



Capturing Students' Self-Efficacy Levels in The Completion of Academic Assignments

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Abstract. The main problem in this research is that some students feel left behind in attending lectures and some students are negligent in doing lecture assignments. The purpose of this study was to determine the level of self-efficacy of students in completing academic assignments. The approach used in the research is a quantitative approach with descriptive statistical analysis. The subjects in this research were student members who actively participated in silat training at the Indonesian National Silat Family school, Shield of the Special Region of Yogyakarta with a population of 555 people. The sample size in this study was 50 people. The sampling technique used is purposive sampling. The data collection method in this research uses a Likert scale with data instruments developed by researchers. The validity of the instrument uses a content validity test by an expert validator, a readability test by 4 students, and a validity test using the product moment correlation formula. Reliability test using Alpha Cronbach formula. The results of this research show that the level of academic self-efficacy among students in completing academic assignments is at a medium categorization level with a percentage of 76%. Aspects that affect the academic self-efficacy of some students in completing academic assignments at the Indonesian National Silat Family School of Self Shielding in the Special Region of Yogyakarta are included in the moderate category, namely the aspect of strength, students have strong confidence in their ability to complete a task with a medium category that has the highest percentage, namely 70%

Keywords: self-efficacy, academic assignments

1 Introduction

A student is a student who is registered academically in a tertiary institution, whether on a state or private campus or other institution equivalent to a tertiary institution. A student should be able to divide his time well and prioritize more important things related to his chosen responsibilities. This is in line with the statement from [1] which states that individuals who can manage time tend to choose jobs that must be prioritized from the various tasks they face, usually an individual will focus on time and complete tasks that are considered important first. Meanwhile, conditions in the field show that despite the large number of members of the university achieving non-academic

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L. Kurniawan et al. (eds.), *Proceedings of the 2nd Annual International Conference: Reimagining Guidance and Counselling in the VUCA Era (AICGC 2023)*, Advances in Social Science, Education and Humanities Research 845, https://doi.org/10.2991/978-2-38476-234-7_16

completing academic assignments, prefer practicing silat rather than doing assignments, have difficulty dividing their time to do assignments by practicing silat. They think that feel left behind by their classmates because they focus on practicing silat. The college students who is joining pencak silat also have difficulty fitting in. Believing in one's abilities is the main capital for generating self-efficacy in students.

Self-efficacy is a matter that refers to a person's belief regarding his ability to control and carry out the actions needed to create certain achievements. Anyone can be sure to have self-efficacy in various forms with varying levels from one individual to another [2]. Self-efficacy in the academic field is a student's confidence in managing and carrying out academic tasks so that they can complete the task well and precisely [3]. According to Bandura [4], self-efficacy in the academic field is a belief in an individual's ability to complete academic tasks. This opinion is in line with [5] those who conducted the research, resulting in the results that academic self-efficacy is related to achievement and personal adjustment. Based on several studies, it can be concluded that academic self-efficacy is an individual's ability to adapt to the demands of a task based on the belief that he or she can complete it well.

According to Bandura, one's self-efficacy varies [2], this variation consists of three dimensions, which include: 1) Level, level of task difficulty; 2) Strength (strength), strength in a person's self-efficacy that affects his ability to complete a task; 3) Generality, a person's self-confidence in his ability to complete a task in various activities or variations of the task. Someone who has self-efficacy is included in the good or high category, that person tends to be more active and alert in carrying out academic activities until they can complete them. Low self-efficacy in a student is characterized by a student who tends to be lazy in doing academic assignments, unsure of his ability to complete a task, so that he can end up dropping out of college. Academic self-efficacy can facilitate a student in reducing the potential to drop out of college [6].

Research found that there is a positive relationship between student self-efficacy and the completion of the final thesis assignment [7]. In this study, the lower the level of positive thinking applied by students, the lower the academic self-efficacy that occurs in students in completing their thesis. The subjects in this study were final-semester students who were completing their thesis. Research revealed regarding the relationship of self-regulation in learning and self-efficacy with student academic procrastination [8]. The results of this study are that there is a negative relationship between *self-regulation learning* with student academic procrastination, there is a negative relationship between *self-efficacy* and student academic procrastination, and there is a negative relationship between *self-regulated learning* and *self-efficacy* with student academic procrastination.

