

THE RELATIONSHIP BETWEEN SOCIAL SELF-EFFICACY AND ACADEMIC FLOW

by Marina Mayangsari

Submission date: 27-Feb-2022 04:31PM (UTC+0000)

Submission ID: 1771943561

File name: PROSDING_INTERNATIONAL_FK_2017_SELF_EFFICACY_Dwi_Nur_Rachmah.pdf (1.37M)

Word count: 3102

Character count: 18110



ISSN: 2477-3522

PROCEEDING
International Seminar
Development of Tropical Diseases Research Based on
Wetland and Indonesian Local Wisdom

03-05th November 2017
Banjarmasin, South Kalimantan



RESEARCH CENTRE UNIT, MEDICAL FACULTY OF
LAMBUNG MANGKURAT UNIVERSITY
2017

**PROCEEDING
INTERNATIONAL SEMINAR**



Theme :

“Development of Tropical Diseases Research Based on Wetland and Indonesian Local Wisdom”

**Medical Faculty of Lambung Mangkurat University
Banjarmasin, South Kalimantan.
03-05th November 2017**

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Editorial and Administration Address : Medical Faculty of Lambung Mangkurat University,
Veteran Street No.128 B, Banjarmasin, South Kalimantan. Telp. (0511) 3255444 Fax. (0511)
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THE RELATIONSHIP BETWEEN SOCIAL SELF-EFFICACY AND ACADEMIC FLOW

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ABSTRACT

College students need a good self-efficacy level to facilitate their learning and lecturing process. One form of self-efficacy is social self-efficacy. A good social self-efficacy level on college student will be associated with the growth of comfortable feeling in assignment doing and academic flow. Researcher assumed there is correlation between social self-efficacy with academic flow, so that students with high social self-efficacy will be easier to feel comfortable and have higher academic flow. The aim of this study is to find correlation between social self-efficacy with academic flow. Subjects in this study are 100 Psychology students of ULM Medical Faculty. Subjects chosen by using purposive sampling technique. Data instruments in this study are social self-efficacy and academic flow scale. Data analysis using product moment correlation from Karl Pearson study shows $r = 0,37$ (sig. $>0,05$). The results means there is no correlation between social self-efficacy with academic flow.

Keyword : Social Self-Efficacy, Academic Flow, College Students

INTRODUCTION

Education are conscious and planned efforts to develop human resources so learners could actively develop their potentials (Widayati, in Mardani Hardjono, & Karyanta, 2013). Learners who undergoes higher education are called college students. The end results of University/College education are not the same from methods in other levels of education. Colleges usually apply a model active learning for college students. This kind of learning model emphasizes on active processes whether generally or emotionally in their learning process (Muhtadi, 2009). It needs

the participation of students to actively ask questions, and discuss in groups during lectures (Muhtadi, 2009).

. Moreover, there are generally more assignments in college compare to other levels of education, whether individually or in groups. College students who have good self-efficacy will have no problems in doing this assignments.

The grand initiator theory of self-efficacy, Bandura (1997), said that the process of self-efficacy is a result of the cognitive process of decision making, the believe or hope on how far an individual's ability to do certain tasks needed to achieve the intended result. Self-efficacy (Santrock, 2005) could also be interpreted as the believe an individual has that they could do or finish a task or a job and gives positive results. College students with high self-efficacy do well in class because they believe in their own abilities and are easier to concentrate on tasks (Bandura in Suhargo, 2013).

Self-efficacy in general is the believe one's own ability to overcome various challenges, while specifically self-efficacy is related to certain and specific tasks (Luszczynska, Schols, & Schwarzer, 2005). Specifically self-efficacy could be related to certain function domain, like social self-efficacy that has to do with individuals' believe of their effectiveness in social interactions (Erozkan, 2013). Social self-efficacy is needed by college students because of the learning method applied in College mostly use active learning method with group discussion.

In this research, an individual with high self-efficacy is defined as someone who has confidence, high self-esteem, is a problem solver and could take responsibilities in social interaction (Ahmad Yasien, Ahmad, 2014; Erozkan, 2014). Therefore, college students with good social self-efficacy are usually more able to effectively gain in group learning.

