

“I’m Sure, But I’m Not Sure”: Self-Efficacy in UNIBI Employee College Program

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ABSTRACT

Employee college students have different activities from regular class students. Employee college program usually have to work in the morning and study in the evening. This often results in the inability of employee college program to handle problems in lectures and work efficiently. The excessive activity that the employee college class have makes them feel unsure of their ability to complete the assignment from the lecturer maximally. Therefore, this study aims to find out more about how to describe the self-efficacy of employee college program at the University of Informatics and Business Indonesia. This research uses quantitative research methods with descriptive analysis. The sampling technique in this study was purposive sampling with a sample size of 50 employee college program from the Communication and Management Studies program. Collecting research data using a self-efficacy scale (35 valid items, $\alpha = .943$) with analysis of research data using IBM SPSS Statistic 25 Version for Windows. The results showed that 25 out of 50 respondents (50%) had a moderate level of self-efficacy, then 18 respondents (36%) had low self-efficacy, and as many as 7 people (14%) had high self-efficacy.

Keywords: Self-efficacy, employee college student, management studies

1. INTRODUCTION

Education is important in developing humans into beings with quality and character. Education is also main point for the development of the nation and state because a nation has a desire to advance must be able to improve human resources in the country to be able to compete with other country [1]. There are many institutions that advance education at a higher level. The University is the highest educational institution that is required to be able to produce students as graduates who have quality, potential and have skills according to their respective fields [2].

The importance of education for the progress of the nation and state encourages several universities in Indonesia to make it easier for all groups to get a high level of the formal education, one of which is the employees. Currently, many universities provide employee classes, the University of Informatics and Business Indonesia (UNIBI) is one of them. UNIBI has at least 509 active students in the employee class. This number comes from five study programs, namely Accounting, Communication Science, Informatics, Management and Information Systems.

Table 1. Number of Employee Program Students at the University of Informatics and Business Indonesia from year to year

Year	Number of Students
2013	3
2014	4
2015	14
2016	25
2017	105
2018	136
2019	222

It can be seen in the Table 1, from year to year the number of employee program students who take undergraduate education at UNIBI continues to increase, this shows that the trend of students studying while working is increasing. There are many reasons students choose to study while working, both for self-development, to get a degree and a more decent job according to the requirements for applying, or even those who fill their spare time according to work. Furthermore, those who are not from among their

employees choosing to work while studying is to meet the needs of the increasingly expensive lectures, and there are many more reasons for those who choose to study and work.

This employee program student is certainly different from regular program students. Employee program students must study at night and work during the day. Students studying while working must be able to balance work and college affairs. Dailey reported the problem when studying while working isn't easy to divide time between study, work and other matters [3]. With the constraints of students who work and study, students are expected to be able to handle problems in lectures and at work well. Students cannot handle problems in lectures and work efficiently, so these students will be vulnerable to problems that can have a negative impact [4]. Adverse effects that can occur such as being lazy to study, doing college assignments improperly, losing enthusiasm for studying, low self-confidence to finish college well, so the worst impact is burnout.

That is appropriate with the interviews of 10 students in the employee program [5]. The results of the interview showed that students felt tired both physically and mentally with their busy routine. The students had to go to college at night after a long day of work. The students also find it difficult to control their emotions, so they vent their emotions to others and feel less concerned about others. The students felt heavy with excessive activity so they wanted to leave the lecture activities. Moreover the students also were burdened by the assignments given by the lecturer and sometimes felt unable to complete the assignments given therefore they did not collect the assignments given by the lecturers.

The success of students in tertiary institutions can be relied on by their high enthusiasm for life, self-efficacy, and a great sense of optimism and high motivation so that students are expected to successfully live life in college and have optimal achievements. Furthermore, Hergenhahn stated that people who consider themselves to have a high enough ability will try harder, be more accomplished and persistent in carrying out their duties than people who consider they to have low abilities [6]. The description shows that employee program students have other duties or responsibilities besides studying and working. Seeing the condition of employee program students, the researcher wants to study how self-efficacy is possessed by employee program students at the University of Informatics and Business Indonesia. Self-efficacy is a belief that individuals have towards coaching in carrying out and carrying out actions to achieve a goal [7].

