

Self Efficacy of Social Science Education Teacher Candidates in Participating in Online Learning During the Covid-19 Pandemic

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ABSTRACT

This study describes and analysis self-efficacy of students majoring in Social Science Education who are studying at various Teacher Training and Education Faculties in Pekanbaru - Riau during online learning activities. The research design is a combination of quantitative and qualitative research in order to provide answers to the research questions. The research method is in the form of a survey with a non-experimental research approach. Therefore, the population of this study were all students majoring in social studies education at the three universities. Through Stratified Random Sampling Technique, 15% of active students at each university were selected as the samples. The instrument used is a questionnaire in the form of a Google Form sent via WhatsApp. The responses given are arranged based on 4 levels of Likert Scale. Based on data analysis, it can be concluded that the self-efficacy of Social Science Education students in Pekanbaru - Riau during online learning is classified as good, with a response value of > 50%.

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1. INTRODUCTION

The development of the world of education occurs dynamically along with discoveries in the field of education at large. However, it cannot be separated from the problems that often arise in the world of education itself. A teacher is required to continue to develop his professionalism in order to improve the quality of education in Indonesia (Farida, 2018). Bandura (1997) emphasizes the importance of the self-efficacy of a person (teacher) in learning activities.

Self-efficacy is a person's belief in his ability to master the situation and produce something profitable (Santrock 2007). Furthermore, it is said that someone who has high self-efficacy is more ready to accept innovation, believes in self-ability, is committed to work and shows better work performance. (Hadriana et al, 2018). Self-efficacy is an important aspect that must be possessed by a student as a prospective teacher, including social studies education students who are social studies teachers in the future. The basic problems faced by students related to self-efficacy are: (1) Belief in their abilities and knowledge; (2) Confidence

in the ability to participate in online learning activities; (3) Confidence about the results to be achieved; and (4) Confidence in the ability to face obstacles/difficulties (Bandura, 1997).

The condition of the world is currently being hit by an outbreak called the Coronavirus disease or Covid-19. This impact affects almost all sectors of life, including: the economic sector, health, tourism, trade and others, including the education sector. One of the impacts of the Covid-19 pandemic in the education sector is changes in the learning system. Not only in the education system at the primary and secondary education levels, but also in the higher education system. At the tertiary level, including at the Faculty of Teacher Training and Education (FKIP), learning activities are carried out from home through a distance learning system. The learning system that was originally conventional / face-to-face turned into a network system (online) or also called an online learning system. Adnan and Anwar, (2020) also analyzed online learning during the Covid-19 pandemic. In fact, all universities in Indonesia carry out online learning activities using various learning media such as Zoom Meeting, Google Classroom, Google Meet and other online learning applications. (Rais, 2020) At FKIP, this online learning activity has even been going on for one year since the announcement of the pandemic status and is still ongoing until the even semester of 2020-2021. Online learning activities carried out certainly have various significant impacts that can affect student learning outcomes. One of these impacts is related to student self-efficacy as teacher candidates in facing the challenges of dynamic educational development.

At the beginning of the online learning process even semester 2020/2021, at the end of February 2021, informal interviews were held with several students of the Social Sciences Education Department in Pekanbaru including students of the Pancasila Education Study Program and Citizenship Education - FKIP Riau University regarding self-efficacy. The results of the interview showed that in the aspect of belief in their abilities and knowledge, students faced difficulties when understanding the material given due to limitations in the use of appropriate media to deliver the lecture material. In the aspect of belief in the ability to participate in learning activities, students are required to find their own learning resources without being accompanied to achieve learning goals. This certainly has an impact on the aspect of confidence about the results to be achieved, because the lecturers are too burdensome for students with assignments every week but are not accompanied by a comprehensive explanation of the material related to the assignments given. In other words, the barriers to self-efficacy experienced by social studies education students in online learning are due to some lecturers who tend to only give assignments without providing an explanation of the topic or material provided. So that it affects the next aspect, namely the belief in the ability to face obstacles/difficulties. The same thing was also conveyed by several students at the Islamic University of Riau.

