

## Study of Student Self-Efficacy in Online Learning in the Era of the Covid-19 Pandemic

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### ABSTRACT

The purpose of this study was to examine student self-efficacy in online learning in the era of the Covid-19 pandemic. This research is a quantitative research through survey method. The population and sample are students majoring in Geography Education, FKIP, Unsil class 2018, 2019, and 2020 with a total of 200 students. Data collection is distributed through google form. The research instrument used a Likert scale which was distributed in each answer to the questions in the questionnaire. Data analysis used quantitative descriptive analysis with percentages. The results of the study on the self-efficacy scale, namely 63.5% moderate level, 29.5% low level and 7% high level. Analysis of student self-efficacy is studied based on the dimensions of self-efficacy, namely the magnitude dimension shows students have a high enough level of optimism in conducting lectures and completing tasks given by the lecturer in charge of the course, the strength dimension shows students believe and know the advantages that exist within them so that they are able to carry out all activities in lectures as a form of development and hone their potential, the generality dimension shows students have the ability to solve their problems but some problems may need the help of others in solving them. Students' self-efficacy in conducting Distance Learning during the covid pandemic is on average still in the moderate category. This means that students already have sufficient self-efficacy but still need to get supportive motivation.

**Keywords:** *self-efficacy, online learning*

### INTRODUCTION

Distance Lectures conducted by students and lecturers have been going on for almost 2 years during the covid-19 pandemic. Distance learning activities are carried out to limit the spread of Covid-19 in the university environment. During the pandemic, lecture activities mostly use the help of various online-based learning technologies (Widiyono, 2020). This condition is also experienced by students at the Department of Geography Education, FKIP, Siliwangi University.

Students as human learners have the same responsibility to take distance courses. But on the other hand, students as individuals have various perceptions regarding online lectures. A study conducted by Ningsih (2020) shows that most students prefer face-to-face learning in class. This is in accordance with the results of initial interviews in the field with level students who want lectures to be conducted face-to-face in class. In line with the study conducted by Rahmatih and Fauzi (2019) that students will be much more free and open when discussing face-to-face with lecturers.

Students said that while doing Distance Learning, they experienced many challenges and problems. Directly or indirectly, these problems can have an impact on the achievement of learning outcomes. The challenge currently encountered by most students is starting to feel bored with distance learning activities. This is because more often lectures are conducted through zoom meetings. Monotonous Distance Lecture activities using zoom meetings cause students to feel bored and become less focused on the lectures being carried out (Widodo and Nursaptini, 2020).

Another study conducted by Pardede (2020) showed that students also had difficulty understanding lecture material. This is because the delivery has not run optimally through the online media used. Furthermore, regarding the collection of assignments, students tend to be not on time and some even do not complete the assignments given (Rahmawati and Putri, 2020). Thus lectures become hampered and student learning outcomes become less than optimal.

Distance learning conditions experienced by students need to be understood as a response to students' self-confidence in what they understand and what they can do. Good belief in their own abilities gives them the opportunity to do what they want to achieve to the fullest. This condition is known as self-efficacy which has an impact on a person's confidence to successfully do something or achieve the desired goal. Thus, in the context of learning, self-efficacy understanding of students is needed to achieve the current success of Distance Learning and further achieve their dreams.

Grenner, et al (2021) asserted that self-efficacy is an individual's assessment of his abilities/potential to succeed in one field or achieve certain goals. Furthermore, in academic activities by Bandura, et al (Ormrod, 2008) it is explained that academic self-efficacy can affect the selection of activities, goals, efforts and perseverance of students in carrying out various activities in class. The same thing was conveyed by Hergenham and Olson (Mukti & Tentama, 2019) suggesting that academic efficacy is related to a student's belief about his or her own abilities and ability to succeed in carrying out the academic tasks assigned to him.

Bandura (Hendriana, et.al., 2018:213) describes 3 indicators that can be used to observe the self-efficacy of a learner in this study, namely students. The first self-efficacy indicator, namely the magnitude dimension, is how students can fill their learning difficulties which include: 1) having an optimistic view in doing lessons and assignments; 2) how much interest in lessons and assignments; 3) develop abilities and achievements; 4) see a difficult task as a challenge; 5) study according to a set schedule; 6) act selectively in achieving goals.

