

Challenges for High School Students during the Pandemic to Increase Self-efficacy: A Literature Review Study

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Abstract: The latest facts on the ground, the Covid-19 pandemic crisis has caused damage in various sectors. In the world of education there are already 258 million children and adolescents who have dropped out of school. Boredom, not understanding lessons, stress due to academic load, inadequate internet quota, and lack of facilities and infrastructure to support the distance learning process. This study aims to discuss the challenges of student self-efficacy in maintaining learning motivation and academic achievement during online learning. This research method uses literature review by examining various relevant reference sources related to self-efficacy based on the last five-ten years, especially the last two years during the Covid-19 pandemic. The results of the study revealed that there were still advantages and disadvantages found in distance learning during the pandemic on students' self-efficacy. The results of the study revealed that the strengths and weaknesses can be used as evaluation material to improve the quality of the teaching and learning process to improve students' self-efficacy. It can be concluded that interventions to deal with students' self-efficacy challenges during a pandemic are not only an evaluation to improve the quality of education but also have a positive impact on the development of students' self-efficacy in the future.

Keywords: self-efficacy, student, pandemic

INTRODUCTION

The Ministry of Education and Culture has implemented a distance learning system at all levels of education in Indonesia, starting from March 2020. Online learning for students is one of the solutions to activate classes during the Covid-19 pandemic, in which many things must be evaluated in its implementation (Herliandry et al., 2020). The latest facts on the ground, UNESCO reports that the Covid-19 pandemic has made at least 1.6 billion students from more than 190 countries on every continent unable to carry out educational activities as usual because schools were closed and at least 94% of other study rooms had to be closed due to the pandemic.

In Indonesia, in Firdausya's report (2020), the Indonesian Child Protection Commission (KPAI) conducted a survey of 1,700 Kindergarten (TK) to High School (SMA) students spread across 20 Provinces (54 Regencies/Cities) in Indonesia regarding impact on the education sector. The survey showed that 79.9% of students stated that during the pandemic they did not interact with teachers and classmates, only 20.1% interacted with teachers and classmates. The lack of interaction between students and teachers has an impact on their psychology such as feeling bored, unable to understand lessons, lack of interest in learning and has a psychological impact such as stress and anxiety.

This is also proven through the KPAI survey (Firdausya, 2020), which shows that 76.7% of students are not happy with distance learning. This displeasure includes boredom, not understanding lessons, stress caused by academic loads, lack of internet quota, and the lack of facilities and infrastructure to support the distance learning process. This situation creates gaps, fear and loss of academic motivation (less motivation) learning saturation, learning goals that are increasingly far from educational goals.

Post-pandemic student self-efficacy experienced many changes, some experienced an increase after knowing the urgency of learning motivation to maintain academic achievement. Conversely, there are also students who experience a decrease in learning motivation while participating in the remote process, there are obstacles and limitations in maintaining

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the quality of learning outside the school environment. Azizah's research (2022), at the high school/vocational school/MA level in 5 cities (Bandung, Kuningan, Majalengka, Garut and Banyumas) explains the phenomena that occur during online learning students experience doubts, pessimism, despair and helplessness that arise, this reduces motivation students to continue education more optimally and hope for the future.

Ferri's research, et al., (2020) concluded some of the challenges faced by students during distance learning, namely (1) technological challenges, such as: inadequate internet connection and other electronic devices (2) pedagogical challenges, such as: lack of learning skills digital which is carried out as a previous learning routine, learning resources in which students have difficulty preparing learning facilities and infrastructure, decreased intensity of interaction and communication to foster student learning motivation, and (3) social challenges, such as: a learning climate outside the school environment that is lacking supports interactive learning process between teachers and students. In addition to the obstacles and challenges that have been described, online learning will also have an impact on students' personal self.

According to Bandura (1997) an individual's belief in optimizing his or her ability to achieve satisfactory results with self-generated effort is self-efficacy. Meanwhile, self-efficacy beliefs possessed by individuals can only appear in a person when they are able to optimize the effort they want to achieve in a particular field, to achieve the expected results (Bandura, 1982).

Statements related to the effect of self-efficacy on mental workload and cognitive anxiety are proven by research conducted by Molero et al., (2018) that self-efficacy can actually work as a support for the negative impacts caused by high mental workload, so that self-efficacy shows that the higher the self-efficacy, the lower the individual's mental workload.

METHOD

The study was conducted using the literature review method. Data and information were obtained from various types of literature and compiled based on research results obtained from data and information. The literature includes books, scientific articles, and research results obtained from the internet on a national and international scale. Scientific articles and research results used as data and information come from research from the past ten years. The data collected varies and is arranged based on the research topic about self-efficacy. The study is written by looking for the relevance of one data to another and drawing conclusions related to the issues in school during pandemic.

RESULT AND DISCUSSION

Self-efficacy is a construct proposed by Bandura based on cognitive social theory. Bandura (1997) stated that self-efficacy is one of the potentials in human cognitive factors, this self-efficacy has a major influence on human behavior. According to Bandura (1997); self-efficacy refers to beliefs in one's capability to organize and execute the courses of action required to produce given attainments. Bandura (1997) explains that self-efficacy has an effect on human behavior through four processes, namely cognitive processes, motivational processes, affective processes and selection processes. "A substantial body of literature shows that efficacy beliefs regulate human functioning through four major processes. They include cognitive, motivational, affective and selective processes".

