**SELF-EFFICACY OF PGSD UNNES SEMARANG STUDENTS**

**(PHENOMENOLOGICAL STUDIES)**

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**Abstract**:

This study aims to examine and analyze in-depth the elements of efficacy and explore the positive characters embodied in the teaching and learning process in Elementary School Teacher Education, State University of Semarang. Efficacy plays a significant role in everyday life, and a person will be able to use his potential optimally if self-efficacy supports it. One aspect of life that is influenced by self-efficacy is an achievement. Achievement and self-efficacy relate to a person's belief in exercising personal control over motivation, cognition, affection for his or her social environment, being able to carry out tasks, achieve goals, or overcome obstacles. This study uses a phenomenological qualitative approach. The participants were five students, and the data collection process was carried out through interviews, observations, and documentation. The results showed that UNNES Elementary School Teacher Education students directed their actions to positive things based on experience during the learning process

**Keywords:** Self-efficacy, PGSD students, cheerful feeling.

**Introduction**

Education means the process of changing attitudes and behaviour of a person or group of people to mature humans through teaching and training efforts, action processes, ways of educating (KBBI, 1999). UU No 20 Tahun 2003 concerning the National Education System states that: Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, morals noble values ​​and skills needed by himself, society, nation and state (Ministry of Education Indonesia, 2003)

The education system in Indonesia defines teachers as professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students at early childhood education educational path formal education, primary education, and senior education (Kemdikbud, n.d.). Based on the law, it can be explained that the efficacy of a person's identity teacher candidates at every level of education is the key to success in teaching. Effective teaching cannot be simplified into a mere teaching technique but sourced from self-efficacy and integrity teacher. All effective teachers show one characteristic. Namely, efficacy who are strong in their identity become part of teaching and can integrate themselves with the lesson as well as their students in one fabric life (Ashshiddiqi, 2013).

Self-efficacy is a feeling of confidence in one's abilities so that one is not too anxious in carrying out his duties, can feel free to do what he likes, is responsible for his actions, and has the drive to excel. Self-efficacy can also be the basis of the individual's motivation, well-being, and achievement (Rahmat in Lukmayanti, 2012). The beliefs that individuals have are very influential on personal motivation; thus, the higher the self-efficacy, the lower the level of stress and anxiety. Thus, the higher the confidence in oneself in one's abilities, the stronger the will to complete the task well. High and low self-efficacy possessed by individuals can be predicted from their behaviour and environment. If someone has high self-efficacy, then the environment supports responsively for it, it can be concluded that he can overcome the situation at hand and vice versa (Kreitner & Kinicky, 2007). in Kostradini, 2017).

**Discussion**

1. **Concepts**

Bandura defines self-efficacy as a person's judgment on his ability to plan and carry out actions that lead to achieving specific goals. Bandura uses the term self-efficacy to refer to beliefs (beliefs) about a person's ability to organize and carry out actions to achieve results. In other words, self-efficacy is a self-assessment belief regarding one's competence to succeed in one's tasks. Self Efficacy is of recent origin, interest in beliefs about personal control has a long history in philosophy and psychology. It clearly, and embedded it in a theory of how it develops and influences human behavior. One of the best ways to get a clear sense of how self-efficacy is defined and measured is to distinguish it from related concepts. Self-efficacy is not perceived skill; it is what I believe I can do with my skills under certain conditions. It is not concerned with my beliefs about my ability to perform specific and trivial motor acts, but with my beliefs about my ability to coordinate and orchestrate skills and abilities in changing and challenging situations.

Self-efficacy beliefs are not intentions to behave or intentions to attain a particular goal. An intention is what I say I will probably do; and research has shown that intentions are influenced by a number of factors, including, but not limited to, self-efficacy beliefs (Maddux, 1999a).

Self-efficacy is best understood in the context of social cognitive theory—an approach to understanding human cognition, action, motivation, and emotion that assumes that we are active shapers of rather than simply passive reactors to our environments (Bandura, 2001, 2006; Barone, Maddux, & Snyder, 1997; Molden & Dweck, 2006).

The early development of self-efficacy beliefs is influenced primarily by two interacting factors. First, it is influenced by the development of the capacity for symbolic thought, particularly the capacity for understanding cause–effect relationships and the capacity for self-observation and self-reflection. The development of a sense of personal agency begins in infancy and moves from the perception of the causal relationship between events, to an understanding that actions produce results, to the recognition that they can be the origin of actions that effect their environments. As children’s understanding of language increases, so do their capacity for symbolic thought and, therefore (Bandura, 1997).