Since Bandura's original work was published in 1977, the concept of self-efficacy has become an important discussion in many fields of research, so until now many researchers have raised the topic of self-efficacy as a research variable [11]. For example, research conducted by

Noa and Tali, this research focuses on investigating the ability of students to predict how to handle and evaluate the large amount of information they find on the internet. Research involving 136 students resulted in a conclusion that personality characteristics, experiences, challenges and motivation greatly influenced the student's self-efficacy [12]. Additionally, there is also a study conducted by Handayani, this study analyzes the relationship between self-efficacy and learning motivation with learning outcomes in the Maternity Care course of Midwifery Diploma students. The results did not find a significant relationship between self-efficacy and learning motivation and learning outcomes in these subjects [13].

2. LITERATURE STUDY

Bandura in an article entitled Guide for Constructing Self Efficacy Scales defines self-efficacy as a person's belief in one's ability to organize and carry out actions to achieve their goals [7]. Bandura also described self-efficacy as an important factor in determining how people feel, think, motivate themselves and behave [8]. Schultz argues that self-efficacy is an individual's feelings about his efficiency, adequacy, and ability to cope with life [17]. In other words, self-efficacy is an important factor for a person in determining how they behave and do something.

Bandura said that self-efficacy has an influence on behaviors [9]. Furthermore, Bandura and Woods also explained that self-efficacy refers to an individual's belief in the ability to exert motivation, cognitive function, and the actions needed to respond to the demands of the situation at hand [10]. According to Alison, self-efficacy is a form of self-assessment, about how an individual's ability to take certain actions, can or not, wrong or right [14]. In line with Alwisol, Friedman and Schustack claim that self-efficacy is a self-evaluation carried out by a person about his or her ability to complete a certain task, how to achieve a goal and overcome obstacles in the process of achieving goals [15].

Bandura presented a three dimensions of self-efficacy :

1. Generality
Generality is the extent to which a person believes in his ability in various task situations, namely the confidence in one's ability to face various situations. A person can judge the level of self-efficacy yourself based on certain activities and other activities they face. So the increasing number of self-efficacy that is applied in various conditions and situations will affect the level of a person's self-efficacy.
2. Level
Level means the difficulty level of the task. The beliefs and attitudes of a person in responding to a

task are different, a person may only be obsessed on simple, medium to difficult tasks. It all depends on how they recognize difficulty of the task. Some people rated a task as difficult, while others might have rated the assignment as not difficult.

3. Strength

Strength is a strong or low human's belief about their abilities. This is related to one's endurance and tenacity in completing tasks. A person who has strong confidence and stability in his ability will continue to try to survive to complete a task even though he is encountered with many difficulties and challenges. Experience has an influence on the self-efficacy that a human's believes [8].

Previous research reported that self-efficacy is influenced by several factors. The factors that affect a person's level of self-efficacy are:

1. Age

The age factor is related to how the experience a person has. The older you get, the more experience you get. This experience will affect the thought process and maturity of a person. It can be said that individuals who are getting older, so they have the highest self-efficacy.

2. Marital Status

Previous research states that marital status is one of the factors that influence self-efficacy. This is because marriage is related to age, experience and maturity. Therefore, married people tend to have higher self-efficacy than unmarried people.

3. Focus of Work

The type of work and how much work is done by individuals are considered to affect their self-efficacy. People who have two or more jobs are judged to have lower self-efficacy than people who only focus on one type of work. This is because having two or more types of work will make individuals tired and exhausted. Then, individual confidence in doing something will decrease [17].

3. METHODOLOGY

This research is quantitative research with descriptive analysis which aims to determine how self-efficacy is to students, especially employee program students. This study involved employee program students at UNIBI. So that the population in this study were students at UNIBI. Furthermore, the sampling in this study was carried out by using purposive sampling technique, a method where the researcher determines the sampling by determining specific characteristics that are in accordance with the research. In this case, the special characteristic is the employee program student. Therefore, this study involved 50 UNIBI employee program students who came from

two study programs, namely Communication and Management.

