

CHARACTERISTICS OF STUDENT SELF EFFICACY AND ITS IMPLICATIONS FOR GUIDANCE SERVICES

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Abstract

The research aims to get an overview of the self-efficacy characteristics of students who are in the process of completing their thesis at FKIP Muhammadiyah University Tasikmalaya. The background to this problem arises in the process of completing a thesis for students. The method used in this research is quantitative descriptive, involving 246 students who are in the process of completing their thesis at FKIP Muhammadiyah University Tasikmalaya. The data collection technique used in this research is an incidental sampling technique where anyone in the population can fill out a questionnaire by chance, and the data analysis method uses the calculation of averages, standard deviations, and percentages and tests for gender differences through SPSS 24.00. The results of the research show that the self-efficacy of students who are in the process of completing their thesis at FKIP Muhammadiyah University of Tasikmalaya tends to be in the high category with a score of 71%, the medium category is 29% and their is no self-efficacy in the low category or 0%. This research shows positive self-efficacy in the process of completing the thesis. Based on these findings, it is recommended that a role-playing technique group guidance service program be developed to develop student self-efficacy.

Keywords: Self Efficacy, Group Guidance, Role Playing Technique

Abstrak

Penelitian bertujuan untuk mendapatkan gambaran karakteristik Self efficacy mahasiswa yang berproses menyelesaikan skripsi di FKIP Universitas Muhammadiyah Tasikmalaya. Latar belakang masalah ini muncul dalam proses penyelesaian skripsi pada mahasiswa. Metode yang digunakan dalam penelitian ini adalah deskriptif kuantitatif, dengan melibatkan 246 mahasiswa yang sedang berproses menyelesaikan skripsi di FKIP Universitas Muhammadiyah Tasikmalaya. Teknik pengumpulan data yang digunakan dalam penelitian ini yaitu teknik sampling insidental (accidental sampling) di mana siapa saja dalam populasi dapat mengisi kuesioner yang secara kebetulan, dan metode analisis data menggunakan perhitungan rata-rata, standar deviasi, dan persentase dan uji perbedaan jenis kelamin melalui SPSS 24.00. Hasil penelitian menunjukkan bahwa Self efficacy mahasiswa yang berproses menyelesaikan skripsi di FKIP Universitas Muhammadiyah Tasikmalaya cenderung pada kategori tinggi dengan perolehan skor sebanyak 71%, kategori sedang 29% dan tidak terdapat Self efficacy pada kategori rendah atau 0%, penelitian ini menunjukkan Self efficacy positif pada proses menyelesaikan skripsi. Berdasarkan temuan ini, disarankan agar dapat mengembangkan

program layanan bimbingan kelompok teknik role playing dalam upaya mengembangkan self efficacy mahasiswa.

Kata kunci: *Self Efficacy, Bimbingan Kelompok, Teknik Role Playing*

INTRODUCTION

Early adulthood in students is a period of achieving maturity in various aspects, especially cognitive development. Because the development of early adulthood in college students occurs after adolescence, although a person's development does not stop when he reaches early physical and spiritual maturity, there are many developmental changes that he will encounter throughout his life in early adulthood (Stephen & Rockinson-Szapkiw, 2021). A person can react to environmental demands in different ways, some respond enthusiastically because they face challenges in their lives, and some react poorly to challenges in their lives, including in their education. Education is the process of changing the attitudes and behavior of a group of people who are trying to become human through teaching and training efforts, the process, method, and making of educating (KBBI). Law No. 20 of 2003 Sisdiknas, in Chapter VI Article 14, states that the levels of formal education in Indonesia are elementary school, secondary school, and higher education. In college, the final project is an academic challenge and requires extensive analysis, synthesis, and communication skills. The academic problem faced by undergraduate students at the final level is none other than the final project or thesis. Students are students at the higher education level who apply to take various agreed schedules, do and submit assignments according to deadlines, and prepare a thesis as a graduation requirement.

The task of preparing a thesis that is completed by students individually is very different from other course assignments that can be completed in groups (Gesel dkk., 2021). This makes the thesis task difficult and not easily completed by all students. The results of Rosyad's research (2019) reveal that the stress factors of students when compiling a thesis show a lack of interest in carrying out research, difficulty determining research titles, difficulty getting references, anxiety about meeting supervisors and being burdened with doing a thesis when they see their friends making progress. Stress caused by not being able to overcome the obstacles that arise causes students to try to prepare themselves both physically and mentally. Based on the results of research conducted by Partiyah (2021) regarding the inhibiting factors for compiling the thesis of students of the Counseling and Education Study Program at the University of Lampung, it shows that students of FKIP University Lampung counseling guidance in preparing their thesis get obstacles from within and the outside environment. The internal factors inhibiting the thesis of FETT counseling guidance students at Lampung University in working on the thesis are not being able to divide the time, namely working if there is free time, and external factors inhibiting the thesis, namely the difficulty of finding literature data in the form of journals related to the title of the student's thesis.

Observations of final-year students at FETT Muhammadiyah Tasikmalaya University showed intensive activity in preparing for thesis completion. Several students were seen visiting the library of Universitas Muhammadiyah Tasikmalaya, this shows the commitment of students in finding relevant references. Students seemed to focus on

looking for previous theses as reference material and support in writing their thesis. In addition, conducting interviews with 10 students from various study programs at FKIP Muhammadiyah Tasikmalaya University, four students stated that they felt confident in their ability to complete their thesis, including students trying to complete the thesis, and can overcome obstacles. These students have careful planning, and effective time management and understand the thesis to be written. In contrast, the other six students expressed doubts and insecurities about completing the thesis, especially finishing on time. Students' uncertainty is caused by various factors, such as difficulty finding relevant references. From the findings obtained, FETT UMTAS students 6 out of 10 students tend to have positive confidence in the process of completing their research.

