Social Support and Self Efficacy Islamic Students in Online Learning

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Abstract

During the online learning period there are obstacles and obstacles faced by students, even so learning must still be carried out, so students are expected to be able to convince themselves to be able to achieve online learning goals. The purpose of this study was to determine the effect of social support on self-efficacy in Islamic students. This study used a quantitative approach with a sample of 410 students, with 124 male students and 286 female students. The general self-efficacy scale-12 (GSES-12) developed by Bosscher & Smit (1998) is used by researchers to measure self-efficacy, and the multidimensional scale of perceived social support (MSPSS) created by Zimet et al. (1988) researchers used to measure social support. Test the validity of the construct measurement on each variable was carried out after data collection and before data analysis. In testing the validity of measuring instruments, researchers used confirmatory factor analysis (CFA) (Muthen & Muthen, 2017). Hypothesis testing was carried out using the software SPSS Version 24. The results showed a significance value of .000 (p < .05) thus, there was a significant influence between social support on the self-efficacy of Islamic students in online learning. The results of the regression analysis test obtained an R Square of .152 or 15.2% on the effect of social support on self-efficacy in Islamic students in online learning.

Keywords: online learning, social support, self efficacy

Abstrak

Pada masa pembelajaran online terdapat hambatan dan kendala yang dihadapi oleh mahasiswa, meskipun demikian pembelajarn tetap harus dilaksanakan maka mahasiswa diharapkan bisa meyakinkan diri untuk tetap bisa mencapai tujuan pembelajaran online. Tujuan penelitian ini untuk mengetahui pengaruh social support terhadap self efficacy pada mahasiswa islam. Penelitian ini menggunakan pendekatan kuantitatif dengan sampel berjumlah 410 mahasiswa dengan 124 mahasiswa laki-laki dan 286 mahasiswa perempuan. General self efficacy scale-12 *(GSES-12) yang dikembangkan oleh Bosscher & Smit (1998) digunakan peneliti dalam mengukur* self efficacy *dan* multidimensional scale of perceived social support *(MSPSS) yang dibuat oleh Zimet et al. (1988) peneliti gunakan untuk mengukur social support. Uji validitas konstruk pengukuran pada setiap variabel dilakukan setelah pengumpulan data dan sebelum analisis data. Dalam menguji validitas alat ukur, peneliti menggunakan* confirmatory factor analysis. *Uji hipotesis dilakukan dengan menggunakan software SPSS Versi 24. Hasil penelitian menunjukan nilai signifikansi .000 (p<.05) dengan demikian terdapat pengaruh yang signifikan antara social support terhadap self effikasi mahasiswa islam dalam pembelajaran online. Hasil uji analisis regresi diperoleh R Square sebesar .152 atau 15.2% pengaruh* social support *terhadap self effikasi pada mahasiswa islam dalam pembelajaran online.*

Kata kunci*: pembelajaran online, social support, self efficacy*

Introduction

The impact of the Covid-19 pandemic is a multidimensional problem faced by various sectors, one of which is the education sector. Online learning during the Covid-19 pandemic caused a decrease in the quality of learning for students (Sahu, 2020). Such as reduced formal learning hours, lack of e-learning facilities that can be used in the teaching and learning process (Sintema, 2020). Argaheni (2020) states that there are problems faced by students in dealing with online learning, including ineffective discussions, many students who are not actively participating in lectures, and stressed students mentally. The difficulty of running online learning becomes difficult, especially for universities that do not yet have an online-based academic system, and the quality of the internet network is not evenly distributed throughout Indonesia.

According to Annur (2020), the problems in online learning are caused by several factors, one of which is the unpreparedness of various parties. Such as the unpreparedness of educators and individuals, online learning that has not been maximized, as well as limited time and learning control (Fata et al., 2018). Based on the results of observations made on 16 January 2022, for students of the Faculty of Psychology regarding learning barriers during the Covid-19 pandemic, several obstacles or problems were found, namely the uneven quality of electronics in various regions, lecture material delivered by lecturers was not clear, changes in course schedules were often outside formal hours, eyes get tired easily because they often stare at online media screens (cellphones and laptops), and are easily anxious and stressed because they are afraid of missing the material being explained. In dealing with various problems during the online learning process, individuals need to have self-efficacy in themselves to be able to undergo online lectures optimally and effectively so that knowledge increases and learning objectives are achieved. To improve online learning skills, students need to have independent learning skills, such as self-efficacy. Self-efficacy affects motivation, resilience in completing tasks, and learning outcomes (Rorimpandey & Midun, 2021).

