Self-Efficacy Profile of Junior High School Students and Implications for Guidance and Counseling Services

Rina Yulitri1✉, Aura Ariani2, Ardimen3, Rafsel Tas’adi4, Desri Jumiarti5

Bimbingan dan Konseling, UIN Mahmud Yunus Batusangkar, Indonesia1,2,3,4,5
Email: rinayulitri@uinmybatusangkar.ac.id, arianiaura22@gmail.com2, ardimen@uinmybatusangkar.ac.id3, rafsetas’adi@uinmybatusangkar.ac.id4, desrijumiarti@uinmybatusangkar.ac.id5
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Article info

Abstract

Self-efficacy plays a crucial role that should be instilled in every individual as it significantly impacts one's success. This research aims to assess the level of self-efficacy among junior high school (SMP) students and its implications for guidance and counseling services. The study adopts a survey design with a population of SMP students and a sample of 87 students selected through simple random sampling. The research instrument used is a self-efficacy scale, and data analysis is conducted using descriptive quantitative methods. The research findings indicate that SMP students have a moderate level of self-efficacy. These results can serve as a reference for guidance and counseling teachers to assist students in enhancing their self-efficacy.

Keywords: Self Efficacy, Guidance and Counseling, Junior High School

INTRODUCTION

Self-efficacy is very important in a person, because self-efficacy is very influential in (Zagoto & Laurence, 2019) achieve one's success. According to Bandura in stating that self-efficacy has an important impact on a person's success. Self-efficacy is very important to be instilled in a person in everyday life, a person will be able to use his own potential optimally if his self-efficacy supports (Sari et al., 2023).
Feelings of self-efficacy play one important role in overcoming motivating workers to complete challenging work in relation to the achievement of certain goals (Zagoto & Laurence, 2019). According to Bandura Self-efficacy is "an individual's beliefs about his or her ability to perform a task or action necessary to achieve a particular outcome". Self-efficacy greatly determines how much confidence about the ability of each individual to carry out the learning process so that they can achieve optimal learning outcomes (Fahira et al., 2023), (Hasmatang, 2018), (Mulyanti & Bayan, 2022), (Vhila et al., 2022).

Self-efficacy in a person is high that he will be able to complete any difficult task while studying, confidence that he is able to complete various tasks and hard effort to complete all tasks (Amalina et al., 2022), (Permana et al., 2016), (Szabó et al., 2021). Self-efficacy is defined as a person's belief in his or her ability to carry out a task, achieve a goal, or overcome an obstacle (Permana et al., 2016). This will encourage someone to be able to plan their learning activities, try to monitor them and manipulate the environment in such a way as to support their learning activities (Hasmatang, 2018). Self-efficacy is the belief that a person has the ability to do something as expected. Self-efficacy refers to three dimensions, namely level, strength, and generality, by looking at these three dimensions, there are several indicators of self-efficacy, namely: confidence in self-ability, optimistic, objective, responsible, rational and realistic (Peters, 2013).

Guidance and counseling play an important role to assist students in providing services to students in order to develop optimally in personal, learning, social and career fields (Daniels et al., 2012), (Saleha et al., 2022). This is because students who have low self-efficacy will find it difficult in life to achieve the desired success. So guidance and counseling services in schools have the aim to assist students in overcoming difficulties related to the implementation of developmental tasks, both personal, learning, social and career development (Kusrieni, 2014)(Ardimen et al., 2019).

Counseling guidance teachers in an effort to develop students who have high self-efficacy and strengthen students who have low self-efficacy, namely through guidance and counseling services with direct and indirect methods. The direct methods used are individual guidance, group guidance, and individual counseling, while indirect methods are in the form of classical guidance, collaboration with homeroom teachers, home visits, data collection services with IKMS, and guidance boards (Hanum & Casmini, 2015). Guidance and counseling programs can be provided by guidance and counseling teachers to improve self-efficacy by providing information services, group guidance services, group counseling services and individual counseling services (Atikah & Netrawati, 2023). Thus this study to reveal the self-efficacy profile of students, this data can used as initial data need assessment For guidance and counseling teachers in creating guidance and counseling service programs, as well as carrying out services in accordance with student needs analysis.

This study aims to identify the condition of students' self-efficacy in SMP Negeri 1 Kec. Kapur IX and analyze the implications of guidance and counseling services on students' self-efficacy so that they can increase the science of guidance and
counseling, especially the relationship with guidance and counseling services with student self-efficacy.

METHODS
This research is included in qualitative research because the method carried out is descriptive quantitative. Researchers took samples with a simple random sampling technique totaling 87 people. So that the purpose of qualitative research is to describe the reality behind the existing phenomena in depth and detail. The place of this research was carried out at SMP Negeri 1 Kec. Kapur IX. This study used triangulation techniques, where data were taken using various techniques, in this study. The informants in this study were students of SMP Negeri 1 Kec. Kapur IX and totaled 287 people. In data collection, the method used by researchers is surveys. After the data is collected, data analysis is carried out by referring to data reduction, data presentation, and data verification. Meanwhile, to ensure the validity of the data using triangulation.