Al-Abyadh & Abdel Azeem, (2022) argues that the thesis is often considered a frightening threat to students. In early adulthood, self-efficacy has a big role in the journey of life. Chuang dkk., (2020) explain that self-efficacy can give individuals confidence in carrying out aspects of life. Stress caused by not being able to overcome the obstacles that arise causes students to try to prepare themselves both physically and mentally. To support the completion of the final thesis, obtaining a degree that will prepare students for their studies is one of the graduate requirements. This makes some students feel unsure of their abilities. Research conducted by Bandura and Cervone in 1983 and Lunenberg in 2011 showed that self-efficacy can motivate someone to work (Lianto, 2019). Kezar dkk., (2020) states that self-efficacy is an individual's belief in his ability to perform a task or action to achieve certain results. Self-efficacy refers to a person's ability to organize and plan the actions needed to achieve his goals (Alhadabi & Karpinski, 2020). Of course, students' efforts in the process of completing the thesis vary greatly depending on the level of confidence of the students themselves. A strong belief in their abilities can motivate students to face and overcome these obstacles. Conversely, a lack of self-confidence causes them to feel afraid and unable to face these problems, so it often causes them to face problems, become helpless, and give up easily.

Research by Lusi. A., Nalle A.P., & Saba. K. R. (2023) explains that the self-efficacy of students who compile a thesis in the Undana FKIP group is dominant in the low category and the results reflect the strength and generality aspects, namely students have low confidence in their potential in completing the thesis, low fighting power to easily give up when experiencing obstacles in the preparation, low commitment to completing the thesis, low ability to respond positively to diverse situations, and show unsure behavior towards the entire academic process. Meanwhile, the dominant level aspect is high, which means that students have confidence in their ability to overcome obstacles when experiencing difficulties and have a positive view of the difficulties faced in preparing the research. A subsequent study conducted by Sabouripour dkk., (2021) explored self-efficacy in urban community college students. Previous research shows that first-generation and immigrant students tend to have low self-efficacy toward academic achievement. The results of this study showed that general self-efficacy and academic self-efficacy were not consistent with previous findings. General self-efficacy was found to be at an average to high level. Whereas academic self-efficacy was at an average level. In addition, there were no significant differences between groups in the diverse sample

of community college students. Implications for future research and interventions to improve student and academic perseverance were discussed. As described by Lian dkk., (2020), Self-efficacy has a positive effect on many aspects of a person's life, especially learning, because self-efficacy is an important variable to consider. This is also related to the educational requirements in which students must complete all their academic tasks, including the thesis which is the final project. Thesis becomes a difficult task and cannot be completed easily by some students.

Related research conducted by Ding & Hong, (2024) shows that the higher the self-efficacy of students in doing a thesis, the less stress they experience. This research also means that when students are confident in their abilities, they do not care about the difficulties or problems they face in the process of completing their thesis. Devi & Ganguly, (2024) argues that in the context of education, self-efficacy is the most important factor that can affect student academic success, which allows a person to take action to achieve his goals. High self-efficacy in individuals makes them more confident in doing things and allows them to have internal motivation to complete difficult tasks without experiencing stress (Rafiola dkk., 2020). Guoyan dkk., (2023) states that self-efficacy depends on three factors. The first is the level of difficulty, individuals will try behaviors that they believe they can do. The second is the broad aspect of the behavioral field, namely the individual's belief in his ability to deal with various situations of task difficulty. The third aspect remains belief, which is a person's ability to motivate himself to get through difficult times. Differences in individual self-efficacy levels can be caused by various factors. Zheng dkk., (2020), there are four aspects of self-learning including information about the nature of the work faced by individuals, individual needs, individual environment, and abilities. These four points show that self-efficacy is not only influenced by individuals but also by motivations outside the individual.

Based on the identification of problems and their impact on student self-efficacy, efforts are needed to overcome them, one of which is guidance and counseling services. Guidance and counseling are part of an educational effort that not only collects information about students but also helps students understand themselves and manage themselves according to their abilities. The field of guidance and counseling is tasked with paying attention to individual characteristics and identifying differences. Guidance and counseling also have an important role and responsibility in the development, change, and improvement of human behavior. Guidance and counseling in an educational environment (college) is an assistance service that supports students and can be carried out continuously to develop and improve student self-efficacy. Efforts to overcome low self-efficacy in students in college can be made through group guidance. Group guidance is a group activity in which the group leader provides information and directs discussion so that group members become more social or helps group members achieve common goals. Group guidance services are a way of assisting (guidance) to individuals through group activities. Based on research conducted by (Habsy, Febiyanti, dkk., 2024), services are needed that can maintain and increase student self-efficacy so that it is directly proportional to the increase in self-efficacy in facing the difficulties experienced. One of

the efforts that can be made to develop the self-efficacy of students who are in the process of completing their thesis is group guidance.

Group guidance aims to prevent and develop problems in students. Group guidance is carried out to develop student self-efficacy in the form of delivering problem information related to group activities that discuss personal, work, social, and educational problems. This study can provide material in group guidance regarding understanding and developing self-efficacy and understanding of self-efficacy to deal with difficulties in preparing a thesis. The results of a study conducted by Kamerade (2011) proposed group role play as a potential solution to the gap in higher education. This calls for further research on how role-playing can be integrated into guidance. Games can be used as one of the techniques in group guidance services both as an interlude and as a vehicle that contains coaching material or specific service material. A study conducted by Habsy, Febiyanti, dkk., (2024) showed that group guidance with role-playing techniques effectively increased the level of self-efficacy. The findings indicate that utilizing role-playing techniques in group guidance sessions can assist individuals in developing stronger beliefs in their abilities and increase their level of confidence. The results suggest that group guidance with role-playing techniques is a beneficial strategy for increasing self-efficacy, highlighting the positive impact of this intervention on individuals' beliefs in their abilities and potential for success.

