self-efficacy than teachers with moderate and advanced experience.

Between 2012-2017, most studies used correlational analysis with various regression data analysis techniques, namely regression analysis techniques, multiple regression, and multiple linear regression but in the research of Nanda & Widodo (2015), who use descriptive analysis methods that distinguish methods with other studies.

Furthermore, between 2018-2022, many research papers still used correlation analysis methods with various regression data analysis techniques, namely regression analysis techniques, simple regression, multiple regression, and multiple linear regression, and some using the spearman rho test. Descriptive data analysis techniques are also used in data analysis. In 2020, Salim & Fakhurrozi analysed using several statistical analyses such as descriptive statistics, t-test, Pearson correlation, and simple linear regression, and Natalia and Rodhiah (2019) analysed by testing the outer model, inner model, and hypothesis testing. Due to the increased research models during this period, a new research perspective on self-efficacy was used using such analyses, for instance, SEM and SEM_PLS (e.g. Prasajo et al., 2020; Firmansyah et al. 2022; Mildawani et al. 2022; Mudiono, 2019; Saptono et al. 2021). In principle, there are various methods that can be used by researchers to develop research results, depending on the desired research objectives. Krippendorff (2013) discusses that the research methods chosen will provide research results that support each

other. Therefore, future researchers can use more varied research methods to answer research questions about self-efficacy.

CONCLUSIONS

This study demonstrated that self-efficacy tends to be discussed in academic context. However, the methods were still monotonous and mainly used correlational methods. Hence, most studies report how self-efficacy correlates with other variables. This research is expected to be a guideline for opening new pathways in self-efficacy studies. Self-efficacy can be researched using more varied research methods and researched using other psychological variables.

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