Individuals with high social self-efficacy usually are happy when involved in the social interaction in their environment. Based on the active learning method in groups, social self-efficacy will affect the academic flow experienced by college students. Csikszentmihalyi (1990) the founder of the grad flow theory stated that an individual's self-efficacy is important to determine the conditional flow. Academic flow can be defined as a form of concentration, interest, and comfort when talking in an academic activity (Csikszentmihalyi, 1990). One of the factors that could enhance academic flow is self-efficacy (Suhargo, 2013).

An important asset for college students in class/lectures is to have concentration, feel comfortable and have motivation when going through teaching-learning activities, this condition is called academic flow (Yuwanto, Siandhika, Budiman & Prasetyo, 2013). Academic flow and self-efficacy are needed by college students, because they could give positive results, and improve psychological well-being (Rupayana, 2008; Sahupala, 2014).

The kepada orang dalam lingkungan sosial (Gaudiano dan Herbert, 2003), hal ini juga mungkin adanya keterkaitan dengan kenyamanan mereka saat saat dalam suatu kegiatan akademik. The result of the preliminary survey from the Psychology Department of Medicine Faculty, Unlam college students are involved in a lot of group tasks during lectures, and the competency of psychology graduates are to be reliable professionals ready to make impact in society, like giving services, seminars and counseling to people, therefore they are demanded to have high social self-

efficacy as a foundational performance in interpersonal relationship. With social self-efficacy an individual will have the ability to give good impressions.

. Based on those claims, the researchers are intrigue to study further about the correlation between social self-efficacy with academic flow in college students especially the ones in the Psychology Department of the Medicinal Faculty Unlam.

RESEARCH METHODS

A. Research Subjects and Location.

The population in this research are college student in the Psychology Program of Medicinal Faculty Unlam, cohort of 2015 a total of 100 people. Samples were taken using the purposive sampling technique which was sampling based on the researchers' consideration (Arikunto, 2010).

B. Peubah Yang Diamati

Social self-efficacy (X) is one's believe in their own ability to reach a goal, to build and sustain interpersonal relationship also doing social interaction that are evaluated through the high or low score in the social self-efficacy scale. The higher the social efficacy score then the higher social self-efficacy the individual has, and vice versa. Meanwhile, academic flow is a condition felt when an individual is fully occupied with academic activities indicated through total concentration, focus, able to enjoy, assume that all activities are meaningful and has intrinsic motivation in doing all academic activities. The higher the academic flow score, then the higher the academic flow of the individual, and vice versa.

C. Data Collecting Technique

Research data were obtained through several insruments as followed:

1. Social Self-Efficacy Scale. This scale was constructed by Sahupala (2014). The reliability coefficient value of the scale was 0.840 and the item-total correlation was around 0.302-0.617 (Sahupala, 2014). The re-test result of the social self-efficacy scale to 100 college students resulted in 20 valid items out of the original 23 items. The item-total correlation coefficient value was around $r_{bt}=0.024$ to $r_{bt}=0.555$. The social self-efficacy scale's reliability showed a Cronbach's Alpha of = 0.779.

2. Academic Flow Scale. This scale was constructed by Putri (2015). The scale's reliability coefficient value was 0.940 and the item-toal correlation was around 0.312-0.752 (Putri, 2015). The re-test result of the academic flow scale to 100 college students showed a Cronbach's Alpha = 0.667.

D. Data Analysis

The data analysis used in this research was product moment correlation analysis from Karl Pearson. The analysis was used to see the correlation between the two research variables.

RESULTS AND DISCUSSION

Based on the statistical test then the hypothesis which stated that there is a correlation between social self-efficacy with academic flow in college students of the Psychology Department of the Medicinal Faculty Unlam was rejected. This could be seen from the the result of the correlation analysis which showed $\text{sig} > 0.05$ which meant that there weren't any correlation between the two variables. So it can be concluded that social self-efficacy and academic flow is not related to one another.

