Analysis of the Self-Efficacy Level of Students in Class X MAN 2 Malang City in Japanese Language Learning

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Abstract. This research aims to determine the level of self-efficacy of students in class X MAN 2 Malang City in Japanese learning. The research population is the students of class X MAN 2 Malang City and the sample is 30 respondents. This research uses a type of qualitative quantitative research. The data collection techniques to determine the factors of self-efficacy using data triangulation and data analysis techniques to determine the level of self-efficacy using categorization norms. This research uses three indicators of self-efficacy by Bandura. There is a difference with previous research is the analysis of students' self-efficacy in Japanese language learning, in which Japanese is a new subject in senior high school. The results showed the self-efficacy level of students in class X MAN 2 Malang City was mostly high. Factors that influence the high level of student self-efficacy are interests and emotional conditions.

Keywords: Self-efficacy, learning, Japanese language.

1 Introduction

Education is important for human life. This is in accordance with the purpose of the meaning of education as stated in Law Number 20 of 2003 concerning the National Education System, education is an effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character. character, and skills needed by himself, society, nation and state [2]. UNESCO in Yusuf [10] explains the purpose of education in four pillars, namely: (1) learning to know, meaning to learn something to have a meaningful understanding; (2) learning to do, which is associated with skills, equips students with the skills needed for future jobs; (3) learning to be, meaning that education contributes to the development of all aspects of students' personalities so that students can develop optimally according to their respective conditions; (4) learning to live together, meaning the opportunity to socialize and communicate with others through a shared learning process. To achieve that purpose, there must be self-efficacy in students. The purpose of these four pillars puts forward a balance between knowledge competence, personality competence, and social competence embodied in the concept of character education.

To achieve this purpose, there must be self-efficacy in students. This is in accordance with Bandura's statement in Mukti [5] regarding the importance of self-efficacy in students, that self-efficacy can encourage the involvement of learning activities and influence the level of achievement and motivation. According to Bandura in Jayadi, et al [3] self-efficacy is an individual's belief about his ability to organize and complete a task needed to achieve certain results. Students with high self-efficacy have better quality in learning strategies and are better able to monitor their own learning outcomes than students with low self-efficacy. Confidence in understudies is anticipated to empower accomplishment and offer assistance in managing issues confronted by understudies within the learning process. Understudies with high self-efficacy consider troublesome assignments to be challenges to be fathomed, not impediments to be maintained a strategic distance from.

There are 3 indicators in self-efficacy that are used to determine the self-efficacy scale. According to Bandura in Jayadi, et al [3], self-efficacy includes three indicators, namely: (1) magnitude, related to the level of individual confidence to complete difficult tasks. (2) Strength, related to the level of an individual's belief about his abilities. (3) Generality, related to the individual's belief about his ability even though he is faced with many situations. The level of difficulty of a task can be judged from the level of ingenuity, effort, thoroughness, how to face challenges and self-regulation. Self-regulation can not only be seen from the ability to do a job at a certain time but also has self-efficacy when faced with many situations. Every human being has different self-efficacy, there are those who have a strong belief that they will succeed even when doing a tough task, on the other hand there are also those who have low confidence in doing the task.

Self-efficacy is obtained and developed through one or more self-efficacy factors. According to Bandura in Kristiyani [4] mentions 4 factors, namely: (1) mastery experience or interpretation of one's own performance; (2) vicarious experience or social modeling, namely when you see someone experiencing success so they have the confidence that they can succeed too; (3) Social persuasion from parents, teachers, friends, and others; (4) emotional and physical state. Self-efficacy is relevant to understanding the development of a student's academic achievement because self-efficacy leads to certain behaviors and motivations that can encourage or weaken the effectiveness of achievement. Bandura in Kristiyani [4] mentions the characteristics of students with high self-efficacy, namely: (1) viewing problems as challenges to be solved rather than as obstacles in achieving goals; (2) have a strong commitment in achieving the goals that have been set; (3) Tests are seen as useful feedback to improve performance; (4) views failure as the result of a lack of effort or knowledge, not a lack of talent; (5) increase the effort when experiencing failure to achieve the goals that have been set. When there is a problem, people with self-efficacy are motivated to find a solution because they believe that they can do it. With this hard work, the problem is solved, and this contributes even more to confidence in one's own abilities.