Based on pre-research conducted through observations and interviews with final-year students at FKIP Universitas Muhammadiyah Tasikmalaya, shows that students who are carrying out the process of preparing a thesis have obstacles, causing uncertainty about their ability to complete the thesis, especially on time. Research on self-efficacy is an input for the development of higher education in overcoming the problem of low student self-efficacy in the process of completing the thesis. Research related to student self-efficacy has been conducted in several other universities, but the samples and populations in the research are limited. There has been no research that explores self-efficacy in students who are in the process of completing a thesis at FKIP Muhammadiyah University.

There is a gap in previous research, namely studies on the self-efficacy of students who are in the process of completing their thesis focusing on a specific sample of students from a particular university, limiting the generalizability of findings. Research gaps in exploring cross-cultural perspectives on positive thinking and self-efficacy in students regarding thesis/thesis writing to understand how cultural differences impact these psychological constructs (Muliadi, et al., 2024). Wardani & Syah's (2022) descriptive study research can provide new findings that reveal student self-efficacy so that the research can be used to inform the development of other programs and to increase student self-efficacy. Thompson & Verdino's (2018) research with a descriptive design is used to determine the level of student self-efficacy to produce clear data. Research using a quantitative approach, researchers can collect data from a large sample size, and increase the generalizability of findings to a wider population, so this research will provide findings from a wider population Rozamuri & N. Naufal (2022).

Research can address the gap by conducting a quantitative descriptive study to assess the level of self-efficacy of students who are in the process of completing a thesis at the Faculty of Teacher Training and Education, Universitas Muhammadiyah Tasikmalaya. Research fills the gap by providing insight into students' beliefs during the academic period. Thus, the research focuses on self-efficacy in the context of completing a thesis within a specific time frame, the research contributes to bridging the gap in the literature regarding understanding students' beliefs, attitudes, and perceptions towards completing their thesis at a specific time academically. As well as, designing group guidance services using a role-playing technique approach. The results of the study serve as a foundation for the development of guidance and counseling services in higher education as well as a reference for the development of further research in the field of education.

METHOD

Research using a quantitative approach with descriptive methods. The quantitative research approach is research based on the philosophy of positivism, by examining certain populations or samples by random sampling and data collection using statistical analysis tools (Barlian, 2018). Budianto, (2024) descriptive method is a method for examining the nature of a group of people, an object or group of objects, a system of ideas, or a class of current events. (Djaali, 2021), the purpose of descriptive research is to create a plan, description, or visual that is consistent, accurate, and comprehensive about the facts, characteristics, and relationships between the things under study.

The research population was students who were in the process of completing their thesis at the Faculty of Teacher Training and Education, Universitas Muhammadiyah Tasikmalaya. The research sample was 246 students consisting of men and women each representing 5 Study Programs namely Guidance and Counseling, PGSD, PGPAU, Information Technology Education, and Dance Drama and Music. The data analysis technique used is using descriptive statistics. Data analysis by describing or describing the data that has been collected as it is without intending to make generally applicable conclusions is a quantitative descriptive analysis technique (Barlian, 2018). The analysis step in the study is to answer the research formulation, namely the characteristics of self-efficacy of students who are in the process of completing the thesis at FKIP Muhammadiyah University Tasikmalaya. Research questions regarding the characteristics of Self-efficacy of students who are in the process of completing their thesis at FKIP Universitas Muhammadiyah Tasikmalaya are answered using a percentage of respondents' answers through ideal achievement criteria and using three categories of high, medium, and low. The data collection method used in this research is a questionnaire.

RESULT AND DISCUSSION

Characteristics of *Self-Efficacy* of Students who are in the Process of Completing Research

a. General Characteristics of *Self-Efficacy* of Students who Are in the Process of Completing Thesis

Data regarding the general description of the *self-efficacy* of students who are in the process of completing the thesis at FKIP Muhammadiyah University Tasikmalaya was obtained from the distribution of *self-efficacy* instruments, in general, the description is categorized into 3 parts, namely high, medium, and low. The following is a description of the *self-efficacy* of students who are in the process of completing their thesis at FKIP Muhammadiyah Tasikmalaya University described in table.

General Description of *Self Efficacy* of Students who are in the Process of Completing Thesis at FKIP UMTAS

CATEGORY	RANGE	SCORE RANGE	FREQUENCY	PERCENTAGE	AVERAGE
HIGHT	85-120	71%-100%	175	71%	74,63%
MIDDLE	61-84	51% - 70%	71	29%	
LOW	24-60	20%-50%	0	0%	
TOTAL			246	100%	

Based on the descriptive table above, the *self-efficacy* of students who are in the process of completing a thesis at FKIP Universitas Muhammadiyah Tasikmalaya from 246 students who filled out the research questionnaire, obtained a minimum value of 24, and a maximum value of 120. The average value of student *self-efficacy* is 72, with a standard deviation of 12. This shows that there is considerable variation among students regarding their *self-efficacy*. Of the total 246 students who participated in the study, 71 students, or a percentage of 29%, had moderate *self-efficacy* with a score below 85. Most of the students or 175 students showed a considerable percentage of 71%, meaning that students had high *self-efficacy* above 85. Meanwhile, there were no students who belonged to the low *self-efficacy* category or the percentage showed 0%. The results revealed show that the majority of the *self-efficacy* category of students who are in the process of completing their thesis at FKIP Muhammadiyah Tasikmalaya University is in the high category.