This research was conducted to strengthen previous studies which also provide an overview of the conditions of online learning during the Covid-19 pandemic, such as to determine student satisfaction during online learning (Demuyakor, 2020), to provide analysis and experiences of teachers, and students during activities. online learning (Nambiar, 2020), to see the level of effectiveness of online learning from the perceptions of Pakistani medical students (Sarwar et al., 2020), to see the effectiveness of using learning applications as an evaluation tool for students (Daryanes & Ririen, 2020), and to explore on the perception of medical students about the effectiveness of online learning activities in Saudi Arabia (Khalil et al., 2020).

This study aims to describe and provide a comprehensive analysis of the self-efficacy and attitudes of Social Studies Education students in participating in online learning during the Covid 19 pandemic. Furthermore, it will describe the obstacles in increasing self-efficacy during online learning. This is very important to do because the implementation of online learning has been going on for more than a year so it is very important to know self-efficacy in dealing with online learning activities, especially for Social Studies Education students.

2. METHODS

This research was conducted in the even semester of the 2020/2021 academic year. The subjects of this study were students at the Faculty of Teacher Training and Education in Pekanbaru City, Riau Province who were participating in online learning activities. This study was designed with a quantitative descriptive approach in order to provide a concrete description of the data obtained from the e-questionnaire. The responses given are arranged based on 4 levels of Likert Scale. Indicators of self-efficacy used were: belief in their abilities and knowledge, belief in their ability to participate in online learning activities, belief in the results to be achieved and confidence in the ability to face obstacles. There are three universities in Pekanbaru that have social studies majors, namely the University of Riau, the Islamic University of Riau and the State Islamic University of Sultan Syarif Kasim. Therefore, the population of this study were all students majoring in social studies education at the three universities. Through the Stratified Random Sampling Technique, 15% of active students will be selected for even semesters. In table 1 below, the distribution of the population and research sample is presented.

Table 1. Population and Sample

No	University	Program Studies	Population	Sample (15%)
1	Universitas Riau	History Education	226 Peoples	34 Peoples
		Pancasila and Civic Education	217 Peoples	33 Peoples
2	Universitas Islam Riau	Economic Education	258 Peoples	39 Peoples
		Economic Education	78 Peoples	12 Peoples
3	Universitas Islam Negeri Sultan Syarif Kasim	Economic Education	246 Peoples	37 Peoples
		Geography Education	227 Peoples	34 Peoples
Total			1.249 Peoples	189 Peoples

From the table above, it is determined that the sample of this research is 189 students (Prospective Social Science Education Teachers) spread across three universities in Pekanbaru. In addition, the determination of the research sample is determined based on the representation of the study program that has the Department of Social Sciences, namely: History Education, Pancasila and Civic Education, Economics Education and Geography Education.

3. FINDINGS AND DISCUSSION

Confidence in Ability and Knowledge Possessed

The self-efficacy of Social Studies Education students regarding confidence in their abilities and knowledge provides an illustration of 83.6% of Social Studies Education students who agree if they have sufficient ability and knowledge to carry out online learning, it can be seen from the number of samples who chose to agree plus the number of samples who chose to agree. strongly agree. In addition, 85.8% of students believe that they are one of the best social studies teacher candidates in carrying out online learning activities, while as many as 82.5% of students are able to find, evaluate and choose learning resources in dealing with this online learning.

Based on data obtained from the distribution of questionnaires given to all Social Studies Education students in Pekanbaru City, the average score of students who have confidence in their abilities and knowledge in the implementation of online learning is 83.6%. This figure illustrates that students' self-efficacy on indicators of belief in their abilities and knowledge is very good. In general,

Social Studies Education students have sufficient ability and knowledge to carry out online learning. The results obtained from the data above are certainly something very positive because they will have a major impact and influence on student learning outcomes while participating in online learning activities. Pratiwi et al (2016) said that learning independence has a very close relationship with student learning outcomes. Furthermore, Primadhini (2021) said that self-confidence is one of the things that should exist in students, because self-confidence plays an important role in student achievement in learning. This is in line with what was stated by Futra, et al (2021) where when the learning indicator is in the position of the agree category value > 50%, the learning activities are classified as effective. Further presented in table 2.

