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Analysis of students self-efficacy level

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ABSTRACT

This study aims to assess the level of self-efficacy among students at SMPN 9 Blitar. This study uses a self-efficacy measurement scale developed by the researcher. The research sample, consisting of 79 students, was selected through purposive random sampling. The data analysis method used descriptive statistics using SPSS. The scale used in this study is the self-efficacy scale. The results indicated that 75 students were in the high self-efficacy category, while 4 students were in the moderate self-efficacy category. These findings can assist counselors in designing effective guidance and counseling programs to help students at SMPN 9 Blitar achieve their developmental tasks optimally.



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Introduction

Self-efficacy is an essential aspect to observe in students. It has significant influence on students' academic achievement (Demerdash, 2020). Therefore, Guidance and Counseling teachers must understand students' self-efficacy as a foundation for fostering academic success. Self-efficacy refers to students' belief in their ability to achieve certain goals, which plays a crucial role in their learning process. Higher self-efficacy enables students to complete their learning tasks more effectively, whereas lower self-efficacy can hinder their ability to succeed in school (Ferdiansyah et al., 2020). According to Bandura, individuals with high self-efficacy tend to have feelings of well-being and high self-esteem (Flammer, 2001). This highlights the significant role self-efficacy plays in an individual's success at school, as it centers on the belief in one's ability to perform behaviors that lead to desired outcomes (Flammer, 2001)(Maddux, 2009). Self-efficacy theory explains that individuals are more likely to engage in tasks they believe they can accomplish and avoid those they perceive as likely to result in failure (Bandura, 1997)

Self-efficacy in individuals influences their self-regulation or ability to self-regulate (Derakhshan & Fathi, 2024). First, self-efficacy impacts the goals that have been set, higher self-efficacy leads to the establishment of more ambitious goals. Second, it affect the selection of activities or behaviors aimed at achieving these goals, especially when facing challenges or obstacles, as strong self-efficacy fosters resilience in the face of difficulties. Third, self-efficacy influences the efficiency and effectiveness of problem-solving and decision-making processes (Bandura, 1997)(Maddux, 2009). Bandura identifies three components or aspects of self-efficacy in individuals (Bandura, 1995). They are magnitude, strength, and generality. Magnitude refers to the level of difficulty of the

task that an individual perceives, which influences how they approach and perform the task. Strength refers to the individual's confidence in their ability to persevere and strive towards achieving goals, even in the absence of prior experience with challenges. Generality refers to the breadth of situations in which an individual believes they can successfully perform specific behaviors.

Several studies explain how self-efficacy can improve student learning outcomes (Monika & Adman, 2017). Self-efficacy is able to determine the beliefs their abilities to manage their learning processes, so that they are able to achieve optimal learning outcomes (Hasmatang, 2018). Moreover, Self-efficacy also affects school well-being among vocational high school students in Semarang (Nanda & Widodo, 2015). Given the significance of self-efficacy from the description above, the researcher is interested to explore research related the level of self-efficacy of students at SMPN 9 Blitar.

Method

Research is a systematic study that critically examines aspects of professional work, including the development of key concepts and the analysis of new theories (Ghanad, 2023). This study employs a descriptive quantitative design. Quantitative methods involve collecting and analyzing numerical data to summarize, identify patterns, make predictions, test causal associations, generalize results to larger populations, and measure effect sizes and the strength of effectiveness (Rana et al., 2021). The research variable is the self-efficacy of SMPN 9 Blitar students. The research population includes all students at SMPN 9 Blitar, with a sample of 79 students selected using a purposive random sampling technique. The focus of the study is on grade 7 students, aligning with the developmental counseling services designed for this level.

The data collection technique used a self-efficacy scale developed by the researcher. This scale consists of 38 items, designed based on the characteristics of individuals with high self-efficacy. Such individuals demonstrate confidence in their ability to handle events and situations effectively, persevere in completing tasks, maintain self-assurance, view difficulties as challenges rather than threats, seek out new experiences, set ambitious goals, focus on tasks, develop strategies to overcome failures, and confront threats with the belief that they can manage them. The data analysis was conducted using descriptive statistics with SPSS.