This, proves the results of most FETT students at Tasikmalaya Muhammadiyah University who are in the process of completing their thesis have high *self-efficacy*. Evidenced by the absence of results in the low category in the research results, it can be said that FETT students of Muhammadiyah Tasikmalaya University achieve high *self-efficacy* can complete the thesis by maximizing their efforts, have confidence and can make decisions appropriately in the process of completing their thesis, and can think positively in every face of problems during the process of completing the thesis, and can have positive behavior so that they have confidence in solving a problem and are ready to accept risks. The results of the study are related to Bandura's theory which says that humans have *self-efficacy*, and self-confidence, and can determine and take action to achieve certain results.

Self-efficacy is a recognition of one's ability to organize and carry out the action plans needed to achieve one's goals (Lian dkk., 2020). A high level of student *self-efficacy* is very important in preparing research. Mirzawati dkk., (2020) explains that *self-efficacy* is a major determinant because it affects student behavior. This shows that when students feel confident in their ability in the process of completing the thesis, they will try to complete their thesis even though they encounter obstacles in the completion process. Likewise, FETT students at Muhammadiyah Tasikmalaya University who have high *self-efficacy* can accept tasks and complete them with confidence in their abilities and can overcome the obstacles they go through even though they feel they have failed. The results of the study are in line with research conducted by Khizqil, et al., (2024) on the 2021 batch of the PGRI Adi Buana Surabaya University Guidance and Counseling study program, the majority of whom have high *self-efficacy* or with a percentage result of 84%. High student self-efficacy is caused by student effort and resilience when facing challenges in the process.

Self-efficacy has several characteristics, including individuals with high *self-efficacy*, namely individuals who feel confident that they can solve the problems and difficulties they face, are motivated to complete tasks, believe in their abilities, view difficulties as challenges not threats, look for new opportunities, set challenging goals, and develop a strong commitment to their goals and exert great effort to achieve them. The characteristics of individuals who have low *self-efficacy* are characterized by helplessness, apathy, anxiety, escape from difficult tasks, easily give up when facing obstacles, and are not very committed to the goals they want to achieve. In difficult times, they tend to think about the future, and workload and are slow to get excited when faced with a problem. So, it can be said that students who have high *self-efficacy* characteristics feel confident that they can complete the thesis, are motivated to complete the thesis, have confidence in their abilities, and see the thesis as a challenge, not a threat. Meanwhile, students in the moderate *self-efficacy* category or students who have not consistently controlled their feelings to complete the thesis well according to their abilities, have confidence in their abilities, can think positively about themselves, and have not been able to take risks every time they decide on an action in solving problems. Of course, *self-efficacy* has a positive impact on the process of completing a student's thesis.

Students with high *self-efficacy* tend to be more adaptable to diverse environments, including different cultures. So they tend to be more active in learning and adapting to cultural diversity, and more courageous in facing challenges (Skinner dkk., 2023). Then, social persuasion is when individuals rely on advice, recommendations, and guidance to increase their *self-efficacy* in helping them achieve their goals. Verbally assertive individuals tend to try harder to achieve success. However, since persuasion does not provide an experience that one can see or live through, the influence of persuasion is not that great. If one is discouraged and constantly experiencing failure, then suggestions will become less effective and they vanish when failure occurs. In addition, physical and emotional conditions, namely someone who experiences strong fear, anxiety, or high levels of stress may have low expectations. Students' *self-efficacy* is influenced by an active role in making choices and taking action. Students' beliefs about their ability to do

something will determine their behavior. Students who have higher *self-efficacy*, which has a positive impact on academic achievement, one of which is the process of completing their thesis.

b. Characteristics of *Self-Efficacy* of Students in the Process of Completing Thesis Based on Aspects and Indicators

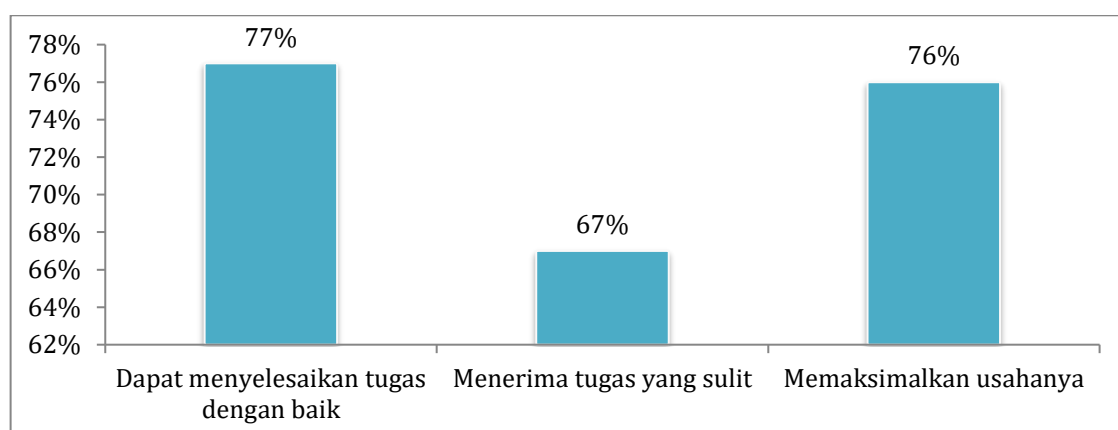
The high and low levels of student *self-efficacy* can be influenced by aspects related to the measurement indicators of *self-efficacy* used in the study, namely *level*, *strength*, and *generality*. Barkowski dkk., (2020) explains that student *self-efficacy* can be measured through three aspects and used as a reference in developing measuring instruments, including aspects of level, *strength*, and *generality*. The *level* aspect examines the extent to which a problem becomes difficult when a person believes that he can complete a task. The *strength* aspect relates to an individual's beliefs or expectations regarding their level of strength and ability. Meanwhile, the *generality* aspect assesses whether the ability is in one field or various other fields.

