

Identification of Factors Affecting the Development of Self Efficacy in Students at Ma Al-Ikhlash Jambi City

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Abstract: Self-efficacy is an individual's belief in their ability to complete a particular task. This study aims to identify factors that influence the increase in students' self-efficacy at MA Al-Ikhlash in Jambi City using a descriptive quantitative approach. Respondents consisted of 80 students with a total sampling technique. Data were collected through a Likert scale questionnaire and analyzed using percentages. The results showed that the level of students' self-efficacy was in the "High" category (74%). Based on indicators: successful learning experiences (73%), Learning Motivation through Comparison of Academic Achievements (76%), verbal support (76%), and emotional conditions (68.79%). These findings indicate that students are quite confident in facing academic challenges with room for further development.

Keywords: *Student self-efficacy, Factors of self-efficacy development*

INTRODUCTION

Success in education can only be achieved if everyone strives and wants to improve the quality of learning. Self-efficacy, or self-belief in one's own abilities, is an important component that can affect students' academic success. Self-efficacy refers to a person's beliefs about their ability to successfully complete tasks or achieve certain goals Rahmawati et al., (2022).

High student self-efficacy is when students see the task as a challenge and not a threat. They will avoid distractions, apply effective strategies, find learning partners, and overcome failure (Wulanningtyas & Ate, 2020). Students with low self-efficacy are different because they believe that they will not be able to complete the task even before it is given (Zubaidah, 2024). As a result, they approach learning with doubt and fear, and they may consider skipping lessons.

By knowing what affects self-efficacy, teachers and schools will be able to use this information to create appropriate strategies to improve students' self-efficacy. Adolescence, is a critical period in the formation of self-efficacy. Teachers and schools can understand these factors to create a good learning environment and provide appropriate support and guidance to help students build strong self-efficacy (Zubaidah *et al.*, 2023). This will encourage students' academic success at school.

The phenomenon in the field that became the research findings related to self-efficacy based on the results of interviews with the Guidance and Counseling Teacher at MA Al-Ikhlas Jambi City conducted by researchers on April 29, 2024, namely the level of student self-efficacy is very diverse. He said, "that students at school have self-efficacy and are confident in their abilities, but some also seem hesitant and less sure of themselves." An example of student self-efficacy at Ma Al-ikhlas as explained by the BK teacher is that students who have good self-efficacy tend to dare to appear in front of the class, such as presentations without anxiety, asking questions when they do not understand the learning material, while students who have low self-efficacy tend to behave the opposite. Furthermore, the counseling teacher also revealed that students who have strong support from family and friends tend to be more confident in facing academic challenges (Zubaidah, 2024). Conversely, students who lack support from their social environment appear more prone to self-doubt.

Meanwhile, the researcher also made observations at school, namely based on the results of the initial observations that have been made, there are several elements that show a positive relationship between the behavior of students who have confidence in themselves and their level of success in the classroom. Students demonstrated success in six of the ten aspects observed. For example, when students raised their hands to answer questions in class, students dared to present assignments in front of the class, helped friends who faced difficulties, used free time to study or read, did not give up easily when facing difficult problems, and tried again after failing a subject assignment. However, there were four aspects where students did not behave as expected: not completing assignments on time, participating in extracurricular activities with enthusiasm, staying calm during exams, and asking questions when they did not understand the material. These results show that students have some good aspects of self-efficacy, but they still have to improve in time management, participating actively, and staying calm during exams.

Based on several statements above, the author took the initiative to conduct research on self-efficacy in class X and XI students at MA Al-Ikhlas by formulating it in a title "Determinants Of Self-Efficacy In Students At Ma Al-Ikhlas Jambi City"

RESEARCH METHODOLOGY

The method used in this research is descriptive quantitative. Descriptive research is an approach that aims to provide a description of the field as it is (Sutja *et al.*, 2024). This study aims to describe the factors that influence the development of self-efficacy in students. The population of this study were 80 students at MA Al-Ikhlas, with sampling using the total sampling technique. This technique was chosen

because all members of the population were used as samples, in accordance with the opinion of Sugiyono (2019: 128) which states that total sampling is often used when the population is relatively small.

The data collection instrument used was a Likert scale-based questionnaire, which consisted of four main indicators: experience of success in learning, Learning Encouragement through Academic Achievement Comparison, verbal support, and emotional conditions in learning. To ensure data reliability, the questionnaire was tested for validity and reliability before use. The validity test was carried out by item-total correlation analysis, where the item was declared valid if the correlation coefficient (r) value was greater than the r table value at a certain significance level, the validity test results stated that of the 56 items tested, 36 items were declared valid and 20 items were declared invalid. The reliability test was carried out using the Cronbach's Alpha technique, and the results showed a value of 0.85, which means the instrument is very reliable.

Data collection was carried out in three stages. The first stage is preparation, namely the preparation of questionnaires and instrument trials carried out in January 2025 to ensure the validity and reliability of the instrument. The second stage is implementation, where the questionnaire is distributed to 80 students directly at MA Al-Ikhlis in February 2025. Researchers gave respondents a brief explanation of the purpose of the study and the procedure for filling out the questionnaire to avoid misunderstandings. The last stage is collection, where after the entire questionnaire is filled in, the researcher collects and checks the completeness of the data on the same day to ensure that there is no missing or invalid data. With these steps, it is expected that the research results can be reproduced consistently.

RESULTS

An overview of the results of the analysis of factors that influence the development of student self-efficacy at Ma- Al-ikhlas Jambi City.