Table 2. Confidence in Ability and Knowledge Possessed

No	Statement	Response								
		STS		TS		S		SS		S+S
		N	%	N	%	N	%	N	%	%
1	I have sufficient ability and knowledge to carry out online learning.	0	0	31	16.4	151	79.9	7	3.7	83.6
2	I have confidence that I am one of the best social studies teacher candidates in carrying out online learning	8	4.2	19	10	133	70.4	29	15.4	85.9
3	I have the ability to find, evaluate and choose learning resources in the face of online learning.	0	0	33	17.5	138	73	18	9.5	82.5

Confidence in participating in online learning activities

The self-efficacy of Social Studies Education students in Pekanbaru City regarding confidence in the ability to participate in online learning illustrates that a number of 92.1% Social Studies Education students have confidence when participating in online learning activities, it can be seen from the number of samples who chose to agree plus the very choice. agree. This statement is reinforced from data analysis, namely as many as 90% of Social Studies Education students scattered in Pekanbaru City have the ability to utilize various learning resources, so that 87.3% of students are able to complete assignments given by lecturers. Based on data obtained from the distribution of questionnaires given to all Social Studies Education students in Pekanbaru City, the average score of students who have confidence in their ability to participate in online learning is 77.2%. Further presented in table 3.

Table 3. Confidence in participating in online learning activities

No	Statement	Response								
		STS		TS		S		SS		S+SS
		N	%	N	%	N	%	N	%	%
1	I have confidence when carrying out online learning.	0	0	15	7.9	147	77.8	27	14.3	92.1
2	I have the ability to adopt and adapt online learning activities.	0	0	84	44.4	92	48.7	13	6.9	55.6

3	I have the ability to create opportunities to integrate appropriate learning resources with online learning	0	0	44	23.3	117	61.9	28	14.8	76.7
4	In online learning activities, I have the ability to use Presentation Software such as: Microsoft word, Powerpoint and excel.	0	0	21	11.1	134	70.9	34	18	88.9
5	In the online learning process, I have the ability to utilize various learning resources.	0	0	19	10	141	74.6	29	15.4	90
6	I have the ability to complete assignments given to me by the lecturer	0	0	24	12.7	151	79.9	14	7.4	87.3
7	I have the ability to use / utilize computers and the internet as a learning resource.	0	0	13	6.9	95	50.3	81	42.8	93.1
8	I have the ability to adopt and adapt various learning resources to complete assignments in online learning and provide direct and constructive feedback.	0	0	39	20.6	132	69.8	18	9.6	79.4
9	I do not have the ability to use online learning tools to create, edit or format documents for the purpose of completing assignments or given materials.	24	12.7	87	46	49	25.9	29	15.4	41.3
10	In online learning activities, I have the ability to develop myself in every completion of the lecture material given	6	3.2	57	30.2	114	60.3	12	6.3	66.9
11	In online learning activities, I have the ability to complete each material, either in the form of working independently or working collaboratively or in groups	0	0	41	21.7	115	60.8	33	17.5	78.3

In general, in the online learning process, students have the ability to utilize various learning resources and have the ability to complete assignments given by the lecturer to them. Professional teachers are required to have both general and specific expertise in educating their students which most people cannot do (Hamanik, 2007). There are three abilities that must be possessed by a professional teacher, namely: (1) cognitive ability, where the teacher must master various materials, learning methods, learning media in order to design and develop the learning process in the classroom, (2) affective ability, which means that a teacher must have good morals and behavior in order to be an example for his students, (3) psychomotor abilities, which means a teacher must be able to implement his knowledge in everyday life (Suyanto, 2013). This is in line with the opinion expressed by Putra, et al (2021) where in online learning activities in addition to involving the help of others, it can also be carried out individually by utilizing learning sites according to material needs.