Results research by Nursidiq (2020) conducted on students of the Muhammadiyah University of Purworejo Economic Education Study Program stated that the more positive students feel about themselves, the lower the level of student anxiety during the Covid-19 pandemic, meaning that the more confident students are about their abilities, the more obstacles in online learning can be overcome. Learning independence is strongly supported by self-efficacy, namely, one's self-confidence to do something and get optimal results (Kustyarini, 2020). In addition, Hurlock (1980) also explained that when individuals have unrealistic desires, that can lead to failure. Various unpleasant events will have an impact on you, which will cause self-doubt.

Students with high confidence in their abilities view difficult assignments as challenges to be solved and not obstacles to be avoided. Students with high self-efficacy set challenging goals and maintain strong commitments. They will increase their efforts when faced with failure (Cigdem & Esra, 2019). They perceive failure as a lack of effort or knowledge and skills that can actually be learned. They face challenging situations believing they can control them. People who have high self-efficacy are able to show personal achievement, reduce pressure, and reduce vulnerability to depression (Bandura, 1989).

Conversely, people who doubt their own abilities tend to view difficult tasks as obstacles and obstacles that are personal. They have low aspirations and a weak commitment to the goals they have chosen. When faced with difficult assignments, they rely on personal weaknesses and the obstacles that may be encountered and focus on the things that can become obstacles and not on how to keep performing. They reduce their effort and easily give up when faced with difficulties. They are difficult to get back up if they have failed. Because people with low self-efficacy perceive their low achievement as a result of a lack of talent, they easily feel depressed and depressed (Kristiyani, 2016).

Bandura (1997) also emphasizes that self-efficacy determines how a person feels, thinks, motivates, and behaves. Self-efficacy is the basis of one's motivation, well-being, and achievement. This is because if people do not believe that their actions will produce the results they hoped for, they will have less

incentive to persevere in the face of adversity. Conversely, if they believe that they can achieve something, then they become more enthusiastic about achieving that something.

Based on this explanation, it takes confidence in one's own abilities, which is commonly referred to as self-efficacy. According to Bosscher & Smit (1998), self-efficacy is an individual's belief in his own ability to influence every event in his life. Along with the times, many experts have provided definitions of self-efficacy (Owen & Froman: 1988; Bandura: 1989; Bosscher & Smit: 1998; Gore: 2006; Sagone et al., 2014). Self-efficacy is a form of one's belief in expressing one's abilities in the classroom or social environment, as well as a form of belief in cognitive abilities and beliefs to do practical things related to academics (Owen & Froman, 1988).

According to Bandura (1989), self-efficacy is a person's assessment of his own ability to take action to complete the task at hand. Gore (2006) states that self-efficacy is an individual's belief in his own ability to carry out predetermined academic tasks. Sagone et al. (2014) also define that self-efficacy is the belief that an individual will be successful in carrying out a given academic task. Self-efficacy serves as a form of identification of how much effort one expands when facing difficulties and the way one acts when facing different difficulties (Davies et al., 2002). Based on the explanation above, it can be concluded that self-efficacy is the belief in one's own abilities in every event to achieve the goals to be achieved. In this study, researchers used the definition of Bosscher & Smit (1998) because this definition best fits the research objectives. Thus self-efficacy can be said to be a belief in the ability of individuals to solve existing problems during a pandemic. With the ability of self-efficacy, students are easier to solve problems or assignments.

High self-efficacy abilities will focus more on finding solutions to problems than thinking about the deficiencies that exist in them. Burns & Fletcher (2013) said that individuals who have low social support also have low self-efficacy and vice versa, individuals with high social support will have high self-efficacy. One's belief in self-efficacy can be developed through four main sources of influence. The most effective way to create high self-efficacy is through successful experiences. Success can build absolute confidence in one's self-efficacy. Conversely, failure can destroy self-efficacy unless a failure occurs before self-efficacy is felt strongly in a person. Sources of increased self-efficacy can also come from other people.

This explains that the higher the social support, the higher the self-efficacy. Social support is an important factor affecting student self-efficacy (Bong, M., & Skaalvik, 2003). According to Santrock (2007), individual relationships with parents, friends, teachers, and others can affect individual achievement. This shows that support that is often given by people can have a positive impact. Nauta & Khan (2007) found that social support has a significant positive relationship with self-efficacy. In line with the results of research conducted by Atac & Dirik (2018), which revealed that the higher the social support, the higher the individual's self-efficacy ability.