Self-efficacy beliefs in individuals can be developed through four sources, namely: 1) Experience of success; 2) Other people's experiences; 3) Verbal Persuasion; 4) Physiological state [9]. The internal factors of self-efficacy: interest, patience, resilience, character, and learning motivation [10]. External factors: attachment style, feeling of warmth, *goal orientation*, *enactive mastery experiences*, verbal persuasion.

2 Research Approach

This study uses quantitative research methods, using a *non-experimental approach*. This is because this study does not provide certain actions on several subjects/populations. The population in this study were active members of the Indonesian National Silat Family School of Self-Defense in the Special Region of Yogyakarta. The characteristics of the samples involved in the research are: 1) Student members who are still active in college, 2) Student members who are actively participating in training, and 3) Willing to be research respondents. The *sampling* technique used in this study, namely *purposive sampling*, is a sampling technique with certain considerations, namely selecting samples from among the population according to what the researcher wants, so that the sample can represent the characteristics of the research [11]. The sample in this study consisted of 50 respondents, (42% men and 58% women) with an age range of 18-25 years, with the most respondents being 20 years old (30%). The data collection technique in this study used a closed-type questionnaire with 4 (four). The closed-type questionnaire is several items (statements or questions) with some predetermined options, in filling out the questionnaire the respondent is asked to choose the answer option that best suits his condition [12]

In this study, researchers conducted data analysis using descriptive statistical techniques. Descriptive statistics are statistics that function to describe and provide an overview of the object under study through existing sample or population data, without conducting analysis and making general conclusions

3 Result and Discussion

3.1 Result

Table 1. Results Of Academic Self-Efficacy Categorization

Academic Self-Efficacy			
Category	frequency	Percent	Score Intervals
Tall	8	16%	98-106
Currently	38	76%	88-87
Low	4	8%	74-87
Total	50	100%	

It is suspected that the self-efficacy level of some students at the Indonesian National Silat Family College in the Special Region of Yogyakarta is still in the low category. In this study, the results of the data that have been analyzed show that there are 16% of students who have academic self-efficacy in the high category, 76% of students who have academic self-efficacy in the medium category, and 8% of students who have academic self-efficacy in the low category. Based on the description of the research data analysis results that have been described, it can be concluded that the self-efficacy beliefs of some students in completing academic assignments at the Indonesian

National Silat Family Self Shielding College, Yogyakarta Special Region, are included in the moderate category with a percentage of 76%.

To see the indicators that most influence the level of self-efficacy that students have in completing academic assignments, categorization is carried out on the three aspects of academic self-efficacy. The following are the results of categorization in academic self-efficacy which are presented in table form:

Table 2. Level Indicator Categorization Results (*Level*)

Level Indicator (Level)			
Category	frequency	Percent	Score Intervals
Tall	12	24%	40-44
Currently	31	62%	34-39
Low	7	14%	28-33
Total	50	100%	

Based on the results of the table above, it shows that the subjects in this study who have a high level of confidence in their ability to complete each level of difficulty are 12 students with a percentage of 24%, subjects with confidence in their ability to complete each level of difficulty are in the medium category. there are 31 students with a percentage of 62%, and those who have confidence in their ability to complete each level of difficulty in the low category are 7 students with a percentage of 14%.

Table 3. Results Categorization Of Strength Indicators

Level Indicator (Level)			
Category	frequency	Percent	Score Intervals
Tall	11	22%	38-41
Currently	35	70%	32-37
Low	4	8%	31
Total	50	100%	

Based on The results from the table above, show that the subjects in this study who had strong confidence in their ability to complete a task were 11 students with a percentage of 22%, and the subjects who had moderate confidence in their ability to complete a task were 35 students. with a percentage of 70%, and who have weak confidence in their ability to complete a task of low difficulty, there are 4 students with a percentage of 8%.