RESULTS AND DISCUSSION
Student self-efficacy in this study includes five indicator sub-variables, namely confidence in self-ability, objective, optimistic, responsible, and rational and realistic. Based on these sub-variables, the author develops into ten indicators which include: (1) viewing; positive about one's own abilities, (2) earnest in doing something, (3) have a good view of oneself, (4) have a good view of one's abilities, (5) look at things according to reality, (6) respect the opinions of others, (7) accept consequences for actions or actions done, (8) be responsible for oneself and others, (9) think in ratio and according to reality, and (10) analyze the problem at hand before acting.

Table 1. students' self-efficacy seen from various self-efficacy indicators

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>ST</th>
<th>T</th>
<th>S</th>
<th>R</th>
<th>SR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Have a positive view of your own abilities</td>
<td>5.75</td>
<td>17.24</td>
<td>45.83</td>
<td>32.18</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Be serious about doing things</td>
<td>1.15</td>
<td>9.19</td>
<td>19.54</td>
<td>62.07</td>
<td>8.04</td>
</tr>
<tr>
<td>3</td>
<td>Have a good view of yourself</td>
<td>3.45</td>
<td>11.49</td>
<td>40.23</td>
<td>42.52</td>
<td>2.29</td>
</tr>
<tr>
<td>4</td>
<td>Have a good view of the abilities possessed</td>
<td>3.45</td>
<td>14.94</td>
<td>40.22</td>
<td>41.37</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Looking at things according to reality</td>
<td>3.45</td>
<td>16.09</td>
<td>73.56</td>
<td>6.89</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>Respect the opinions of others</td>
<td>5.75</td>
<td>27.58</td>
<td>59.77</td>
<td>6.89</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>Accept consequences for actions or actions committed</td>
<td>2.29</td>
<td>12.64</td>
<td>39.08</td>
<td>43.68</td>
<td>2.29</td>
</tr>
<tr>
<td>8</td>
<td>Being responsible for yourself and others</td>
<td>4.59</td>
<td>22.99</td>
<td>57.47</td>
<td>14.94</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>Think in ratio and according to reality</td>
<td>1.14</td>
<td>12.64</td>
<td>26.44</td>
<td>59.77</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>Analyze the problem at hand before acting</td>
<td>3.45</td>
<td>17.24</td>
<td>27.58</td>
<td>50.57</td>
<td>1.15</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>3%</td>
<td>16%</td>
<td>43%</td>
<td>36%</td>
<td>1%</td>
</tr>
</tbody>
</table>
The table data above shows students' self-efficacy seen from various self-efficacy indicators. In indicators with a positive view of one's own abilities, very high data were obtained 5.75%, high 17.24%, medium 45.83%, low 32.18% and very low category none. The data means that students' self-efficacy on indicators with a positive view of their own abilities is not as desired because there are still many in the medium category. In the indicator of earnest in doing something, very high data were obtained 1.15%, high 9.19%, medium 19.54%, low 62.07% and very low category 8.04%. The data means that students' self-efficacy on indicators of being serious in doing something is not appropriate because there are still many students in the low category.

In the indicators with a good view of oneself, very high data were obtained 3.45%, high 11.49%, medium 40.23%, low 42.52% and very low category 2.29%. The data means that students' self-efficacy on indicators of a good view of themselves is not appropriate because there are still many students in the low category. In the indicators with a good view of the capabilities possessed, very high data were obtained 3.45%, high 14.94%, medium 40.22%, low 41.37% and very low category none. The data means that students' self-efficacy on indicators of a good view of their abilities has not been as expected because there are still many students in the low category.

On the indicators of perceiving something in accordance with reality obtained very high data 3.45%, high 16.09%, medium 73.56%, low 6.89% and very low category absent. The data means that students' self-efficacy on indicators of seeing something in accordance with reality is not as desired because there are still many in the medium category. On the indicator of respecting the opinions of others obtained very high data 5.75%, high 27.58%, medium 59.77%, low 6.89% and very low category none. The data means that students' self-efficacy on indicators of respecting the opinions of others is in the medium category.

In the indicator of accepting consequences for actions or actions committed, very high data were obtained 2.29%, high 12.64%, medium 39.08%, low 43.68% and very low category 2.29%. The data means that students' self-efficacy on the indicator of receiving consequences for actions or actions taken is not appropriate because there are still many students in the low category. On the indicators of being responsible for oneself and others obtained very high data 4.59%, high 22.99%, medium 57.47%, low 14.94% and very low category none. The data means that students' self-efficacy on indicators of being responsible for themselves and others has not been as expected because there are still many students in the medium category.