The second dimension, namely the strength dimension, is how high the confidence of students in overcoming their learning difficulties, which includes: 1) the efforts made can improve achievement well; 2) commitment in completing the assigned tasks; 3) believe and know the advantages they have; 4) persistence in completing tasks; 5) have a positive purpose in doing things; 6) have a good self-motivation for self-development.

The third dimension, namely the generality dimension, shows whether self-efficacy beliefs will take place in a certain domain or apply in various kinds of activities and situations which include: 1) responding to different situations well and thinking positively; 2) make past experiences as a way to achieve success; 3) likes to look for new situations; 4) can handle all situations effectively; and 5) try new challenges.

Based on these findings, it is necessary to conduct research on «Student Self-Efficacy Studies in Online Learning in the Era of the Covid-19 Pandemic».

## METHODS

This research is quantitative research through survey method. According to Creswell (2015: 752), survey research is «a procedure in quantitative research where research administers a survey on a sample or on an entire population of people to describe attitudes, opinions, behaviors or specific characteristics of the population». The population and sample in this study were students majoring in Geography Education, FKIP, Siliwangi University which consisted of 3 batches, namely the 2018 class, 2019 and 2020, totaling 200 students, namely those who did Distance Lectures. The data collection in this study was taken from the answers to the questionnaires distributed through the google form. This research instrument uses a Likert scale which is distributed in each answer to the questions in the questionnaire to determine the attitudes, opinions and perceptions of students regarding their self-efficacy through various questions submitted in the questionnaire. The Likert scale in this study used a measure with five ratings, namely Strongly Agree (SS), Agree (S), Neutral (N), Disagree (TS), Strongly Disagree (STS). For more details can be seen in table 1.1 below.

**Table 2** Criteria for Alternative Weighting Answers

Alternative answer choices	Positive Question Weight	Negative Question Weight
Sangat Setuju (SS)	5	1
Setuju (S)	4	2
Netral (N)	3	3
Tidak Setuju (TS)	2	4
Sangat Tidak Setuju (STS)	1	5

Riduwan and Akadon (2015:16)

The above instrument was used with several adjustments regarding the alternative answers and their weights became:

**Table 3** Criteria for Alternative Weighting Answers

ANGKA	KRITERIA JAWABAN
4	SS = SANGAT SESUAI
3	S = SESUAI DENGAN
2	TS = TIDAK SESUAI
1	STS = SANGAT TIDAK SESUAI

Furthermore, the instrument needs to be tested for feasibility which consists of validity and reliability tests to ensure that the instrument used is valid and reliable. Data analysis was carried out in a quantitative descriptive manner with percentages so that conclusions could be found about students' self-efficacy in online learning.

## RESULT AND DISCUSSION

### Result

The results showed that there were 200 responses from respondents consisting of 141 (70.5%) female students and 59 (29.5%) male students. Respondents came from different batches, namely 5 people (2.5%) from the 2018 batch, 85 people (42.5%) from the 2019 batch, and 108 people (55%) from the 2020 class. Answers related to the student self-efficacy scale showed various responses. There are 26 indicators asked in the self-efficacy scale questionnaire with the following results.

The 1st data is the statement «By trying I can do a very difficult task», the results of the study show responses related to the statement, namely 53.5% stated Very Appropriate, 43.5% stated In accordance with, and 3% stated Disagree. The second data is the statement «I don't like to do a lot of activities because I am afraid the results are not optimal», the results of the study show responses related to the statement, namely 40.5% stated Disagree, 38.5% stated In accordance with, 11.5% stated Strongly Disagree. Appropriate and 9.5% Very Appropriate. The third data is the statement «Online Mid-Semester Examination is indeed difficult but I am sure I will pass», the results of the study show responses related to this statement, namely 56% stated Very Appropriate, 40% stated In Accordance With and 4% stated Not Appropriate.

The 4th data is the statement «I have no difficulty in carrying out my intentions and goals», the results of the study show responses related to the statement, namely 45.5% stated Disagree, 39.5% stated In accordance with, 9.5% stated Very Appropriate and 5.5% stated Strongly Not Appropriate. The 5th data is the statement «Each task has a different level of difficulty, I believe I can do it well», the results of the study show responses related to the statement, namely 51.5% stated In accordance with, 46.5% stated Very Appropriate and 2% stated It is not in accordance with. The 6th data is the statement «Mid-semester exams make me feel worried», the results of the study showed responses

related to the statement, namely 46.5% stated In accordance with, 29.5% stated Disagree, 16% stated Very Appropriate and 8% stated Very It is not in accordance with.