Results and Discussions

Self-efficacy is an essential component in the individual because it leads to understand individual actions to achieve their welfare (Flammer, 2001). The following are the results of the students' self-efficacy levels at SMPN 9 Blitar:

Tabel 1. Descriptive Statistics

	N	Range	Min	Max	Mean		Std. Dev	Variance	Skewness		Kurtosis	
					Statistic	Std. Error			Statistic	Std. Error	Statistic	Std. Error
Total Value of Self Efficacy	79	82	89	171	136.73	1.535	13.643	186.121	-.521	.271	1.109	.535
Valid N (listwise)	79											

The analysis revealed that the lowest self-efficacy score among students was 89, while the highest score was 171, out of a total of 79 students. The average self-efficacy score was 136.73. The skewness and kurtosis values were -0.521 and 1.109, respectively, indicating that the data is approximately normally distributed. The distribution of self-efficacy levels among students at SMPN 9 Blitar is categorized based on the following criteria.

Table 1. Score Category

Table of Score Category
xmin = 38
xmax = 152
range = 152 - 38 = 114
mean = (152 + 38) / 2= 95
SD : 114 / 6 = 19

Table of Score Category

Kriteria Rendah	$X < 95 - 19 = 76$
Kriteria Sedang	$76 \leq X < 114$
Kriteria Tinggi	$114 \leq X$

Based on the criteria above, 3 students were categorized as having moderate self-efficacy, while 76 students were classified as having high self-efficacy. The following are the detailed of self-efficacy for each student:

Table 2. Student Self-Efficacy Results

Name (initial)	Score	Category	Name (inisial)	Score	Category
A	89	Medium	OO	138	High
B	107	Medium	PP	139	High
C	112	Medium	QQ	140	High
D	113	Medium	RR	141	High
E	115	High	SS	142	High
F	117	High	TT	142	High
G	118	High	UU	142	High
H	118	High	VV	142	High
I	121	High	WW	142	High
J	121	High	XX	142	High
K	121	High	YY	142	High
L	121	High	ZZ	142	High
M	122	High	AAA	143	High
N	123	High	BBB	143	High
O	124	High	CCC	143	High
P	126	High	DDD	144	High
Q	126	High	EEE	144	High
R	128	High	FFF	145	High
S	128	High	GGG	145	High
T	130	High	HHH	146	High
U	130	High	III	147	High
V	130	High	JJJ	147	High
W	131	High	KKK	147	High
X	131	High	LLL	147	High
Y	131	High	MMM	147	High
Z	131	High	NNN	148	High
AA	132	High	OOO	148	High
BB	132	High	PPP	149	High
CC	133	High	QQQ	150	High
DD	134	High	RRR	152	High
EE	134	High	SSS	153	High
FF	134	High	TTT	154	High
GG	135	High	UUU	154	High
HH	135	High	VVV	156	High
II	135	High	WWW	156	High
JJ	136	High	XXX	158	High
KK	136	High	YYY	158	High
LL	137	High	ZZZ	161	High
MM	137	High	AAAA	171	High
NN	138	High			

Self-efficacy originates from Bandura's Social Cognitive theory, which defines it as an individual's perceived ability to effectively achieve or demonstrate behaviors in certain situations. Self-efficacy influences various aspects of the individual's life, including career choices, academic success, and self-regulation in academic settings—the ability to manage efforts and outcomes effectively—making it a catalyst for personal change (Cramer et al., 2009). Self-efficacy is driving force for motivation derived from agency, it is not a one-

dimensional concept that manifests uniformly across individuals, but rather, an individual's sense of self-efficacy is influenced by contextual variables such as social support and economic resources (Morgan, 2014). High self-efficacy positively impacts students' academic abilities, enabling them to develop plans for tackling complex learning tasks (Ahmad & Safaria, 2013). Furthermore, self-efficacy will impact academic achievement (Li & Su, 2024). although it is also linked to the experience of academic burden (Wolff et al., 2024).