Based on research on each aspect, the three aspects of student *self-efficacy* criteria show a high percentage of aspects. The *strength* aspect with an average of 75%, then there are aspects of *level* and *generality* with an average of 74%. If averaged from the total of all aspects, the result is 74%, meaning that it is in the high percentage category. It can be concluded that the results obtained from the instrument test based on the three most dominating aspects of *self-efficacy* are aspects of *strength*. Furthermore, the explanation will be described based on the aspects and indicators of *self-efficacy* as follows.

1. Level aspect

When students can complete the thesis well and maximize their efforts, meaning that students in this aspect can complete their thesis with a form of effort in every process carried out, it can be observed from the percentage of indicators in the *level* /level aspect in the graph below.

Graph. Overview of *Self-Efficacy* Per Indicator in the Level/Leve respect



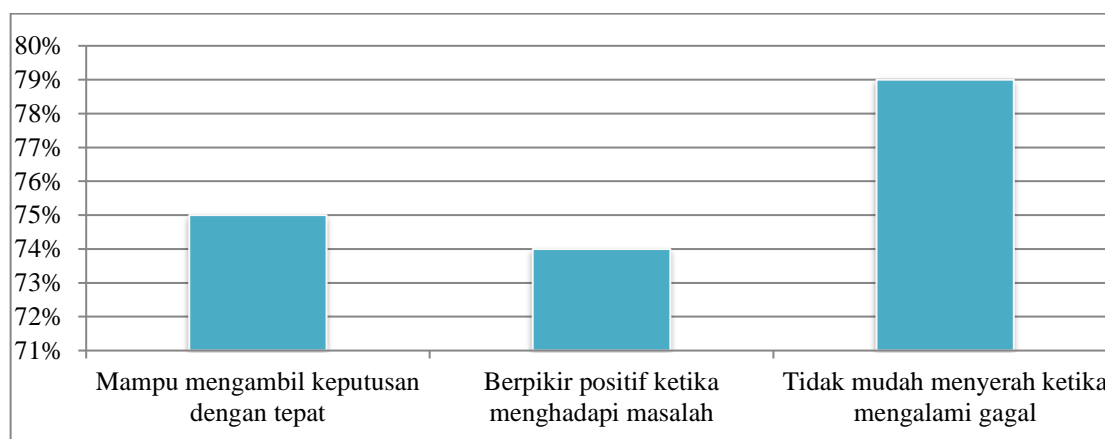
Based on graph 1.1, the percentage results illustrate that the first aspect reaches a score of 77%, namely the indicator of being able to complete tasks well, showing a high percentage category. Students who are in this category reach the largest percentage of the

total sample of 246 students. This indicator can be interpreted as some students who are in the process of completing the thesis can complete the thesis. Meanwhile, the indicator of accepting difficult tasks has a low percentage in the *level aspect*, namely 67% or the medium category. Then, the indicator of maximizing their efforts is 76% or a high percentage category, meaning that students who are in the process of completing their thesis can maximize their efforts.

2. Strength aspect

Strength is related to the level of belief or expectation of students regarding their abilities. This aspect can be interpreted when students have confidence and can make the right decisions in the process of completing their thesis, and can think positively about every problem faced during the process of completing the thesis, it can be observed from the percentage of indicators in the *strength aspect* in graph below.

Graph. Overview of Self-Efficacy Per-Indicator in the Strength Aspect

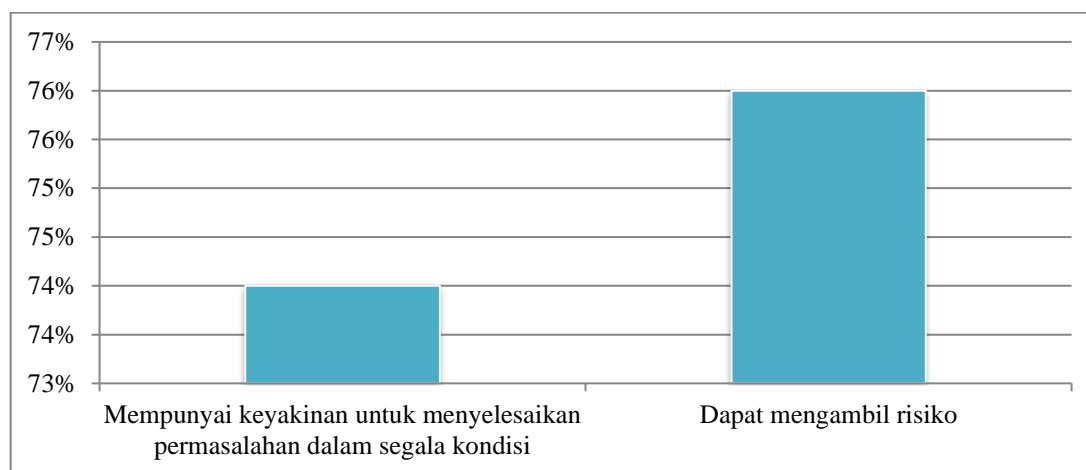


Based on the percentage results graph, illustrates that the indicator of being able to make decisions appropriately shows a percentage of 75%, meaning that the percentage category is high, this indicator is that students can make the right decisions in the range of the process of completing their thesis. Meanwhile, the indicator of positive thinking when facing problems shows a percentage of 74% or a high category, meaning that out of 246 students can think positively when facing failures or mistakes in the process of completing their thesis. Meanwhile, the indicator does not give up easily when experiencing failure with a percentage showing 79% or in the high category. Students who are in this category can be interpreted as not giving up easily when experiencing failure in the process of completing the thesis. It can be concluded that the highest percentage indicator is the indicator of not giving up easily when experiencing failure.