Along with the times, currently learning a foreign language is no longer elitist. Everyone can easily learn it. Foreign languages other than English, such as German, French, Mandarin, and Japanese Language can be learned when students enter senior high school [7]. There are several obstacles to learning a foreign language, According to Onwuegbuzie in Affandi, et al [1], low foreign language achievement is caused because students have low expectations of foreign language achievement, high anxiety about foreign languages, and feelings of inadequacy in foreign languages (low self-efficacy). In addition, gender, ability in foreign

languages, and participation in foreign language courses also affect the level of achievement in foreign languages. In addition, students who have good prior abilities in certain subjects will show higher academic performance than students who have fewer initial abilities in these subjects. This is in accordance with the opinion of Latham & Locke in Affandi etc, [1] that students' prior abilities will also affect the performance produced by a person. Foreign languages such as German, French, Mandarin, and Japanese are studied when entering senior high school, so when compared to subjects that have been studied since elementary or junior high school, students' self-efficacy in learning foreign languages will be less.

Many researches on self-efficacy have been carried out. In the first research, Sholihah, et al [8] examined the self-efficacy in solving mathematical problems of class XI MA Darul Ulum students. The results of the research show that the level of self-efficacy within the issue understanding of each student is distinctive, on the understudy with high numerical ability appears high self-efficacy, a student with fair numerical ability appears to show low self-efficacy, but in the issue tackling of student fair numerical ability are superior to the understudies with high numerical ability. In the second research, Putri, et al [6] examined self-efficacy in biology learning at SMK Bunda Auni. The result of the research is that students' self-efficacy in biology learning is varied. Good self-efficacy is found in the third indicator, namely overcoming difficult tasks, and the fifth indicator quickly rises after experiencing failure. While weak self-efficacy is found in the second and fourth indicators, namely accepting difficult tasks and being confident in completing tasks with their abilities. There are several factors that influence the second and fourth indicators, among others, because students are not confident in their own abilities, the scope of which makes students' self-efficacy low, and lack understanding of the lesson, which makes students feel inferior.

There are many research which discuss self-efficacy. However, this research can still be carried out because there are differences with previous research. There is a difference between this research and previous researches in the analysis of students' self-efficacy in Japanese language learning, in which Japanese is a new subject that has never been studied by senior high school students in previous education levels. This has an effect on students' self-efficacy, compared to previous research which analyzed student self-efficacy in subjects that had been studied during middle school and elementary school. The purpose of this research was to determine the level of self-efficacy of students in class X MIPA 2 MAN 2 Malang City in learning Japanese.

2 Research Method

This research uses a type of qualitative quantitative research. This research was conducted at MAN 2 Malang City on 12 September - 8 October 2022. The research population is the students of class X MAN 2 Malang City and the sampling is purposive sampling with a sample of 30 respondents. Considerations using purposive sampling are the large population and time constraints, so the researchers only took one class of 30 students, namely class X MIPA 2. The instrument used in this research is a questionnaire with 30 questions based on Bandura's theory which includes 3 indicators, namely, magnitude, strength, and generality. Before being used, the research instrument was validated with a validity test so that it could be seen to what extent the instrument was able to measure properly and correctly. Data collection

techniques to determine the factors of student self-efficacy using data triangulation techniques, namely interviews, observations, and open questionnaires. There are 4 respondents using interviews, there are 8 students using observation, and there are 18 respondents using an open questionnaire. The data analysis technique to determine the level of student self-efficacy is to determine the score on the questionnaire items and determine the category. Determination of the score on the questionnaire items by giving a score of 1 to 4 based on a Likert scale in accordance with favorable and unfavorable statements. Scores for positive statements are: Strongly agree = 4, Agree = 3, Disagree = 2, Strongly disagree = 1. While the scores for negative statements are: Strongly agree = 1, Agree = 2, Disagree = 3, and Strongly disagree agree = 4.