Many experts provide a definition of social support (Sarason et al.: 1982; Zimet et al.: 1988; Uchino: 2006; Taylor: 2011). According to Sarason et al. (1982) what is meant by social support is the condition, availability, and concern of people who respect and love others. Social support is the support provided by the closest people, namely family, peers, and significant others (Zimet et al., 1988). Uchino (2006) said that social support leads to a sense of comfort, attention, self-esteem, and help from others. This type of social support transaction involves a relationship between individuals, and the nature of the transaction is carried out in a variety of ways. According to Taylor (2011), social support is information received by others that individuals are loved, cared for, valued, and are part of communication that needs each other, obtained from parents, husband or loved ones, family, friends, and communities or groups person. Social support is the support given by people closest to you, such as family and friends, who can increase self-efficacy (Craddock, Van-Dellen & Novak, 2015).

Individuals who get social support will believe that they are loved, valued, and become part of a social network, such as a family or community, that can help in times of need. Based on the data that has been described, sell efficacy is a very important and interesting variable for further research. In this study, researchers will look at the effect of social support on self-efficacy in Islamic students in online learning.

Methods

This study uses a quantitative approach. The sampling technique used is a non-probability sampling technique. The sampling technique used is a purposive sampling technique with specific considerations or criteria. The sample consisted of 410 students, with 124 male students and 286 female students. The reason for choosing students as subjects were because, during the pandemic, students were required to be able to adapt to changes and new rules. The student learning method is more directed at the student center, where students are required to be more active in learning. The sampling technique used is a purposive sampling technique with certain considerations or criteria. The sample criteria in this study were active students of the Psychology Faculty of UIN Raden Fatah Palembang, taking online lectures and willing to volunteer to become research subjects.

This study uses the General self-efficacy scale-12 (GSES-12) by Bosscher & Smit (1998) with 12 items to measure self-efficacy, which is unidimensional, and to measure social support, the researcher uses the Multidimensional scale of perceived social support (MSPSS) made by Zimet et al. (1988) which consists of 12 items consisting of three dimensions, namely family support, friend support, and significant others support. This scale consists of favorable items and unfavorable items, with different scores. On the favorable item, the highest score is given to strongly agree (SS), and strongly disagree (STS) is given a low score. And for items that are favorable, the assessment is reversed, as shown in the following table:

Table 1. Likert scale rating table

No.	Scale	Scaore	
		Favorable	*Unfavorable*
1	Strongly disagree	1	4
2	Disagree	2	3
3	Agree	3	2
4	Strongly agree	4	1

Test the validity of the construct measurement on each variable was carried out after data collection and before data analysis. In testing the validity of measuring instruments, researchers used confirmatory factor analysis (CFA) (Muthen & Muthen, 2017). Hypothesis testing was carried out using the software SPSS Version 24.

Results and Discussion

Result

The results of the description of research data using the level of categorization of research variables based on empirical scores (mean and standard deviation) can be seen in the **Table 1.** below:

Table 2. Data description

Variable	N	Min.	Max.	Mean	Std deviation
Self efficacy	410	18.37	64.80	49.9	9.4
Support Family	410	22.94	59.47	49.9	9.4
Support Friends	410	23.01	61.43	50	9.0
Significant other	410	37.85	62.92	49.9	9.7

From **Table 2.** above, it can be seen that the self-efficacy variable has the lowest score of 18.37 and the highest score of 64.80. The social support variable, the family support dimension, has the lowest score of 22.94 and the highest score of 59.47 and the dimension of friend support has the lowest score of 23.01 and the highest score of 61.43, and the significant other dimension has the lowest score of 37.85 and the highest score of 49.9.

Table 3. Categorization of research variable scores

Variable	Frekuensi		
	Low	Currently	Height
Self efficacy	65 (15.9%)	266 (64.9%)	79 (19.3%)
Support Family	66 (16.1%)	243 (59.3%)	101 (24.6%)
Support Friends	67 (16.3%)	275 (67%)	68 (16%)
Significant others	130 (31.7%)	182 (44.4%)	98 (23.9%)

From **Table 3.** it can be seen that 65 (15.9%) students' self-efficacy variables are in the low category, 266 (64.9%) are in the medium category, and 79 (19.3%) are in the high category. Thus, from the results of the distribution of data on self-efficacy variables, more in the medium category. In the social support variable, the dimensions of family support, as many as 66 (16.1%) students are in the low category, 243 (59.3%) are in the medium category, and 101 (24.6%) are in the high category. Thus, the results of the distribution of data on the dimensions of family support are mostly in the medium category. While the dimension of friend support, as many as 67 (16.3%) students are in the low category, 275 (67%) are in the medium category, and 68 (16%) are in the high category. Thus, from the results of the distribution of data on the dimensions of friend support, more in the medium category. Furthermore, the significant dimensions of students are in the low category 130 (31.7%) are in the medium category, and 182 (44.4%) and 98 (23.9%) are in the high category. Thus, from the results of the distribution of data on significant other dimensions, more are in the medium category.