The research data was collected by using a self-efficacy scale consisting of 35 items ($\alpha = 0.939$). The scale used in this study was adapted from a scale compiled by Ar-Ruum [3]. The data collection process is carried out using an online questionnaire that is linked to Google Form. The research questionnaire consisted of four parts. The first part contains the introduction and research objectives, the second part contains the respondent's consent form to be willing to fill out the questionnaire, the third part contains the self-efficacy scale statement items, and the fourth part is part of the respondent's data. The research questionnaire was arranged using a 4-point Liker scale with alternative choices, there are: Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS).

To make it easy to understand, the research flow can be described through a flow chart:

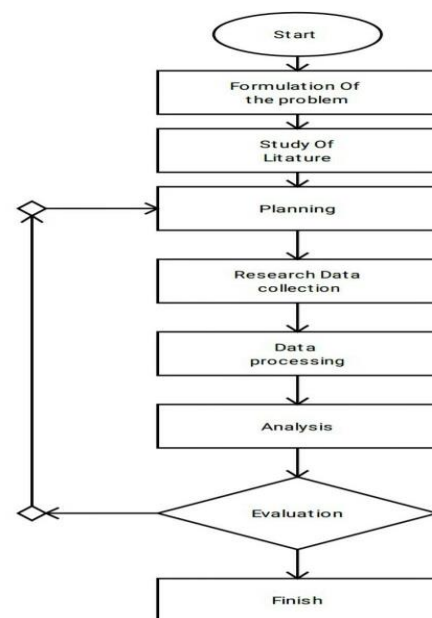


Figure 1 Flow chart of research

Figure 1 illustrates how this research flow was carried out. Starting from planning research. In the first stage of the commencement of the research, the researcher made a timeline and a plan for how this research would begin, how the process of taking measuring instruments was taken, and how to write research results in the form of scientific articles. Furthermore, the researcher made observations and discussions with several parties to formulate the problems to be studied. At this stage, the researcher focuses on examining how self-efficacy is in employee class students. After formulating the research problem, the researcher conducted a literature study. There are quite a lot of previous studies related to self-efficacy and students, but researchers have not found descriptive

research on self-efficacy that focuses on employee class students. This is what may distinguish this research from previous studies on self-efficacy because the analysis used in this study is descriptive analysis. So it is hoped that this research can support the results of previous self-efficacy studies. The next step taken is that the researcher starts designing the research, how the process and data collection techniques are, and prepares to measure instruments that will be used in the data collection process. Retrieval of research data was carried out by giving a scale in the form of a questionnaire to employee class students who in this case were research respondents. The data collection process is carried out in a few days.

After completing data collection, the researchers tabulated the data. Data tabulation is the process of moving the scale answers from respondents into tables to facilitate the data analysis process. Data analysis in this study used descriptive analysis. The next step after obtaining the research results is that the researcher analyzes and reports the results of the research that has been obtained. The research results are written in the form of articles. This is done because the results of this study are expected to be read by many people and add to scientists in the field of psychology.

4. RESULTS AND DISCUSSION

The reliability test in this study used the Cranach's alpha (α) statistical test provided that the value of $\alpha > 0.6$ is the standard of the value that is said to be reliable [11]. Reliability analysis was performed with the help of IBM SPSS Statistic 25 Version for Windows. The results of the reliability coefficient with Cranach's Alpha obtained in this research data were 0.943 ($\alpha > 0.8$) with the corrected item-total correlation value about 0.314 - 0.768.

This study involved 50 respondents aged 17-27 years. The following Table 2 is the age distribution of the research respondents:

Table 2. Respondents Age Distribution

Age	N	Presentation (%)
17	1	2
19	4	8
20	9	18
21	16	32
22	6	12
23	3	6
24	4	8
25	6	12
27	1	2
Total	50	100%

In Table 2, it describes that as many as 32% of the respondents in this study were Employee college program aged 21 years, 18% were Employee college program aged 20 years, 22% were students aged 22 years and 25 years, 8% of the study respondents were 19 years and 24 years, 6% of the respondents are students aged 23 years, the remaining 2% of research respondents are Employee college program aged 17 years and 27 years. The results of the distribution of respondent data by age indicate that Employee college program who are respondents in this study have various ages. Starting from students who are 17 years old to students who are 27 years old. Furthermore, descriptive analysis shows that in this study the research respondents had a self-efficacy score around 81-140.