The determination of categories aims to group respondents into separate groups in levels. Azwar in Syahrina [9] explains that the categorization norm has five levels of categories that can be used, namely: very high, high, moderate, low, and very low. The categorization norms used are listed in table 1.

Theoretical maximum score : The highest score obtained by the research subject based on the calculation of the scale.

Theoretical minimum score : The lowest score obtained by the research subject based on the calculation of the scale.

Standard deviation (σ/ sd) : The area of the distance is divided into 6 units of deviation of the distribution.

Theoretical mean (μ) : The theoretical average of the maximum and minimum scores.

Table 1. Categorization Norms

Score	Categorization
$\mu + 1{,}5\ \sigma < X$	Very High
$\mu + 0{,}5\ \sigma < X \leq \mu + 1{,}5\ \sigma$	High
$\mu - 0{,}5\ \sigma < X \leq \mu + 0{,}5\ \sigma$	Moderate
$\mu - 1{,}5\ \sigma < X \leq \mu - 0{,}5\ \sigma$	Low
$X \leq \mu - 1{,}5\ \sigma$	Very Low

The above categories are applied as a reference in determining the high and low levels of self-efficacy of students in class X MAN 2 Malang City with a total of 24 statements in the questionnaire, so that the categorization norm score is obtained in table 2.

Theoretical maximum score : 4 x 24 = 96
Theoretical minimum score : 1 x 24 = 24
Distance : 96 - 24 = 72
Standard deviation (σ/ sd) : 72/6 = 12
Theoretical mean (μ) : (96 + 24) : 2 = 60

Table 2. Categorization Norms Score

Score	Score Range	Categorization
μ + 1,5 σ < X	≥ 78	Very High
μ + 0,5 σ < X ≤ μ + 1,5 σ	77 - 66	High
μ - 0,5 σ < X ≤ μ + 0,5 σ	65 - 54	Moderate
μ - 1,5 σ < X ≤ μ - 0,5 σ	53 - 43	Low
X ≤ μ - 1,5 σ	≤ 42	Very Low

3 Finding and Discussion

Based on the data obtained using the self-efficacy questionnaire that has been given to class X MIPA 2 with a total of 30 respondents, then data analysis was carried out using the categorization norm technique and obtained the percentages contained in Figure 1.
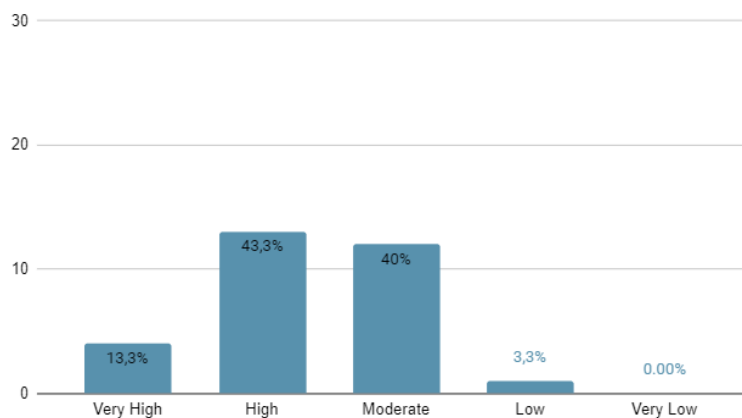

Fig. 1. Graph of self-efficacy level of students in class X MAN 2 Kota Malang

Based on the results of research contained in the graph in Figure 2, it can be concluded that most of the students of Class X MAN 2 Malang City have high self efficacy in Japanese language learning with a total of 43%.