Table 4. Results Categorization Of Generality Indicators

Level Indicator (Level)			
Category	frequency	Percent	Score Intervals
Tall	13	26%	23-27
Currently	32	64%	19-22
Low	5	10%	15-18
Total	50	100%	

Based on the results of the table above, it shows that the subjects in this study who had a good assessment of their self-confidence on the dimension of activity similarity level were 13 students with a percentage of 26%, subjects with a doubtful assessment of their self-confidence on the activity similarity level dimension there are 32 students with a percentage of 64%, and those who have an assessment of their self-confidence on the dimension of activity level similarity in the bad category are 5 students with a percentage of 10%.

Academic self-efficacy, the aspects that influence the academic self-efficacy of some students in completing academic assignments at the Indonesian National Silat Family school, Shield of the Special Region of Yogyakarta are included in the medium category, namely aspects of strength, *students* have strong confidence in his ability to complete a task in the medium category which has the highest percentage, namely 70%.

3.2 Discussion

The results of the research data analysis that was carried out showed that there were 8 students (16%) who had high self-efficacy, 38 students (76%) who had moderate self-efficacy, and 4 students (8%) who had low self-efficacy. Based on the presentation of the results of this research, it can be concluded that most students at the Indonesian National Silat Family College, Shield of the Special Region of Yogyakarta, have academic self-efficacy in the medium category. The results of this research are from previous research which obtained the results that some students had academic self-efficacy at a moderate level as many as 46 students (33.3%) [13].

A student who has low self-efficacy tends to give up easily on the tasks he is facing, whereas a student who has high self-efficacy tends to always try to think optimistically and enthusiastically in completing a task, especially academic assignments. The results of this study follow previous research which obtained results that academic self-efficacy influences the completion of end-of-semester assessment assignments in students [14]. The results of other studies obtained the result that most of the students who were preparing their thesis had efficacy which was in the high categorization [15].

In self-efficacy, three aspects can distinguish self-efficacy between one student and another. These three aspects include, namely, the level aspect of students who have high confidence in their abilities in dealing with each level of difficulty of a task, they tend to face academic tasks even though they encounter difficulties in it, but they will be confident in their abilities so that they able to complete academic tasks according to the level of difficulty. In this study, 12 students had high self-efficacy according to the level aspect. The results of this study follow previous research which obtained results that, students have a high level of self-confidence in doing assignments in lectures, even though they encounter many difficulties in doing lecture assignments, students are always confident in their ability to do these assignments [16]. Conversely, if students have low self-confidence in their abilities, they tend to avoid or stop in the middle of the road when they encounter difficulties in doing an academic assignment. In this study, 7 students had low self-efficacy according to the level aspect. The results of this study follow previous research which obtained results that, during the COVID-19

pandemic, a minority of male and female students were less confident in completing assignments given by lecturers [17].

The second aspect is strength, Students who have strong confidence in their ability to carry out a task will not be easily shaken by experiences that are less supportive and they will persist and adapt even though they are experiencing difficulties in carrying out a task, they will not be overwhelmed and not easily give up before they can complete the task at hand. In this study, 11 students had strong self-efficacy following the aspect of strength. On the other hand, if students have weak confidence in their ability to carry out a task, they will be easily swayed by experiences that are less supportive and they will feel pessimistic if they encounter difficulties in carrying out a task, they will tend to easily give up in completing the task they are facing. In this study, 4 students had weak self-efficacy according to the aspect of strength. The results of this research are following previous research which found that students' academic self-efficacy was more influenced by the individual's level of strength and stability in their confidence and ability to master a task. If a student has low self-efficacy, this will have an impact on students, they will experience difficulties in achieving success in their studies [18].

The third aspect is generality, Students who have a good assessment of their ability to deal with the varying levels of tasks being carried out, tend to be confident in doing a task and are not limited to one task, but are also capable of doing other tasks. until you can finish it. In this study, 13 students had good self-efficacy according to the generality aspect. The results of this research are following the results of previous research which showed that, if students have good generality in dealing with and resolving various situations and variations in academic assignments, then students will avoid academic stress [19]. Conversely, if students have a poor assessment of their ability to deal with the level of variation in the tasks being carried out, they tend to be less confident in carrying out a task and are limited to one task. In this study, 5 students had poor self-efficacy following the generality aspect. The results of this study follow the results of previous research which obtained the result that people who have low self-efficacy will feel comfortable in certain fields or situations only [20]

Based on the three aspects of academic self-efficacy that have been described, conclusions can be drawn. The three aspects of academic self-efficacy are interrelated between the level aspect and the other two aspects, if the higher the level of task difficulty they face, students who have high self-efficacy will tend to be strong in facing all task challenges and will tend to have good judgment. on themselves in doing a variety of academic tasks. Conversely, if students have low self-efficacy, they will tend to be weak in facing all the challenges of assignments and will tend to have a bad assessment of themselves in working on a variety of academic assignments.