Second, the development of efficacy beliefs is influenced by the responsiveness of environments to the infant’s or child’s attempts at manipulation and control. The child’s social environment (especially parents) is usually the most important part of his or her environment. Parents can facilitate or hinder the development of this sense of agency not only by their responses to the infant’s or child’s actions, but also by encouraging and enabling the child to explore and master his or her environment

According to Bandura's social cognitive theory, self-efficacy beliefs influence people's choices in making and carrying out the actions they pursue. Individuals tend to concentrate on tasks they feel capable of and believe they can complete and avoid tasks they cannot do. Efficacy beliefs also help determine how much effort people will put into an activity, how long they will persevere in the face of obstacles, and how resilient they will be in the face of problematic situations.

Confidence in one's abilities can help determine the expected results, because individuals have confidence in anticipating successful results. For example, students who are confident in anticipating writing skills, have high marks in writing assignments and expect the quality of their assignments to get educational benefits. On the other hand, students who have doubts about their writing ability will pretentiously score low before they start writing steadily.

Strong feelings of efficacy increase one's abilities and well-being in unimaginable ways. Confident individuals view complex tasks as challenges to be mastered rather than as threats to be avoided. They have a more substantial interest and deep preoccupation with activities, set goals that challenge them, and maintain a solid commitment to and heighten and support their efforts in the face of failure. They recover their confidence more quickly after experiencing failure or going into a setback. High self-efficacy helps create a feeling of calm in approaching complex tasks and activities. On the other hand, people who doubt their own abilities, they can believe that something is more complicated than it really.

Social cognitive theorists consider that self-efficacy is a critical variable that affects self-regulated learning. In support of this assumption, students' perceptions of self-efficacy were found to be associated with 2 key aspects of reciprocal looping in the proposed feedback, namely the use of learning strategies and self-evaluation. Learners with high self-efficacy have better quality learning strategies and have more self-monitoring of their learning outcomes than students with low self-efficacy. Several studies have found that students' perceptions of self-efficacy are positively related to learning outcomes as task persistence, task choice, practical study activities, and academic achievement.

There are four primary sources that influence self-efficacy, namely mastery or persistent experience, self-perceived experience, social persuasion, and psychological or emotional states. The four sources can be explained as follows.

First, permanent mastery or experience. Persistent mastery or experience is a past event of success and/or failure that is perceived as the most critical factor in shaping one's self-efficacy. Second, the experience that you feel yourself. A person sometimes makes judgments about his or her own abilities by paying attention to other people doing specific similar tasks. The success of others indicates that they themselves can do the same task, while the failure of others may identify them not doing the task. People make comparisons with others in terms of age, gender, race, educational and socioeconomic level, ethnic markings, and predictions of their own ability to perform tasks.

Third, social persuasion. Self-appraisals of competence are based in part on other significant opinions (judgments) that seem to have evaluative power. Verbally persuaded person who has ability to fulfill a given task is more likely to stay on (task) longer when faced with adversity and more likely to develop feelings of self-efficacy. An unrealistic increase in belief in one's self-efficacy goes hand in hand with failure when performing a task, however, it will only lose the persuader's confidence and further erode one's perceived self-efficacy.

Fourth, psychological or emotional state. Usually, in stressful situations, people generally show signs of distress, shock, pain, fatigue, fear, disgust, and so on. One's perception of this response can clearly change one's self-efficacy. A person's personal self-efficacy decisions are influenced by feelings rather than actual acts of appearing in risky situations.

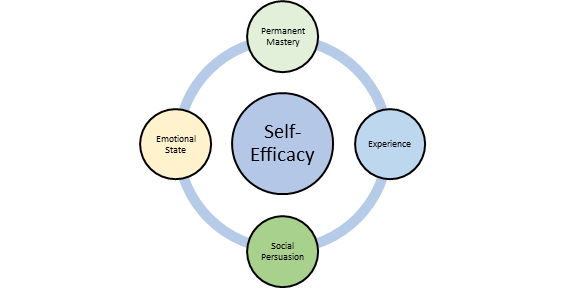


Figure 1. The Influence of Self-Efficacy

(Source: Adopted by Maddux, 1999)

1. **Cases**

**Participant JTL**

JTL is a student primary school teacher education The State of Semarang University, which is currently 19 years and is Muslim. Current JTL was sitting in semester 3. She comes from the Purwodadi district, both of his parents work as elementary school teachers in his area. She was interested in continuing his studies at PGSD because he was inspired by his parents, willing to serve to educate the nation's children. The difficulties at the beginning of the lecture gave a deep impression to JTL because it was done online (during the covid 19 pandemic. There are obstacles in the internet network. JTL continues to carry out its duties as a student.