According to Pebriani & Rosiana (2015) factors that influence academic flow are (1) Phenomenological Factors which are the presence of visible reality factors, like learning environment, learning facilities, (2) Instructional and Teacher Factors, which are instructions given by the teachers so students feel more interested, concentrate, and enjoy while learning and (3) Demographic Factors and Learning History which are factors in the social society, previous learning experiences influence students' current academic flow.

. The theory of flow can't be separated with learning process. To achieve flow, skills should be improved and then adjusted with the present level of difficulty (Shernoff, Abdi, & Anderson, 2014). The concept of flow could be used to look at the students' involvement in learning particularly in the level of concentration, comfort, and interest in learning.

Concentration or absorption is the center of flow concerning meaningful learning, including the level of cognitive process, achievement, high level of attention, motivation in learning, stimulated, and the desire to be involved in an activity are all things concerning enhancement of achievement (Dzikentmihalyi, 1990). From the explanation above it can be concluded that students will have good academic flow if supported by their learning environment, good learning model, and previous learning experiences. It didn't mention the role of social environment and peer interaction.

This is very different from social self-efficacy. According to Bandura (1977) there are four factors that could influence social self-efficacy, they are (1) experiences from the past are their previous experiences of the related task. Individuals who had succeed in the past will have high believe on their ability, so it will increase their hope when facing the next task. (2) Modelling is a learning process that happens through other people from various process. Individual's self-efficacy could be influenced by a social model, that is peopole who are considered to have the same ability as the individual. If the individual, see another person with the same level succeed then it will also affect the individual's efficacy, but on the other hand if the individual sees the other person fails then it will lower the individual's self-efficacy. The effect of other people's experience heavily depend on the model's characteristics, the quality level of the task, the situational condition, and the variety of result the

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model achieved. (3) Emotional arousal is the emotional condition that is determined by the level of positive and negative emotion like anxiety, fear, and stress will lead to failure of doing the task, and (4) Verbal persuasion is the support given by the social environment. Advice, input, positive counselling could increase the believe of someone's skills and ability.

Furthermore, Bandura (1994) also explained other factors that could affect self-efficacy which is the influence of peers. Learning and social acceptance happen when an individual interact with peers. Peers could become an example for the individual to develop self-efficacy. From the above factors it can be seen that someone with good self-efficacy is affected a lot by their environment. The presence of social support, peer interactions and model becomes factors that could increase social self-efficacy. So it's very possible for children with cooperative social environment to have good self-efficacy, but this doesn't guarantee the child will have good academic flow.

There are many cases of college students who have high social interactions but with low academic score. Likewise, there are many cases of college students with excellent academic achievement but seldom to initiate social interaction with their environment. This further support the rejection of this research hypothesis, that there are no correlation between social self-efficacy with college students' academic flow. The rejection of the hypothesis may also be caused by the research subjects or inappropriate instrument.

The subjects of this research are college students of the Psychology Department. Based on the observation result most of the psychology students that had high social social skills and were active in organization tend to prioritize their activities over their academic. So their self-efficacy skills, in the end, didn't help in improving their academic flow. Vice versa, some students who were deemed diligent normally focused on their academic and lacking in social interactions.

Meanwhile academic flow can't be separated from how individuals enjoy the process of learning. These two conditions, social and academic conditions are considered two very different things in the eye of college students. As the result of the interviews with several college students revealed, they felt that if the focus on academics they won't have time to play and hang out with friends. So if the two conditions are considered contradictory, then these two conditions are not very likely to have correlation and attachment.

Based on the result of the research it was known that there were no correlation between social self-efficacy with academic flow in college students from the Psychology Department of Medicinal Faculty Unlam. This was obtained from the sig value >0.05 which meant that there were no correlation between the variable social self-efficacy and the variable academic flow. From this result it can be concluded that the hypothesis of this research is rejected. There were a number of factors that cause the rejection of the hypothesis. However, it can be concluded to have good social self-efficacy, college students doesn't have to have high academic flow and vice versa.

For the next researcher to consider the selection of subject that are predicted to be appropriate with the goal of the research, for example by doing a preliminary study. The next researcher could also add other variables that are predicted to have a correlation with social self-efficacy and academic flow.

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