Bandura differentiates self-efficacy beliefs into several dimensions, namely: level, generality, and strength (Bandura, 1997), which are explained as follows.

1. Levels dimension. The level dimension focuses on perceptions/thoughts about tasks that are considered difficult by individuals, tasks that are difficult are influenced by the competencies possessed by these individuals.
2. Strength dimension. The strength dimension is closely related to the strength of self-efficacy possessed by individuals when facing the demands of a task or a problem.
3. Generality dimension. The generality dimension refers to the level of individual confidence and ability to generalize tasks and previous experiences.

Harpine (2008) states "self-efficacy can be transformed from negative self-efficacy to positive self-efficacy through structured training or programs based on experiences of success". Bandura (1997), explains there are four ways to increase self-efficacy.

1. Recognized experience (Enactive mastery experience). Enactive mastery experience is the most influential information because it provides the most authentic evidence regarding an individual's ability to do something.
2. Experience of others (Vicarious experience). Self-efficacy is also influenced by the experiences of other people by seeing the achievements that person has. In this context, a modeling process occurs that can increase the self-efficacy of other individuals.
3. Social Persuasion (social persuasion). Social persuasion is reinforcement obtained from other people that he has the ability to achieve what he wants to do.
4. Physiological and emotional states (physiological and affective states). Physical conditions that do not support such as lack of stamina, fatigue, and illness are factors that do not support when someone is going to do something.

According to Schulze, P & Schulze J. (2007), specifically in the learning context, there are several strategies to increase student self-efficacy, namely as follows.

1. Modeling. Modeling refers to the process of demonstrating and explaining new skills to beginners. Modeling is considered effective for increasing self-efficacy because it can provide clear information about how to acquire skills and can increase students' expectations that they are capable of mastering a skill (Bandura & Schunk, 1991). Meanwhile, according to Bandura (2010), a model is anything that conveys information, such as figures, films, television, images, or instructions. modeling.
2. Feedback. Providing clear and constructive feedback to students is an effective strategy. Teachers can make clearer instructions and show good skills or through more skilled students. The teacher provides feedback on students who have completed it, delivered with clear articulation and informed feedback (Schraw, Dunkle, & Bendixen, 1995).
3. Goal Setting. Goal setting is done by setting goals proximally. Proximal goals are goals in one way that are easy to achieve but still challenging.
4. Rewards. Giving rewards is part of an effective method for increasing student self-efficacy, students are given the opportunity to share experiences or knowledge with peers, this method is one of the strategies that can be applied by teachers to give appreciation to students who are given awards.
5. Assessment of self-efficacy. It is important for teachers or educators to assess students' self-efficacy at the beginning of learning by providing instruments regarding self-efficacy. The results of this assessment will enable teachers to provide appropriate learning strategies for students.

Azizah's research (2022), revealed that there were several obstacles students experienced during online learning based on the results of interviews; technical obstacles triggered by inadequate internet quota, the emergence of negative emotions from students, the majority of students reported difficulty understanding the material that lasted during class hours with the online system, students were easily contaminated with outside distractions because they felt they were not able to follow learning optimally. This finding is corroborated by research by Anggraini et al. (2022); Utomo & Sholihah, (2021). and Nabila et al., (2022) revealed that online learning makes students less understanding of the material, as a result they feel lazy, lose enthusiasm, feel bored and bored with the online learning system. Feelings of laziness and boredom make the distance learning climate process ineffective and monotonous (Drakhshan et al., 2021).

Howardson & Behrend's research (2015) proves that negative emotions are one of the factors that influence individual self-efficacy. Emotional arousal will influence the process of student achievement, especially academic achievement, which has an impact on their abilities (Hendricks, 2016). Furthermore, the negative emotions felt by students, the learning process that is carried out online makes it difficult for them to carry out discussions with peers which also triggers students to feel bored and study outside the school environment. Based on Bandura's social cognitive theory (1977) that individual self-efficacy is the result of interactions between individuals, behavior and the environment. Environmental changes due to the Covid-19 pandemic have had an impact on individual personalities so that this affects student self-efficacy. The lack of direct social interaction during the isolation period during the pandemic reduced the power of social persuasion so that it became one of the factors for change and decreased student self-efficacy.

CONCLUSION

Based on the research above, it can be concluded that online learning during the Covid-19 pandemic has had an impact on learning experiences that have never been felt before for high school students and all other levels of education. Obstacles faced by students starting from technical obstacles such as inadequate learning suggestions to the emergence of negative emotions due to a lack of understanding of the content of the subject matter being followed. Even though there are many obstacle students encounter, they continue to do assignments and carry out the entire learning process during online learning. The dynamics of self-efficacy regarding one's abilities is one of the evaluation materials for all teaching staff, especially in providing guidance during the transition from an online system to a face-to-face learning system. Parents as student companions are expected to be able to provide communicative assistance as part of an effective parenting pattern

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