JTL's happy feeling is shown through his efforts in studying on campus make it an essential part of campus life. As a prospective JTL student, he is grateful to continue his education according to his wishes. Social and emotional values ​​and experiences become one of the motivations for JTL to stay have a passion for learning, openness in work together to enable JTL to face various difficulties so that JTL is always creative in overcoming the lack of facilities and tools online learning tools.

“I enjoy studying at PGSD. Therefore, my desire to become a teacher is first because of my heart my conscience, and second here I am not afraid at all, because the campus is not so far from my area, my presence among friends is already it fits, it fits, they also accept pleased, friends and the environment are also very supportive (JTL)”.

JTL realizes that what it faces during online learning is not just a process of teaching and learning in the classroom but also must accept the state of the infrastructure. Initially, JTL at the study site felt uncomfortable because you cannot meet face to face with lecturers and other friends; this does not make JTL resign from responsibility answer as a student. Social support from parents increasingly makes JTL endless enthusiasm in learning because he realized that not many students could get this opportunity.

**Participant RK**

RK is a college friend from JTL and is a Protestant Christian who is currently 19 years old. RK continued his studies as a teacher candidate at PGSD UNNES. As a new student, RK tries to maintain communication with friends online by forming a WhatsApp group. He tries his best to fulfil his duties and responsibilities as a student and participates in all online learning processes. According to RK, some students find it less fun because the learning process is sometimes constrained on the internet, making it challenging to collect assignments on time. Besides that, it is also constrained by the study quota.

RK's feeling of pleasure in campus life was shown at first take part in online learning because before carrying out the task, and he must learn the conditions that exist during the learning process well to determine the factors supporting the teaching and learning process, the experience felt by RK because every problem that becomes a difficulty can be solved together with friends in the same group. Openness in collaborating to support RK learning on campus to

ensure the implementation of appropriate learning with the provisions that apply nationally. RK prioritizes social sense and experiences during online learning.

“Like on this campus, we have to know what the current conditions are like, yes? this state, in this area like What? that is what we need to, uh, learn first, what we have to prepare first, what kind of process, then we step into, uh,.. go inside, uh,.. campus, or enter into the learning process Teach” (RK\_Cheer Feel).

Gratitude is a form of expression of feelings for past experiences and feelings happy to go through the current learning process. In principle, the participants show gratitude when they have to attend lectures online even though there are areas that have various levels of difficulty. Gratitude is an emotional strength for the participants because this gratitude can also overcome things negative that emerge from each learning.

**Participant RDK**

RDK is currently 19 years old and Muslim. He carries out his duties as an elementary school teacher education student at UNNES. Apart from being a student, he also participates in MSME activities that support entrepreneurship activities during college. Initially, he was attracted to PGSD because of the encouragement of his parents and the opportunity to get a more thorough job. This turned out to help increase a sense of social awareness for the surrounding community, especially during this pandemic. Indirectly, the RDK helped open up economic opportunities like people in the RDK area lived.

The social sense felt by the RDK when it can help the surrounding community by fostering the creative economy. Openness in cooperation allows him to maintain cooperation through good communication. high morale through education, advancing the surrounding community makes him able to face every sultan as a prospective teacher

The strength of the social sense shown by the RDK is finding solutions in advancing the field of education in its area. The limited facilities during the pandemic supporting the teaching and learning process have made the RDK integrated with the surrounding community by building learning houses for the underprivileged.

“My principle here as a prospective teacher is to advance education, especially in my village. So my goal is to continue my studies in teacher education to serve, not only in school but also in society” (RDK)

One of the social feelings possessed by prospective teachers of PGSD UNNES students is supported by openness during the learning process. The participants in this study including students who are open in several ways so that it is easy to socialize with the surrounding community. This shows that social and emotional feelings support the strength of prospective teacher students to maintain social relationships and provide a sense of comfort while being a student.

**Conclusion**

The data analysis and interpretation findings are concluded in this section to answer research questions regarding the efficacy of prospective teacher students at PGSD UNNES and students' pleasure in fulfilling the demands of their duties as students in a professional manner. Self-efficacy based on the students' feelings of pleasure, namely; when students can follow the lessons given online and continue education to a higher level taller can show identity students directly in the dictionary, there is a unity of work among students, and get support from the community local people and their families. The feeling of pleasure that students have provides comfort in learning when they can adapt themselves to the limitations of the internet is in the area to make it happen its role and function in bringing change and progress through the field education for the local community.

Based on the description above, the researcher conclude that feeling happy experienced by each participant enables them to survive in situations that unpleasant, then yang direct them to take advantage of existing conditions to fulfil the profession's demands well so that they feel comfortable when carrying out their duties as a student.

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