3. Generality Aspect

Generalization relates to the breadth of the field of behavior in which students feel confident in their abilities, meaning that when students can have positive Behavior they have confidence in solving a problem and are ready to accept risks during the process of completing their thesis. The following graph 1.3 explains in more detail the indicators in the *generality aspect*.

Graph. Overview of *Self Efficacy* Per-Indicator in the *Generality* Aspect



Based on the graph, the indicator of being able to take risks shows a percentage of 74% or is in the high category. This means that students can complete the thesis even though they experience obstacles, and have confidence in resolving their obstacles. Then, the indicator of being able to take risks shows a percentage result in the high category of 74%, meaning that students can decide on a challenging action.

The results of the research on FKIP students at Muhammadiyah Tasikmalaya University, the aspect that was rated highest was the *strength* aspect, meaning that students have confidence and can make the right decisions in the process of completing their thesis, and can think positively in every problem they face during the process of completing their thesis. The high *strength* aspect helps students to recognize their potential and strength as motivation in the process of completing their thesis. Munandar dkk., (2024) explain that a low *strength* value indicates a lack of confidence possessed by students who are in the process of completing their thesis so they feel they do not have sufficient abilities. Furthermore, the last aspect is *generality*, meaning when individuals can assess themselves whether their abilities are in one field or various other fields. This level relates to an individual's belief in their abilities in various activities. This dimension also means that successful experiences can also change the level of self-belief. Students will have the ability to solve the problems they face and be able to take risks. The results of the analysis of the *generality* aspect show a percentage result of 74%, with a fairly high result on the indicator of having the confidence to solve problems in all conditions showing 74%, and on the indicator of being able to take risks showing 76%. The results show that students' beliefs in completing the thesis can be applied to various situations and conditions.

Characteristics of *Self-Efficacy* of Students in the Process of Completing Thesis Based on Gender

a. Characteristics of *Self-Efficacy* Levels in Terms of Gender

In general, the description of the *self-efficacy* of students who are in the process of completing their thesis in terms of gender will be explained in the Table below.

Table. Overview of *Self Efficacy* of Students Who Are in the Process of Completing Thesis at FKIP UMTAS Based on Gender

GENDER	N	AVERAGE	STANDARD DEVIATION	CATEGORY		
				Low	Medium	High
MALE	45	76%	12	0	9	36
FEMALE	201	74%	12	0	62	139

Based on the results of data collection from 246 students, the data is divided into two parts, based on male and female gender. In the male gender, there are three categorizations of *self-efficacy*, including high *self-efficacy* as much as 80% or 36 people, medium category 20% or 9 people, and low category 0% or no male students with low *self-efficacy* categories. Meanwhile, in the female gender with high *self-efficacy* categories with a percentage of 69% or 139 students, 31% or as many as 62 students in the moderate category, and 0% in the low category. Thus, getting an average percentage of 76% for male students and 74% for female percentages, and each gender is male or female with a standard deviation value of 12, meaning that it shows that there is variation among the research data. So, it can be concluded that the majority of male and female students' *self-efficacy* is high.

b. Differences in Student *Self Efficacy* Level Based on Gender

In terms of gender, the level of student *self-efficacy* shows no difference between male and female students. This is shown through statistical results using SPSS. The *levene statistic* value is 0.033 with a probability/sig value of 0.857. Therefore, if the probability/sig is greater than 0.05 then H0 is accepted, or both population variances are identical. Thus, the next analysis can be done. After knowing that the population variances are identical, continued with the Anova calculation shows a probability/sig of 0.171. The probability/sig of the Anova calculation is greater than 0.05 so it can be said that H0 is accepted, meaning that the level of *self-efficacy* between male and female students is the same or there is no difference. Abubakar dkk., (2020) explains that there are factors that affect the level of *self-efficacy* of students and the impact of the concept of *self-efficacy* including gender. Often people view the abilities of men and women differently. States that there are differences in the development of the abilities and competencies of men and women. There is often an assumption that men find learning easier than women. This gives a clear impression that the lower the assessment of women, the lower the confidence in their abilities. The results of the research findings on the level of student *self-efficacy* based on the average test show that male students are higher than female students. Lian dkk., (2020) explain that men can take the time to study.

Fitriani (2017: 146) explains that individuals with male gender roles have higher *self-efficacy* than those with female gender roles. This is because men have a higher estimate (*overestimate*) of how well they can do a new task, while women have a lower estimate (*underestimate*) of their performance. Setyorini & Nofriza (2024: 4431) explained that women and men have different approaches because women tend to solve problems slowly

but with accurate results, while men tend to be faster in solving their problems. The results of research on students who are in the process of completing a thesis at FKIP Muhammadiyah Tasikmalaya University when viewed from the percentage of results are higher *self-efficacy* of male students than female students. Meanwhile, Fuadi (2013) in his research said that thesis is a difficult task for men. Thus, during the process of working on the thesis, it feels heavy for men. In addition, Aini's (2011) research findings state that men prefer to postpone work that is considered easy, but if there is a difficult job, men will first see whether they can do it or not. Fuadi (2018) said that men have a lower level of initiative compared to women because men facing a task tend to postpone the task. The results of the male students' research gave me the confidence to complete the thesis.