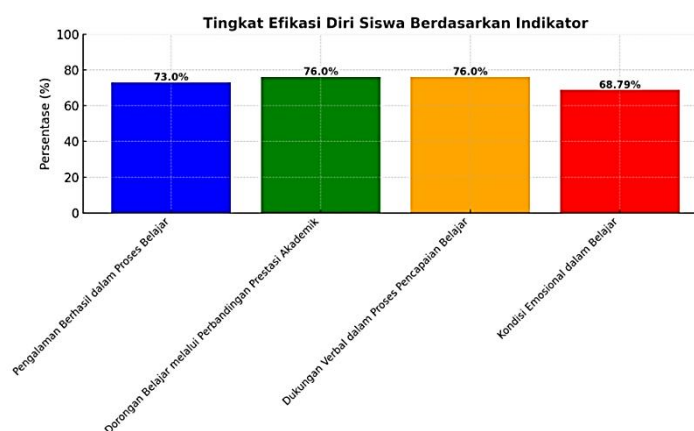


Figure 1: Students' Self-Efficacy Level

Based on the research results, the overall level of student self-efficacy is in the “High” category with a percentage of 74%. Of the indicators measured, encouragement to learn through academic achievement comparison and verbal support have the same percentage, 76%, which is higher than the experience of success in learning (73%) and emotional condition (68.79%). This suggests that students tend to be more affected by external factors such as encouragement from the environment and comparative academic achievement than their ability to manage stress emotionally.

Table 1: Indicators of Successful Experience in the Learning Process

Aspects	Results (%)	Category	Explanation
Successful completion of learning tasks	74.83	High	Students feel confident in completing academic tasks well.
Overcoming challenges in learning	71.45	High	Students are able to face academic challenges, although self-reinforcement is needed.
Average	73	High	

The factor of successful experience in the learning process contributes 73% to the development of student self-efficacy, which means that the level of self-efficacy of Ma Al-Ikhlash Jambi City students is at the “High” category level so that the self-efficacy of students at school is declared good and needs to be maintained and developed. According to Bandura, direct experience of previous success gives individuals strong confidence to overcome similar tasks in the future. Ahmad Susanto, (2018) reinforces this view by emphasizing that previous experiences of success help individuals develop confidence in their academic abilities. Another study from Rohmat et al., (2024), also found that previous success creates a positive mindset that directly affects students' self-efficacy.

Table 2. Learning Motivation through Comparison of Academic Achievement

Aspects	Results (%)	Category	Explanation
Seeing the success of peers	78.18	High	Friends' success drives students' learning motivation.
Compare academic abilities	74.06	High	Students are inspired but still use their own learning methods.
Average	76	High	

The academic achievement comparison factor has the highest percentage (76%) due to its ability to provide clear benchmarks for students. When students see the success of their peers, they are

encouraged to achieve the same, which is in line with the concept of social modeling in Bandura's theory. In other words, a competitive and collaborative learning environment can strengthen students' intrinsic motivation to achieve higher.

Table 3. Verbal Support in the Learning Achievement Process

Aspects	Results (%)	Category	Explanation
Verbal support in completing tasks	75.8	High	Students feel motivated by verbal encouragement from parents and teachers.
Support in making self-assessments	76.5	High	Verbal support helps students evaluate their abilities accurately.
Avarage	76	High	

The verbal support factor also obtained a percentage of 76%, indicating the importance of social reinforcement in building self-confidence. Bandura emphasized that positive verbal feedback can increase an individual's perception of their abilities, especially in challenging learning environments. Bandura (1997) stated that verbal persuasion is one of the effective factors in increasing self-efficacy. Pratiwi & Imami, (2022) who found that verbal appreciation from influential people around students can strengthen their self-confidence.

Table 4. Emotional Conditions in Learning

Aspects	Results (%)	Category	Explanation
Dealing with study assignments	70	High	Students are confident in facing academic tasks well.
Managing study stress	67	High	Perlu dukungan tambahan untuk meningkatkan pengelolaan stres.
Average	68.79	High	Need additional support to improve stress management.

The lower emotional condition factor (68.79%) indicates that students may have limitations in managing learning stress. This is in accordance with Bandura's view that emotional control is an important element but is often more difficult to master. Students tend to be more confident in facing learning tasks than in managing learning stress. Bandura in (Fatmawati et al., 2023) explains that positive emotional conditions can increase self-efficacy, while unmanaged stress can inhibit it. Another study by Sukma & Priatna, (2021) shows that the ability to manage emotions effectively contributes to students' success in dealing with academic pressure.

CONCLUSION

From the explanation given by the researcher, it can be concluded that the factors influencing the development of students' self-efficacy at Ma Al-Ikhlas in Jambi City as a whole are in the "High" category, with an average achievement percentage of 74%. Namely, there is a factor of successful experience in the learning process with a percentage of 73%, a factor of learning motivation through a comparison of academic achievement with a percentage value of 76%, followed by a factor of verbal support in the learning achievement process, which is 76%, and finally there is a factor of emotional conditions in learning that influences the development of self-efficacy with a percentage of 68.79%.

Overall, this study shows that most students have adequate confidence to manage academic challenges, although there is still room for further development. To support the development of students' self-efficacy, schools can collaborate with Guidance and Counseling (BK) teachers in providing services to students who have difficulty managing stress. Services such as group guidance or group counseling can be implemented with techniques such as coping stress to help students deal with academic pressure. In addition, individual counseling services can also be a solution for students who show symptoms of higher academic stress, with a personal approach such as relaxation or time management. Schools can also develop special programs, such as effective study skills training, awarding achievements, and activities that strengthen students' experiences of success.

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