

The Effect of Learning Factors and Social Capital Factors on Self Efficacy Factors of Prospective Economic Teacher Students in Padang City

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ABSTRACT

The low self-efficacy of prospective economic teacher students in the city of Padang is characterized by the level of student confidence that is still in the low category. This results in a low level of teaching ability. This is because self-efficacy itself is an important asset for every student to become a teacher or as a prospective teacher in order to have good teaching skills. The purpose of this study was to 1) Analyze the Effect of Learning Factors on Self Efficacy of Prospective Economics Teacher Students in Padang City. , 2) Analyzing the Effect of Social Capital Factors on Self Efficacy of Prospective Economics Teacher Students in Padang City. The population in this study were all students of prospective economic teachers in the city of Padang with a sample of 300 respondents. The data obtained were analyzed using *Structural Equation Modeling* (SEM) with Smart PLS 3.0. The results showed that 1) the learning factor had a significant effect on the self-efficacy of prospective economic teacher students in the city of Padang 2) the social capital factor had a significant effect on the self-efficacy of prospective economic teacher students in the city of Padang

Keywords: *learning factors, social capital factors, and self efficacy factor.*

1. INTRODUCTION

The definition of learning according to Dimiyati and Mudjiono (2009:7) is a series of processes that must be carried out by a teacher, to achieve learning objectives that have been designed to facilitate the learning process before it starts. From the above definition, the learning process is an interaction that involves teachers and students as well as lecturers and students which includes various elements such as facilities, equipment, procedures and others to attract the attention of students in the teaching and learning process to achieve the learning objectives that have been set.

According to Protheroe (2008) a teacher who has a strong self-efficacy behavior has the following characteristics: (1) tends to have the ability to plan and manage well (2) open to new ideas and new methods so that the learning process becomes better (3) accustomed to adapting to learning conditions that are not going well (4) not criticizing students when students make mistakes. *Teacher self-efficacy* in the context of education is a form of self-efficacy that focuses on the teacher's self-confidence to teach so that the teaching process becomes effective (Etheridge, 2016).

The results of initial observations found that levels were still low *self-efficacy* students'. As well as the low level of student self-confidence. Self-confidence is an important factor in the effectiveness of classroom learning. According to Banker (2002) readiness in

teaching itself is influenced by confidence in the ability and willingness to carry out the required actions. In addition, teachers who have high self-efficacy also tend to dare to take risks, are more resistant to challenges and use innovative approaches in learning (Gavora, 2010). In line with the opinion of Tschannen Moran (1998) says that teacher efficacy is a teacher's belief in his ability to plan and carry out the actions needed for the success of teaching tasks in a context or situation.

According to Bandura (1977) self-efficacy is a person's confidence in his abilities to plan and carry out the actions needed to achieve the desired goals. Meanwhile, Baker (2002) defines *teacher-self efficacy* as teachers' confidence that they can influence student learning and performance even when students are difficult to handle. Thus, from the description above regarding the *self-efficacy of self-efficacy* a prospective economics teacher student, it is very necessary because someone who is confident in his abilities will tend to be able to master the learning process so that the goals of learning can be achieved, besides that students who have certainly have the ability to think critically because self-efficacy makes a teacher's view more open about new ideas and has a higher level of ability

According to the research of Salim Nahdi, D. (2018) there are differences in problem-solving abilities between *the Problem Based Learning* and *model the Guided Discover y model* Learning if seen from the self-efficacy of students means that a group of students *self-efficacy* of high and of student group *self-efficacy* low has a different way of solving the problem .. In line

with Mantasiah's research, R. (2018) suggests that the Pay It Forward model in foreign language learning is able to increase students' academic motivation and self-efficacy.

In the research of Rusmansya, et al (2019), this research resulted in one way to increase self-efficacy and critical thinking of prospective teacher students is a learning model that can attract students' interest.

In the research of Wu, SY, Wang, ST, Liu, F., Hu, DC, & Hwang, WY (2012) showed that self-efficacy has a positive influence on social trust and social capital through Facebook as a social media. Along with the research conducted by Brouwer, J., Jansen, E., Flache, A., & Hofman, A. (2016) the results showed that there was a significant relationship between self-efficacy and social capital variables. In line with research conducted by Efendi (2013) said that self-efficacy is influenced by several factors, one of which is social support.

2. METHOD

This research is classified as survey research by providing an explanation of a problem. This research was conducted on student teacher candidates at universities majoring in economics education in the city of Padang. *Proportional Random sampling* is technique in this study with 300 respondents. The research instrument used was a questionnaire given to the respondents. The measurement used to measure respondents' responses is to use a Likert scale with a scale range of 5 = "Strongly Agree (SS) to 1" Strongly Disagree (STS) ".