The 7th data is the statement «No matter how hard I try the exam is still a difficult thing to do», the results of the study show responses related to the statement, namely 41.5% stated Disagree, 34.5% stated In accordance with, 12.5% stated Very Not Appropriate and 11.5% stated Very Appropriate. The 8th data is the statement «I choose to keep learning regardless of the results», the results of the study show responses related to the statement, namely 54% stated Very Appropriate, 40% stated In Accordance With and 6% stated Disagree. The 9th data is the statement «No matter how hard I try, I still can't understand the difficult lecture material», the results of the study show responses related to the statement, namely 47% stated Disagree, 25% stated In accordance with, 19.5% stated Very Not Appropriate and 8.5% stated Very Appropriate.

The 10th data is the statement «Mid-Semester Examination is something difficult, therefore I am not sure I will pass», the results of the study showed responses related to the statement, namely 54.5% stated Very Inappropriate, 35% stated Not Appropriate, 6.5 % stated In accordance with and 4% stated Very Appropriate. The 11th data is the statement «I feel I can do a task that has been done before», the results of the study show responses related to the statement, namely 57.5% stated In accordance with, 35% stated Very Appropriate, 5.5% stated Not In accordance and 2% declared Strongly Inappropriate. The 12th data is the statement “By doing a lot of activities makes my time less”, the results of the study showed responses related to the statement, namely 36.5% stated In accordance with, 34% stated Disagree, 15.5% stated Very Appropriate and 14% stated Very Incompatible.

The 13th data is the statement «More and more tasks make me feel dizzy», the results of the study showed responses related to the statement, namely 44.5% stated In accordance with, 43% stated Very Appropriate, 10% stated Disagree and 2.5% stated Very It is not in accordance with. The 14th data is the statement «I will ask the lecturer if I can't complete the given task», the results of the study show responses related to the statement, namely 55.5% stated In accordance with, 25% stated Not In accordance, 15% stated Very Appropriate and 4 ,5% stated Strongly Not Appropriate. The 15th data is the statement «I feel I am only able to do one task only», the results of the study show responses related to the statement, namely 52% stated Not Appropriate, 25% stated Very Disagree, 19.5% stated In Accordance with and 3.5% declared Very Appropriate.

The 16th data is the statement «I only do what I want to do», the results of the study show responses related to the statement, namely 36% stated In accordance with, 32% stated Not In accordance, 22.5% stated Very Appropriate and 9.5% stated Very Incompatible. The 17th data is the statement «I feel that I don't need to learn things that are difficult to do», the results of the study show responses related to the statement, namely 51.5% stated Not Appropriate, 32% stated Strongly Disagree, 13% stated In accordance with and 3.5% stated Very Appropriate. The 18th data is a statement that I feel happy with easy things, so I am lazy to do difficult things”, the results of the study showed responses related to the statement, namely 45% stated Disagree, 33% stated In accordance with, 14% stated Very Disagree. and 8% stated Very Appropriate.

The 19th data is the statement «With the efforts made to make sure I can pass in all courses», the results of the study show responses related to the statement, namely 63.5% stated Very Appropriate, 32% stated In Accordance With and 4.5% stated No In accordance. The 20th data is the statement «I am always motivated to always believe and believe in existing abilities», the results of the study show responses related to this statement, namely 62% stated Very Appropriate, 32.5% stated In Accordance With and 5.5% stated Disagree . The 21st data is the statement «I believe I passed all the courses because I feel confident in my abilities», the results of the study show responses related to this statement, namely 53.5% stated Very Appropriate, 39% stated In Accordance With, 7% stated Not Appropriate and 0 ,5% stated Strongly Not Appropriate.

The 22nd data is the statement «I find it difficult to motivate myself to be able to study hard», the results of the study show responses related to the statement, namely 42.5% stated In accordance

with, 29% stated Disagree, 22.5% stated Very Appropriate and 6% declared Strongly Inappropriate. The 23rd data is the statement «I always ask for help from other people in solving the problems that I experience», the results of the study show responses related to the statement, namely 50% stated In accordance with, 35% stated Disagree, 9.5% stated Very Appropriate and 5.5% stated Strongly Not Appropriate. The 24th data is the statement «I always avoid being given a task because I feel I can't complete it», the results of the study show responses related to the statement, namely 46.5% stated Strongly Not Consistent, 46% stated Incompatible, 6.5% stated In accordance with and 1% answered Very Appropriate.