After the description data was found, the researcher tested the validity of the item using the confirmatory factor analysis (CFA) method using Lisrel 8.80 software. In this study, all valid items were positively charged and significant so that these items met the fit model criteria to continue the analysis to the hypothesis analysis stage with multiple linear regression.

Table 4. R Square

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.390	.152	.146	8.690

Table 4. illustrates that the influence of the proportion of family support, friend support, and significant others together has an influence on self-efficacy of 15.2%, while the remaining 84.8% is influenced by other variables outside the study. The next step is to examine the effect of independent variables, namely family support, support friends, and significant others on self-efficacy. The results of the F test can be seen in the following table.

Table 5. Anova

Model	Sum of Square	Df	Mean Square	F	Sig
Regression	5510.415	3	1836.805	24.321	.000
Residual	30662.171	406	75.523		
Total	3172.5866	409			

Based on the ANOVA table, it can be seen from the results of the F test (hypothesis test) of 24,321 with sig .000 (sig <.05), then the Null Hypothesis (H_0), which states that there is no significant effect between social support variables (family support, friend support, and significant others on the self-efficacy of Islamic students in online learning. That is, there is a significant influence between social support variables (family support, friend support, and significant others on the self-efficacy of Islamic students in online learning. Then the next step is to look for the regression coefficient on each dimension of social support, namely support family, support friends, and significant others, to the dependent variable.

Table 6. Regression Coefficient

Model		Unstandardized Coefficients		T	Sig
		B	Std. Error		
1	(Contanst)	26.666	3.166	8.421	.000
	Support Family	.313	.051	6.091	.000
	Support Friends	.122	.054	2.259	.024
	Significant Others	.032	.033	.697	.486

Based on the table above, the regression equation is obtained:

$$Y = a + B_1X_1 + B_2X_2 + ... + B_nX_n + e$$

Social Support = 26.666 + .313 Support Family + .122 Support Friends + .32 significant others + e.

In particular, the variable support family obtained a regression coefficient of .313 and a significance value of .000 (sig > .05). This means that H_{01}, which states "there is no significant effect between Family Support on self-efficacy," is rejected. It can be interpreted that family support has a significant effect on self-efficacy. The coefficient with a positive sign means that the higher the family support, the higher the self-efficacy, and vice versa.

The support friend variable obtained a regression coefficient of .122 and a significance value of .024 (sig < .05). This means that H_{02}, which states "there is no significant effect between Support Friends on self-efficacy," is rejected. It can be interpreted that there is a significant influence between Friends' support on self-efficacy. The coefficient with a positive sign means that the higher the support of Friends, the higher the self-efficacy, and vice versa. And for the significant others variable, the regression coefficient is .046, and the significance value is .486 (sig < .5). This means that H_{03}, which states "there is no significant effect between Significant others on self-efficacy," is accepted. It can be interpreted that there is no significant influence between significant others on self-efficacy.

Discussion

In this study, the independent variable is social support, and the dependent variable is self-efficacy. As for the goal of this research, namely to see the effect of social support on social support on self-efficacy in Islamic students in online learning. Bosscher and Smit (1998) stated that there are three dimensions of self-efficacy, namely first, Initiative: Dimensions related to individual behavior to be ready to face various situations, in other words, the initiative is a form of individual willingness to behave. Some individuals believe they are only capable of performing certain behaviors under certain circumstances. Apart from that, there are also some individuals who are confident that they are able to adapt to various situations.

Second, Effort: The dimension related to individual confidence in being able to face and complete assignments and tests. Individuals who have high effort will try their best to face every difficult task. Unlike the case with individuals who have low effort, these individuals are not confident in their ability to complete assignments or exams even though they are easy and simple. Third Persistence: Dimensions related to individual persistence in the face of adversity. With a strong belief in their abilities, individuals will diligently try to face difficulties in completing assignments or exams. Vice versa, individuals who have weak beliefs will easily get down when facing obstacles or difficulties.

According to social cognitive theory Bandura (1997), sources of self-efficacy include one's interpretation of one's own performance or mastery experience, information about what a person can do from his experiences (vicarious experience) through observing the behavior of other people, such as classmates, peers, and adults around him; social persuasion and evaluation from parents, teachers, and peers; as well as a person's physiological and emotional state, such as stress, fatigue, anxiety, and mood as indicators of their capabilities.