Table 3. The results of the descriptive analysis

Mean	Median	SD
106.34	105	13,776

As shown in Table 3, the results of the descriptive analysis carried out on the research data show that the average self-efficacy score obtained by research respondents was 106.34, with a mean value of 105 and a standard deviation of the research data of 13,776. After conducting descriptive analysis to determine the amount of self-efficacy score owned by the research respondents, the researcher then carried out a further analysis to categorize respondents who had high, medium, and low self-efficacy. The following are the results of the frequency distribution based on the number of respondents as many as 50 people:

Table 4. Self-Efficacy Level of Frequency Distribution

Criteria	F	%
Low Self- Efficacy	18	36.0
Middle Self-Efficacy	25	50.0
High Self-Efficacy	7	14.0
Total	50	100.0

Table 4 is a frequency distribution table for the level of self-efficacy among respondents. The distribution of the level of self-efficacy among students of the UNIBI employee class shows that as many as 25 respondents (50%) have high self-efficacy, 18 respondents (36%) with low self-efficacy, and the remaining respondents with low self-efficacy are 7 people (14%).

Based on the results of data acquisition which shows that 50% of respondents have self-efficacy in the moderate category, the researchers assess that the level of a person's self-efficacy is influenced by the amount of workload they face. In line with research conducted by Jex, et al. toward those who face excessive workload shows a negative relationship between self-efficacy and stress levels [12]. Those who have less workload may have high self-

efficacy because there is more free time compared to those who have more workloads so that they can complete tasks well which will directly affect the person's self-efficacy. Therefore, even though Employee college program have excess activity, it does not rule out that Employee college program have high self-efficacy. This is evidenced by the percentage table above which shows that there are respondents who have high self-efficacy, namely as many as 7 people or as much as 14%.

In line with one of the factors that affect the level of self-efficacy, namely the focus of work. People with multiple jobs will tend to have low self-efficacy compared to people who only focus on one particular job. This may explain that only 14% of respondents in this study have high self-efficacy, the remaining 86% of respondents are in the low and medium self-efficacy category. Employee College program, apart from having and thinking about being busy in college, must also divide their time by working as well. So that Employee college program have at least 2 focus activities, namely studying and working. Having to divide the focus between college and work probably made up the bulk of the respondents in this study, who were Employee college program, having low and moderate levels of self-efficacy. However, these results can be studied further in the next research, namely by exploring further how much discipline or activity is the focus of respondents apart from studying. If it is explored again, it is hoped that more in-depth data can be obtained and support the findings in this study.

This research still has many shortcomings. Among them are the difficulty of respondents and the difficulty of ensuring that respondents actually fill out the Google form that has been distributed. The average respondent has limitations regarding the time to fill it in, because the respondent has to work and study plus quite a lot of questions asked. This of course affects the time and results of the study. In addition, in this study the researcher did not consider the types of work the research respondents had. Researchers suspect that more detailed and in-depth results will be obtained if they know the type of work of the research respondents. Because with the type of work that is owned and grouped, researchers can analyze whether self-efficacy is also influenced by the severity of a person's workload. For further research, this may be considered, so that more in-depth research results can be obtained. Future research may also be able to explore more about the number of jobs of the respondents, this is because one of the factors that affect the level of self-efficacy is the number of jobs. By exploring the number of jobs of the respondents, more in-depth results may be obtained. Furthermore, further research might be able to conduct research that compares self-efficacy between employee and regular class students. So that it can be seen whether there is a difference in the level of self-efficacy in employee class and regular class students.

5. CONCLUSION

According to the data analysis that has been done, it can be concluded that the highest percentage of Employee college program with a moderate level of self-efficacy who get the results of 25 people from a total of 50 respondents (50%), then respondents with low self-efficacy are 18 people (36%), and respondents with low self-efficacy amounted to 7 people (14%). When associated with the theory of self-efficacy put forward by Bandura, self-efficacy is a belief that an individual has in his ability to organize and carry out actions to achieve a goal. Thus, it is hoped that Employee college program will be more able to divide their time and organize everything to complete assignments well because self-efficacy can affect how they think, motivate themselves and how they should behave in the future.

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