Based on the results of research on the self efficacy factors of MAN 2 Malang students using data triangulation techniques, namely interviews, observations, and open questionnaires. There are 4 respondents using interviews, there are 8 students using observation, and there are 18 respondents using an open questionnaire. Based on the results of interviews, the biggest factors that affect students' self efficacy are interest in anime and interest in continuing their education in Japan. Based on the comes about observations and open surveys, the greatest factor that influences students' self-efficacy is their enthusiastic state, understudies do not appear bored and excited around Japanese language learning.

Based on observations obtained by researchers on Program Pengenalan dan Pengelolaan Pembelajaran (P4), student behavior indicates that students have high self efficacy. This is evidenced by the behavior of students who do not easily complain when getting Japanese assignments and when they have difficulty or do not understand the material, students often ask the teacher, explain each other to other friends, and increase study time during breaks.This student behavior is reinforced by Bandura's opinion in Kristiyani [4] regarding the characteristics of students with high self efficacy, one of which is viewing problems as more of a challenge to solve than as an obstacle in achieving goals. When there is a problem, people with high self efficacy are motivated to find a solution because they believe that they can do it. With that hard effort, the problem is solved, and this contributes even more to confidence in one's own abilities. People with high self efficacy have a strong commitment to achieving the goals that have been set, and do not give up easily when faced with something that seems difficult to solve.

Based on the results of research using data triangulation techniques, students of class X MAN 2 Malang City who have high self efficacy are caused by an interest in anime and an interest in continuing their education in Japan. This is in accordance with the results of research by Luthans in Mukti [5] who found that interest is one of the factors that can affect academic self efficacy. In addition, students' high self efficacy is also caused by emotional conditions, students feel not bored and enthusiastic in learning Japanese. This is in accordance with Bandura's opinion in Kristiyani [4] regarding self efficacy factors that emotional states or moods are included in 4 factors that affect self efficacy, emotional states such as pressure and anxiety as indicators of their capabilities.

Based on the results of interviews, students who have low self efficacy are caused by the many assignments from school so that students feel stressed. This is in accordance with Bandura's opinion in Kristiyani [4] regarding efficacy factors, one of which is a person's physiological and emotional conditions, such as pressure, fatigue, anxiety, and mood as indicators of their capabilities. Solid feelings will more often than not diminish execution, when an individual encounters solid fear, intense uneasiness, or tall levels of stretch, it is likely to have moo viability. Students who have moderate self efficacy show that these students do not have ideal self efficacy. Therefore, students must be able to increase their self efficacy by making success experiences as motivation because success can build absolute confidence in one's self efficacy, get social persuasion, and have social modeling that can be followed by success. This is in accordance with Bandura's opinion in Kristiyani [4] regarding the development of self efficacy through four factors.

4 Conclusion

This research aims to determine the level of self efficacy of students in class X MAN 2 Malang City in Japanese learning. Based on the results of the research above, it can be concluded that there are 4 students (13.3%) who have a very high level of self efficacy, there are 13 students (43.3%) who have a high level of self efficacy, there are 12 students (40%) who have a moderate level of self efficacy, there is 1 student (3.3%) who has a low level of self efficacy, and there is no student (0%) who has a very low level of self efficacy. So it can be concluded that most of the students of Class X MAN 2 Malang City mostly have high self efficacy in Japanese learning. Furthermore, several analyzes that can be drawn from the

findings above are the factors that influence self efficacy, namely, mastery experience, vicarious experience, social persuasion, physiological and emotional conditions.

Japanese as a new subject that has never been studied in previous education levels, but most of the students of class X MAN 2 Malang City have high self efficacy because it is influenced by interests and emotional conditions. Interest is one of the factors that can affect students' self efficacy, such as having an interest in anime and having an interest in continuing their studies to universities in Japan. In addition, emotional conditions also affect students' self efficacy, students feel not bored and enthusiastic in Japanese learning. Low self efficacy is caused by the many assignments from school so that students feel stressed. When an individual encounters solid fear, intense uneasiness, or tall levels of push, they are likely to have low self-efficacy.

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