In the indicators of thinking in ratio and according to reality, very high data were obtained 1.14%, high 12.64%, medium 26.44%, low 59.77% and very low category did not exist. The data means that students' self-efficacy on indicators of thinking in ratio and according to reality has not been as expected because there are still many students in the low category. In the indicators analyzing the problems encountered before acting obtained very high data 3.45%, high 17.24%, medium 27.58%, low 50.57% and very
low category 1.15%. The data means that students' self-efficacy on indicators of analyzing the problems faced before acting is not appropriate because there are still many students in the low category.

The characteristics of self-efficacy according to Bandura (in Mahmudi, 2014: 20) are: first, the characteristics of someone who has high self-efficacy, namely: a person has confidence that he is able to face the situation at hand. Second, the characteristics of someone who has low self-efficacy are: someone who feels easily discouraged, gives up, becomes depressed, sad, apathetic, experiences anxiety, avoids the tasks given and difficult tasks when facing obstacles easily gives up, is not committed in himself and to the goals to be achieved, and does not have innovation.

Self-efficacy greatly influences a person's success. Elfiky (in Ningsi, 2021) states "that way to improve self-efficacy A person is by way of positive thinking training that emphasizes positive points of view and emotions both towards oneself, others and the situation at hand". Actions you can take to improve self-efficacy can be done through guidance and counseling services, guidance and counseling teachers or counselors provide a good and positive influence, by providing information services, group counseling services, and group guidance services as well as various other supporting activities (Hartini, 2015).

To follow up the results on the self-efficacy of SMP Negeri 1 Kec. Kapur IX, there are several services that can be done to improve students' self-efficacy, which are as follows:

**Information services**

Information services are services provided with the aim that students can receive and understand various information that can be used as consideration in making decisions for the benefit of students. This information service can increase students' self-efficacy, by providing information students can develop and increase confidence in their own abilities. This is proven by research (Muzdallifah et al., 2022) which suggests that information services can improve self-efficacy. Related to these findings, guidance and counseling teachers can provide this service with the mater of increasing students' self-efficacy, believing in self-ability, understanding self-potential and self-confidence (Muzdallifah et al., 2022).

**Group tutoring services**

Group guidance is a process of assistance provided by guidance and counseling teachers or counselors to guide students through group dynamics. Group guidance provided by guidance and counseling teachers at school can expand student self-efficacy, make it easier for students to make the right decision plan, and can make students active again in the teaching and learning process at school (Hidayat et al., 2022). This is in line with opinion (Anggara et al., 2016) Group guidance services can be a solution in order to help students improve their academic self-efficacy, so that when group guidance service activities students are required to be serious, and pursue every activity carried out, so that students gain insight, experience, and knowledge.
this service, guidance and counseling teachers can direct students to discuss topics related to realizing their self-efficacy, self-potential and others (Saparida et al., 2020).

**Group counseling services**

Group counseling is an effort to provide assistance that can prevent and develop personal skills and solve problems as a group. This counseling service can improve self-efficacy, it is recommended for schools to be able to implement this service to further increase students' stability or confidence (Wijayanti, 2016). Guidance and counseling teachers provide group counseling services can increase self-efficacy with material to increase students' self-efficacy, so that they can increase effort and prevent failures that will arise (Fadilla et al., 2022).

**Individual counseling**

Individual counseling is a counseling service organized by counselors to counselors with the aim of alleviating personal problems of counselors. Individual counseling is an effective service in alleviating problems that exist in students, especially in improving students' academic self-efficacy (Hidayat et al., 2022). The results of this data guidance and counseling teachers can analyze and can be an early indication of the possibility of students needing to alleviate their personal problems related to self-efficacy, as responsive services, guidance and counseling teachers can provide help to students who are considered problematic in understanding, managing and utilizing student self-efficacy and guidance and counseling teachers can explore the cause then provide appropriate treatment according to student conditions and competencies that have been learned and possessed by guidance and counseling teachers (Damanik et al., 2023).

**CONCLUSION**

The conclusion of this study is that self-efficacy is a person's belief in the ability to achieve the desired goals. The results of this study showed that the level of self-efficacy of students was in the medium category. Likewise with the indicators studied, namely: have a positive view of one's own abilities, be serious in doing something, have a good view of oneself, have a good view of one's abilities, look at things in accordance with reality, respect the opinions of others, accept consequences for actions or actions done, be responsible for oneself and others, think in ratio and according to reality, and analyze the problem at hand before acting. Efforts to develop students who have high self-efficacy and strengthen students who have low self-efficacy by providing assistance to students by guidance and counseling teachers by providing information services, group guidance services, group counseling services and individual counseling services.

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