The 25th data is the statement «I can still solve the problem even though the problem has never been experienced before», the results of the study show responses related to the statement, namely 57% stated In accordance with, 35.5% stated Very Appropriate, 6% stated Not In accordance and 1.5% stated Strongly Not Appropriate. The 26th data is the statement «I will find a way out and continue it, if someone hinders my goals», the results of the study show responses related to the statement, namely 53% stated Very Appropriate, 44.5% stated In Accordance With, 1.5% stated No Appropriate and 1% stated Strongly Disagree.

Furthermore, the results of individual self-efficacy research are processed to determine the level of self-efficacy of each individual. The results of data processing showed that there were 63.5% with moderate levels of self-efficacy, 29.5% with low levels of self-efficacy and 7% with high levels of self-efficacy. Students have various characteristics and there are also various factors that affect the value of self-efficacy. Therefore, it needs to be studied more deeply in the discussion section.

## Discussion

Based on the results of the study, students' self-efficacy was more dominant in the moderate category, namely 63.5%. The low self-efficacy category based on the results of the study was 29.5% and the high self-efficacy category was 7%. The low self-efficacy category has a higher percentage than the high self-efficacy category. This shows that the average student has sufficient self-efficacy, namely there is a moderate category. Bandura (Schunk, 2012) states that «Self-efficacy refers to a person's beliefs about his abilities to learn or take actions at specified levels.» Self-efficacy helps students to be able to determine what they will do with their knowledge and skills in order to get the expected results.

There are three indicators for measuring self-efficacy according to Bandura (Hendriana, et.al., 2018:213), namely the dimensions of magnitude, strength and generality. The magnitude dimension relates to how students fill their learning difficulties. The results showed that the achievement of the magnitude dimension was one of them, namely 98% of students stated that they were optimistic that they could do the task well even though each task given had a different level of difficulty. This is evidenced by student statements, namely there are 92.5% of students who do not avoid being given assignments because 94% of students still choose to study regardless of the results. This shows that on average, students have a fairly high level of optimism in conducting lectures and completing the tasks assigned by the course lecturers.

The strength dimension relates to how high students' confidence in overcoming their learning difficulties. The results showed that the achievement of the strength dimension was one of them, namely 97% of students showed persistence to do very difficult tasks by trying. In addition, 66% of students stated that they could understand the lecture material with their efforts and 83.5% had high motivation and confidence in doing difficult things. This is also in line with the results which showed that 92.5% of students stated that they were always motivated to believe and believe in their abilities so that it gave rise to confidence in 92.5% of students to be able to pass all courses. This shows that students believe and know the advantages that exist within themselves. Thus they are able to carry out all activities in lectures as a form of development and hone their potential.

The generality dimension shows whether self-efficacy beliefs will take place in a particular domain or apply in a variety of activities and situations. The results showed that the achievement

of the generality dimension was one of them, namely 92% of students stated that they could solve problems that had never been experienced before. Most of them prefer to ask for help from other people in solving their problems, namely 59.5 students said so. This shows that students have the ability to solve their problems but for some problems they may need the help of others to solve them. This is as stated by 35% of students who feel some do not need to ask others for help.

The students' self-efficacy dominantly reached the moderate/moderate category, but the results of the study found that there were students with high and low levels of self-efficacy. If we look more closely, the low category has a higher percentage than the high category. This means that there are still students with low self-efficacy and few students with high self-efficacy. This can be an interesting study where students with high self-efficacy can have a positive influence on students with moderate and low self-efficacy. However, this can also be a challenge if the distance learning environment that is formed is not in favor of students with high learning efficacy. Therefore, support from lecturers is needed to create a learning environment that supports increasing student self-efficacy.

## CONCLUSION

Based on the presentation of the discussion, it can be concluded that students' self-efficacy in conducting Distance Learning during the covid pandemic is still in the average category. This means that students already have sufficient self-efficacy but still need to get supportive motivation. The motivation can come from the family environment, peers in this case friends who are in the same class as the student and motivation from academic assistant lecturers. This is necessary in order to help students understand themselves, their potential and be able to provide solutions to problems faced during Distance Learning. In addition, further research is needed to examine more deeply the self-efficacy of students who have different characteristics and dynamic conditions.

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