The way to increase self-efficacy is through positive experiences experienced by other people, especially people who are meaningful to students and have more or less similar conditions. Seeing people

who are similar to themselves experience success with business support will make students feel confident that they can also achieve the same thing and tend to try to do what that person does. This method is known as modeling. The effect of modeling on a person's self-efficacy assessment is strongly influenced by the person's resemblance to the model. The more similarities with the model, the easier it is for someone to be persuaded to be like the model. The effect of modeling for increasing self-efficacy is proven to be greater than providing social standards. Another source of self-efficacy is social persuasion, which is proven to be able to increase one's belief that he has a chance to succeed. People who are verbally persuaded that a child's self-efficacy test continues to evolve as their community expands. As in relationships with peers, children can develop knowledge of their abilities (Ma et al., 2021).

The results of the study show that there is a positive and significant influence of the social support variable on self-efficacy in Islamic students on self-efficacy in Islamic students in online learning. This is in line with the results of research conducted by Santrock (2008) that individual relationships with parents, friends, teachers, and others can influence individual achievement. This shows that support that is often given by people can have a positive impact. Nauta and Khan (2007) found that social support has a significant positive relationship with self-efficacy. Likewise, the results of research conducted by Burns and Fletcher (2013) said that individuals who have low social support have low self-efficacy, and vice versa, individuals with high social support will have high self-efficacy. This explains that the higher the social support, the higher the self-efficacy. Peers provide many important efficacy functions. The association of children with their peers provides a lot of information regarding comparisons in assessing and clarifying children's self-efficacy. There are peers who are homogeneous or heterogeneous. Children tend to choose peers who have the same interests and values. Selection of this peer group will increase self-efficacy through sharing common interests. Because peers have a major influence on the development and legitimacy of children's self-efficacy, the presence of disturbances in relationships with peers can adversely affect children's self-efficacy (Bandura, 1997).

Of the three variables tested, there are two variables that have a significant effect on self-efficacy, namely the family support variable and the support friends variable. Family support given to students in online learning is in the form of emotional assistance and support and becomes a place for discussion in making decisions. In contrast to the form of support from friends who always try to help solve problems, there is online learning and for students, peers are a place to share joys and sorrows. Significant other in this study is the form of support from special people outside the scope of family and peers or in other terms the support of lovers or boyfriends. This is not significant because most Islamic students do not date because it is in accordance with one of the Visions of the Islamic University of Raden Fatah Palembang, which is Islamic in character so that unmarried Islamic students are more guarded against dating or having lovers who are not halal.

According to Kristiyani (2016), the positive impact of self-efficacy on student learning outcomes is divided into four main psychological processes, namely: cognitive processes, motivational processes, affective processes, and selection processes (Bandura, 1997). First, the impact of self-efficacy on cognitive processes takes many forms. Much of human behavior, which is planned, is managed with the beginning of valuable goals. Personal goal setting is influenced by self-assessment of capabilities. The stronger a person's perception of self-efficacy, the higher the goals a person sets for himself and the more secure their commitment is. All action begins in mind. One's belief in one's ability to form certain thoughts, which then influence actions. People who have high self-efficacy visualize success plans that become positive guides and support achievement.

Second, in the motivational process, self-efficacy plays a key role in the regulation of self-motivation. Much of human motivation is cognitively generated. People motivate themselves and direct action through forethought. They form beliefs about what they can do. They set goals for themselves and plan actions to realize those goals. Third, the affective process is a person's belief in his ability to deal with problems affecting how much pressure and depression is experienced in threatening or difficult situations. Self-efficacy for self-control plays an important role when people experience anxiety.

The fourth is the Selection Process, where humans are part of the product of the environment. Therefore, belief in one's abilities can shape life by influencing the type of activity and environment one chooses. People will avoid activities and situations that they believe are beyond their coping abilities. But they will be prepared to face challenging activities and choose situations in which they judge themselves as capable of dealing with them.

Conclusion

Based on the results of the research that has been done, it can be concluded that there is a significant and positive influence of social support on the self-efficacy of Islamic students in online learning .152 or 15.2%, while the remaining 84.8% is influenced by other variables outside the research. Based on testing the effect of each independent variable on the dependent variable in this study, there are three dimensions with significant regression coefficient values, namely: the dimensions of family support and support friends. In addition, there is one dimension of social support that is not significant, namely the significant other dimensions.

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