Santrock (Safitri et al., 2019: 34) explains that men and women are the same in most psychological factors. This means that the *self-efficacy* between men and women is the same, so the learning outcomes of both are the same or there is only a slight difference. Latisi, et al., (Simarmata, et al., 2023: 201) explains that *self-efficacy* is an important motivation for individuals to increase their academic enthusiasm and performance. Nisa, et al., (Simarmata, et al., 2023: 201) explains that self-efficacy consists of individual expectations of success or self-mastery. *Self-efficacy* plays a role in determining students' fighting power and the size of the students' expertise when facing all difficulties while doing their assignments (Sari & Rahayu in Simarmata, et al., 2023: 201).

c. Design of Group Guidance Services with *Role Playing* Technique Approach

The purpose of group guidance services is achieved through group services, both small, half-large, and large groups so that individuals in the group can manage their lives, have a positive mindset, not just follow other people's opinions, determine and make the right decisions according to their needs (Irkinovich, 2022). Garritty dkk., (2021) uses group guidance services as a means to assist the development of students in college. The use of techniques in group guidance activities has many functions besides being able to focus group guidance activities on the goals to be achieved but also make the atmosphere built-in group guidance activities more passionate and not quickly make students bored following it, as stated by Andra dkk., (2023) explains that technique is not a goal but as a tool to achieve goals. The selection and use of each technique cannot be separated from the personality of the counselor, teacher, or group leader. So it is clear that in addition to being a tool to achieve goals, the use and selection of techniques must also be adjusted to the characteristics of the counselor or group leader.

Researchers compiled a group guidance service matrix to develop the *self-efficacy* of students who are in the process of completing a thesis in college with *role-playing* techniques. Habsy, Valencya, dkk., (2024) explains that the *role-playing* method is learning that comes from the individual and social dimensions. Through this method, the group can jointly express feelings, behaviors, values, and problem-solving strategies. The results that have been presented show that group guidance *role-playing* techniques can be used to increase the *self-efficacy* of students who are in the process of completing a thesis. Further research Devi & Ganguly, (2024) conducted research using a quasi-experimental design of *non-equivalent control group design* on 20 people who had low *self-efficacy*

scores, the results of group guidance with *role-playing* techniques showed effectiveness for increasing *self-efficacy*. So, the application of group guidance techniques and *role-playing* is effective for increasing *self-efficacy*.

Group guidance is a process of assisting individuals conducted in a group context. This process involves interaction between group members and facilitators, which aims to help participants develop social, emotional, and intellectual skills. Group guidance provides opportunities for individuals to share experiences, discuss problems, and get support from fellow group members. Group guidance can be interpreted as a guidance effort carried out through group situations, processes, and activities (Habsy, Febiyanti, dkk., 2024). Group guidance services are a way of assisting (guidance) to individuals through group activities (Afriani dkk., 2023).

Group guidance in educational institutions presents one of the educational experiences, with various experiences of involvement in the group. Group guidance is formed outside the field of classroom teaching designed to provide experiences with targets that can be adjusted according to needs. Al-Abyadh & Abdel Azeem, (2022) explains that emphasizes the need for universities to provide group guidance services to help students solve personal problems and overcome psychological complications, which ultimately leads to a more successful academic experience. The next study conducted by Gesel dkk., (2021) explains that guidance and counseling services at universities are very important to provide orientation, information, placement, counseling, and support in personal, social, study, and career aspects to students. The preparation of the service program begins with assessment activities or activities to identify aspects that will be used as material for compiling a service program (Stephen & Rockinson-Szapkiw, 2021). The assessment is conducted by researchers using a questionnaire with the results discussed above. Needs assessment is fundamental to research to develop a group guidance service program for *role-playing* techniques. The assessment is used as a necessity to reveal the *self-efficacy* of students who are in the process of completing their thesis at FKIP, Muhammadiyah University Tasikmalaya. The development of this service program is important because with it students can be given treatment using guidance services according to their needs (Kolil dkk., 2020). The implementation of the service program needs assessment is an activity of grouping problems that have been previously identified by researchers.

Conducting a needs assessment can be done by identifying the data needed to plan program services, after the researcher chooses the instrument used to reveal self-efficacy, then collecting data/information, processing the results of data/information, and analyzing and interpreting the data from the needs assessment. Starting from identifying the data to be measured or revealed as a first step in planning service programs. Data that needs to be revealed in addition to the characteristics of student *self-efficacy* in general, as well as data based on male and female gender. The guidance program created by researchers is a curriculum designed for group guidance for *role-playing* techniques, or a set of activities that are systematically designed to facilitate the development of student *self-efficacy* which includes aspects of *level*, *strength*, and *generality*. This service aims to develop students' *self-efficacy* (Siddique dkk., 2023). This group guidance service

program matrix shows the importance of a collaborative and systematic approach in developing guidance and counseling programs. By involving various parties and designing a comprehensive curriculum, this program is expected to provide maximum benefits for the counselee and the surrounding environment.

1) **Need Assessment**

The comprehensive counseling service program is a program that seeks to facilitate all student needs in the context of developing self-efficacy. Thus, the development of the program in the study is by the analysis of student needs or the results of the assessment. The needs assessment used in the study is an adapted self-efficacy questionnaire. The questionnaire was adapted by aspects of self-efficacy from (Mirzawati dkk., 2020). The data obtained from the results of the study were then processed and analyzed to obtain a profile of the characteristics of self-efficacy of students who are in the process of completing the thesis at FKIP Muhammadiyah University Tasikmalaya. Based on the profile of student self-efficacy characteristics, the design of group guidance program objectives was then developed.