There are the three aspects of self-efficacy, namely: level, strength, and generality, greatly influence the high, medium, and low levels of academic self-efficacy in students. The higher the academic self-efficacy, the higher the self-confidence students will have in working on and completing academic tasks. Conversely, if a student's academic self-efficacy is low, the lower the self-confidence a student will have in doing and completing academic assignments. Low self-efficacy in a student will have an impact on the educational process, especially in terms of achieving unsatisfactory grades,

resulting in students not being able to achieve achievements and compete with their classmates. Failure to achieve achievement in a student whose level of self-efficacy is in the low category will make a student easily affected by bullying, both inside and outside the classroom, verbally and non-verbally, or online on social media. The research found that the impact of bullying will show certain symptoms after experiencing trauma. In this study, students where bullying is widespread are students who are currently in junior high school [21]. The results of this study show that 40% of students show one or more symptoms of post-traumatic stress, such as constantly avoiding the perpetrator and feeling very anxious if they will be bullied again [22].

If a student has high academic self-efficacy, academic assignments can certainly be completed thoroughly and well. Students who have high self-efficacy will be able to survive in navigating the world of lectures which will indirectly have an impact on achieving a student's developmental tasks. The results of this study are following previous research which obtained the result that, a student who can fulfill his developmental tasks is of course mentally and psychologically mature, so that they can position themselves as a student who runs effectively and by his developmental tasks. The student development tasks that must be fulfilled are as follows: 1) The foundation of religious life; 2) Foundations of ethical behavior; 3) Emotional Maturity; 4) Intellectual Maturity; 5) Awareness of social responsibility; 6) Gender awareness; 7) Awareness of personal development; 8) Career insight and readiness; 9) Maturity of relationships with peers; and 10) Self readiness to marry and have a family [23]

Based on the explanation of student development tasks above, it can be observed that self-efficacy has an important role in supporting the fulfillment of a student's developmental tasks, the higher the self-efficacy possessed by a student, the better and optimal the developmental tasks achieved by a student. In line with this, the results of the research that suggest which guidance and counseling have a role in helping students achieve and fulfill developmental tasks, and guidance and counseling are integral components. in education has an important role in facilitating the development of the potential of students in a way optimal, harmonious, and balanced [24]. Harmonious and balanced development means that students can behave following the demands of developmental tasks and standards of independence of students at each level of the educational unit. In addition, harmony and balance also refer to the development and discussion necessary to reach counselor understanding comprehensively and lead to the provision of recommendations correctly. Regarding case transfer, a counselor is necessary to ensure that the party entrusted with helping the counselee has professionalism in his field. students to achieve the goal of happiness in life in this world and the hereafter [24].

4 Conclusion

The level of self-efficacy of students in completing academic assignments that are within the scope of the Indonesian National Silat Family School of Self Defense Special Region of Yogyakarta, there are 16% of students who have academic self-efficacy in the high category, 76% of students who have academic self-efficacy in the medium

category, and 8% of students who have academic self-efficacy are in the low category. Based on the results of the discussion described above, it can be concluded that the level of academic self-efficacy in students in completing academic assignments is at the moderate categorization level with a percentage of 76%. While the aspects that affect the academic self-efficacy of some students in completing academic assignments at the Indonesian National Silat Family School of Self-Shielding in the Special Region of Yogyakarta are included in the medium category, which is an aspect of strength, students have strong confidence in their ability to complete a task in the moderate category. which has the highest percentage, namely 70%.

For students who actively participate in martial arts training, it is best to be able to carry out self-management, be able to prioritize useful things and support the future. Always grow confidence in yourself when facing difficulties both in academic and non-academic fields. Future researchers can conduct experimental research to provide treatment to subjects who have self-efficacy in the medium and low categories.

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