Bandura (in (Mahmudi & Suroso, 2014)) explains that there are several sources contributing to individual self-efficacy: Performance accomplishment, vicarious experience, social persuasion and emotional/physiological states. Performance accomplishment refer to the results individuals achieve, which serve as information sources related to success to support individual self-efficacy. Vicarious experience involve learning from others' experiences, drawing wisdom or important lessons to foster self-efficacy. Social persuasion pertains to the trust or encouragement provided by others, which can positively influence self-efficacy. Emotional/physiological refer to the emotional or physical state of the individual. Past performance accomplishments considered the primary and strongest predictor of self-efficacy. Research indicated that successful experiences and mastery in the past tend to enhance self-efficacy, while poor experiences can decrease it. These beliefs about self-efficacy can be generalized to various contexts and situations. Therefore, past performance accomplishments have a very strong influence on self-efficacy beliefs (Nasta, 2007). The effectiveness of verbal persuasion, on the other hand, depends on its authenticity. Insincere remarks can undermine self-efficacy, whereas genuine feedback—particularly when emphasizing progress rather than shortcomings—enhances self-efficacy and motivates persistence. Additionally, the impact of verbal persuasion is influenced by the credibility and authority of the person providing the feedback (Megan, 2016).

Self-efficacy is generally influenced by cognitive behavior within the individual. This highlights how personal experiences, as interpreted and processed within an individual's cognitive domain, can significantly affect their level of self-efficacy. Individuals with vicarious experiences are more likely to develop high self-efficacy (Wilde & Hsu, 2019). Bandura (in (Efendi, 2013)) explains that there are six factors that influence self-efficacy and one of which is culture. In this context, culture includes values, beliefs and self-regulation. Given the complexity of self-efficacy that exists in individuals, guidance and counseling teachers can focus on developing students with low self-efficacy. Higher self-efficacy in students is associated with reduced anxiety levels (Jendra & Sugiyo, 2020). Furthermore, Self-efficacy is crucial as it influences students' problem-solving abilities and indirectly impacts them through metacognitive and critical thinking dispositions, making the development of positive self-efficacy essential to enhance students' confidence and effectiveness in facing academic challenges (Wang et al., 2024).

Self-efficacy influences many aspects of the individual. It plays a critical role in fostering the spirit of technopreneurship, as self-efficacy impacts all actions taken, as well as resilience in overcoming difficulties through personal effort (Trihudiyatmanto, 2017). In the academic context, self-efficacy significantly affects student achievement in mathematics because of high self-confidence to achieve learning achievement (Wulanningtyas & Ate, 2012) (Mufidah et al., 2021). Given the extensive impact of self-efficacy in individual optimization, understanding students' self-efficacy is essential as a foundation for guiding them in successfully accomplishing their developmental tasks. High self-efficacy will influence solution-focused thinking and psychological resilience (Ulutas Deniz & Tasgin, 2024). Moreover, self-efficacy is closely linked to mental well-being, particularly in terms of anxiety when facing challenges (Asirot, 2025). Self-efficacy is also a key factor in career decision-making and mental health. Students with low career decision-making self-efficacy are more vulnerable to depressive symptoms, especially when they perceive external barriers limiting their career choices. Strengthening self-efficacy could help mitigate the negative effects of career indecision and support better mental health outcomes during the transition from school to workforce (Amaral et al., 2024).

Self-efficacy can be enhanced using various techniques, one of which is through art therapy (Gam et al., 2016). Efforts to improve self-efficacy can also be made through conditioning mindfulness (Abdelaal & El-Ashry, 2024; Yousefi Afrashteh et al., 2024). General strategies to strengthen students' self-efficacy include employing peer models to inspire belief in success, teaching specific learning strategies to approach tasks effectively, assigning moderately challenging tasks to promote effort and persistence, and providing frequent, focused feedback to help students understand how to improve and succeed (Margolis & McCabe, 2006). Affective support from teachers particularly emotional and autonomy support—also plays a significant role in strengthening self-efficacy (Chen et al., 2024) (B. Xu, 2024). Self-efficacy fully mediates the relationship between self-regulated learning (SRL) strategies and learning engagement, serving as a bridge to maximize the impact of SRL strategies on learning engagement (J. Xu et al., 2024).

Conclusions

Self-efficacy is one of the most critical aspects of an individual's personal development. Research conducted at SMPN 9 Blitar revealed that the average self-efficacy of students falls within the high category. Self-efficacy drives individuals to take purposeful actions toward achieving their desired goals or accomplishments. Moreover, self-efficacy influences various other aspects of an individual's characteristics, shaping their behavior and outcomes. Efforts to enhance self-efficacy can be undertaken through diverse approaches, tailored to support individual growth and achievement.

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