The nature of comprehensive counseling is a comprehensive counseling program, facilitating all student developments and problems (Chung dkk., 2021). Thus, the development of service programs in research requires a needs analysis of the research subjects. The research subjects were FETT students at Muhammadiyah Tasikmalaya University who were in the process of completing their thesis. The research subjects have different levels of *self-efficacy*. Based on the results of the study, it show that the majority of FETT students at Muhammadiyah Tasikmalaya University are in the high category or 71%, 29% in the medium category, and none are in the low category or 0%.

2) **Identification of Needs**

After analyzing the results of the needs *assessment of* students who are in the process of completing the thesis at FKIP Universitas Muhammadiyah Tasikmalaya, the next step is to compile a description of service needs (Kumara & Bhakti, 2016: 5). The identification of service needs in the study was developed through aspects and indicators of *self-efficacy* instruments as an effort to develop student *self-efficacy* through group guidance services.

Rafiola dkk., (2020) explains that a person's *self-efficacy* can be measured through 3 aspects, namely *level*, *strength*, and *generality*. Bardhoshi & Um, (2021) explains that *self-efficacy* indicators refer to aspects of *level*, *strength*, and *generality*. The indicators of *self-efficacy* are confidence in completing certain tasks, meaning that individuals can complete tasks and accept the tasks that must be completed. Confident to motivate themselves and take the necessary actions to maximize their efforts so that the task is completed. Convinced that the individual can try, persevere, or persevere. This means that there is a strong effort to complete the task. Convinced that he can withstand obstacles and think positively about his efforts. Then, the individual

is confident in completing tasks that have a wide range or are specific and daring to take risks. The service program matrix in the research is divided into eight indicators and three aspects previously described so that the service program is under student needs. From three aspects, it is divided into several indicators, so the service program needs to be arranged according to aspects and indicators with *role-playing* activities.

3) Component

Garritty dkk., (2021) explains ASCA that comprehensive guidance and counseling includes 3 domains, *academic development* (programs to support and maximize students' ability to learn), *career development* (programs to help students understand the relationship between the world of education and the world of work and assist in planning their careers), and *social/emotional development* (programs to help students manage their emotions and learn to apply interpersonal skills). The components of a comprehensive guidance and counseling service program based on Permendikbud Number 111 concerning Guidance and Counseling in educational units include basic services, individual services, responsive services, and system support. The research developed a basic service program, namely group guidance on *role-playing* techniques according to previous research studies group guidance on *role-playing* techniques can increase *self-efficacy*. Basic service is the process of providing assistance services to students through group guidance activities that are systematically designed and implemented to develop student *self-efficacy*. Basic services aim in the process of developing student *self-efficacy*. The focus of basic service development is developed through needs analysis and aspects/indicators of *self-efficacy*, resulting in several group guidance service activities, namely *role-playing*.

4) Technique

The group guidance service matrix design is made to develop the *self-efficacy* of students who are in the process of completing a thesis in college. The purpose of group guidance services is achieved through group services, both small, half-large, and large groups so that individuals in the group can manage their lives, have a positive mindset, not just follow other people's opinions, determine and make the right decisions according to their needs (Majjate dkk., 2024). Habsy, Febiyanti, dkk., (2024) uses group guidance services as a means to assist the development of students in college. The use of techniques in group guidance activities has many functions besides being able to focus group guidance activities on the goals to be achieved, but it can also make the atmosphere built-in group guidance activities more passionate and not quickly make students bored following it, as stated by Habsy, Febiyanti, dkk., (2024) that technique is not a goal but as a tool to achieve goals. The selection and use of each technique cannot be separated from the personality of the counselor, teacher, or group leader. Techniques in group guidance in addition to being a tool to achieve goals, the use and selection of techniques must also be adjusted to the characteristics of the counselor or group leader.

Researchers create a group guidance service matrix to develop the *self-efficacy* of students who are in the process of completing a thesis in college with *role-playing* techniques.

CONCLUSION

Based on the results of research and data processing of *self-efficacy* of students who are in the process of completing a thesis at FKIP Muhammadiyah Tasikmalaya University, it can be concluded as follows. 1. The results of a comprehensive description of the *self-efficacy* of students at FETT Muhammadiyah Tasikmalaya University who are in the process of completing their thesis show that the majority of students have high *self-efficacy*. High-category self-efficacy shows that students can complete the thesis by maximizing their efforts, have confidence can make the right decisions in the process of completing their thesis, and can think positively about every problem they face during the process of completing the thesis, students can have positive behavior so that they have confidence in solving a problem and are ready to accept risks. Then, the results of the overview in terms of student aspects are mostly high in the *strength aspect*. The aspects in the study refer to Albert Bandura's theory that develops *self-efficacy*, namely, there are three aspects, *level* aspects, *strength* aspects, and *generality aspects*. 2. The results of research on the characteristics of student *self-efficacy* based on gender show that there is no significant difference between male and female students. Although the average *self-efficacy* of male students is slightly higher (76%) than female (74%). Based on the results of gender difference test processing, the probability/significance value is identical, so it can be said that there is no difference between the *self-efficacy* of male and female students who are in the process of completing a thesis at FKIP Muhammadiyah University Tasikmalaya. 3. Preparation of a group guidance service matrix of *role-playing* techniques that focus on three aspects of *self-efficacy*, namely aspects of *level*, *strength*, and *generality*. The matrix contains a series of *role-playing* activities designed to develop students' confidence in completing the thesis, facing challenges, and building *self efficacy* in various situations.

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