The data analysis technique uses descriptive and inductive analysis with Structural Equation Modeling (SEM) and smart PLS 3.0 as an analytical tool. This study evaluates the outer model and evaluates the inner model before testing the hypothesis. The evaluation of the outer model is carried out using validity and reliability tests to obtain representative data to be analyzed further. This study evaluates the outer model and evaluates the inner model before test the hypothesis.

Evaluation of the outer model is done using validity and reliability tests to get representative data that will be analyzed further. In testing the validity using convergent validity and discriminant validity. Then, reliability is tested using composite reliability. Evaluation of the inner model is carried out kukan to test the test *goodness of fit* using predictive-relevance (R-Square)

3. RESULTS AND DISCUSSION

3.1 Data Analysis

3.1.1 Evaluation Model Banks

Evaluation of the outer model is done using validity and reliability tests to get representative data that will be analyzed further. In testing the validity

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Table 1. Average Variance Extracted (AVE)

Variable	AVE
Learning factor	0.610
Social capital factor	0.638
Self-efficacy factor	0.593

Source: Processed Primary Data (2019)

Table 1 shows that all variables have an AVE value greater than 0.5 (Jogiyanto and Abdillah, 2014:57). It can be concluded that all variables in this study are able to explain half of the variance of each indicator that has good convergent validity.

3.1.2 Reliability Test

Table 1. Cronbach's Alpha and composite Reliability

	Cronbac h's Alpha	Composite Reliability
Learning factors	0.891	0.915
Social capital factors	0.857	0.897
Self efficacy factors	0.902	0.921

Source: Processed Primary Data (2019)

From the results of data processing in table 2 it can be seen that the values for *composite reliability* and *Cronbach's alpha* each construct exceeds 0.7. If referring to the *rule of thumb*, the *composite reliability* and *Cronbach's alpha* values, each of which must be greater than 0.7 (> 0.7), then the data in Table 4 is declared *reliable*.

3.1.3 Evaluation of Inner Model

Testing of the structural model is done first by looking at the *R-square value* which is the test *goodness-fit of the model*. The following is a table of values *R-square* from this study

Table 3 R-Square

Variable	R Square
Factor self efficacy	0.557

Source: Processed Primary Data (2019)

Table 3 can be seen that the value of *R-Square* variable factor self efficacy (X) it can be seen that the

value is *R-Square* 0.557. This illustrates that the variables of the family environment (X1), emotional intelligence (X2), and creativity (X3) contributed 55.7% to the self-efficacy factor (X3). The rest is influenced by other variables outside this research model.

4. CONCLUSION

There is a significant influence of learning factors on the self efficacy factor of prospective economic teacher students in Padang City. These results indicate that good learning factors, such as the learning method used in accordance with what is discussed or in accordance with the teaching material, will have an impact on increasing one's self-efficacy or self-efficacy of the student. According to the research of Salim Nahdi, D. (2018) based on the results of the study there is an interaction between the applied learning model and students' self-efficacy on systematic problem solving abilities, it can be said that there is a difference between problem solving between low self-efficacy students and high self-efficacy students.

This study proves that good and correct learning factors will increase the student's self-efficacy. As is the case in learning using *problem based learning learning* methods, by using this method students are required to be able to solve problems given in a way or with their own personal abilities, this method or method will increase the student's self-efficacy, such as increasing self-observation, with the student problem solving method, the process of implementing the method will automatically improve the student's self-observation ability

This study shows that there is a significant influence between social capital factors on the self-efficacy factor of prospective economic teacher students in Padang City. These results indicate that someone whose social capital factor is good will tend to increase the student's self-efficacy factor. According to the research results of Wu, SY, Wang, ST, Liu, F., Hu, DC, & Hwang, WY (2012) showed that self-efficacy has a positive influence on social trust and social capital through Facebook as a social media. Along with the research conducted by Brouwer, J., Jansen, E., Flache, A., & Hofman, A. (2016) the results showed that there was a significant relationship between self-efficacy and social capital variables

This study proves that students who have good social capital will affect their self-efficacy factors. Like students who have the ability to cooperate, for example. Students who have good cooperation skills between them will facilitate all matters as well as in the cooperation that is built, new things will arise so that they can be learned and have an impact on students' self-confidence to complete the tasks assigned to them. There is also in this social capital networking or access with others, as well as mutual trust and norms or culture. With this ability, it will directly affect the

student's personality, the most important of which is the student's self-confidence or self-efficacy.

AUTHORS' CONTRIBUTION

Research contributions This research contributes to universities on how to increase self-efficacy. As for how to increase student self-efficacy factors by providing training and also giving assignments. Such as giving as many assignments as possible to students so that it will increase their ability to complete their assignments

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