Confidence About The Results To Be Achieved

The self-efficacy of Social Studies Education students in Pekanbaru City related to aspects of belief about the results to be achieved provides an illustration that as many as 46% of Social Studies Education students are satisfied with learning outcomes while participating in online learning, it can be seen from the number of samples who chose to agree plus the choice to strongly agree. As many as 82.5% of students feel confident that if they continue to develop knowledge, learning achievement will get better results. 70.3% agree that they feel happy using various learning resources while participating in this online learning. Based on data obtained from the distribution of questionnaires given to all Social Studies Education students in Pekanbaru City, the average score of students who have confidence in the results achieved in this online learning is 64.2%.

This figure shows the low level of confidence of Social Studies Education students in the results they achieve during these online learning activities. Psychologically, there are two kinds of internal aspects that affect student learning outcomes, namely cognitive aspects and affective aspects (Slameto, 2013). In difficult situations, students with low self-efficacy will tend to give up easily. Meanwhile, students with high self-efficacy will try harder to pass the existing challenges. Therefore, self-efficacy greatly impacts student learning outcomes (Ningsih, 2020). (Yustika et al, 2021) stated that these online learning activities require high motivation from students, because online learning activities require high independence which is the determinant of success in the learning process. This is reinforced by the opinion expressed by (Handayani, 2020) that effective online learning activities consider supporting factors, such as speed, pedagogy, teacher/lecturer roles, student roles, communication, sources of feedback and so on. Distribution of analysis results further presented in table 4.

Table 4. Beliefs about the results to be achieved

No	Statement	Response									
		STS		TS		S		SS		S+SS	
		N	%	N	%	N	%	N	%	N	%
1	I am satisfied with the learning outcomes during the online learning process.	21	11.1	81	42.9	77	40.7	10	5.3		46
2	I feel happy to use various sources and learning media in online learning activities	7	3.7	26	13.8	133	70.3	23	12.2		82.5
3	I am sure, if I continue to develop the knowledge that I have during online learning activities, then my learning achievement will get better results	5	2.6	63	33.3	71	37.7	50	26.4		64.1

Confidence in Ability to Face Obstacles

The self-efficacy of Social Studies Education students in Pekanbaru City regarding their belief in the ability to face obstacles illustrates that a number of 77.2% Social Studies Education students stated that although there are problems and obstacles in online learning, students can find strategies or ways to overcome or resolve these problems and obstacles. , it can be seen from the number of samples who chose to agree plus the choice to strongly agree. As many as 62.4% of Social Studies Education students stated that the more challenges and obstacles they faced, the more enthusiastic students were to develop their knowledge and skills in participating in this online learning. A total of 83.1% of Social Studies Education students have confidence in finding new ideas in order to participate in

online learning well, even as many as 78.3% of Social Studies Education students have confidence in integrating various learning resources in participating in online learning. However, as many as 39.2% of Social Studies Education students said they were not stressed when facing problems and obstacles in carrying out this online learning. Based on the data obtained from the distribution of questionnaires given to all Social Studies Education students in Pekanbaru City, the average score of students who have confidence in the ability to face obstacles is 68.04%.

One of the problems that become obstacles for students in learning activities that are commonly encountered is the unfamiliarity of students and lecturers with the online learning method itself (Suranti, 2020), besides the availability of networks is also an obstacle in online learning activities (Siregar, 2020). Various studies also show the level of student satisfaction during online learning activities (Gray and Diloreto, 2016) and identify readiness in participating in online learning activities during the Covid-19 pandemic, motivation and experience (Chung, et al., 2020). In general, online learning activities are used to identify academic achievement, describe the comparison of e-learning and blended learning in evaluating online learning. Further analysis results are presented in table 5.

Table 5. Confidence in Ability to Face Obstacles

No	Statement	Response								
		STS		TS		S		SS		S+SS
		N	%	N	%	N	%	N	%	%
1	Even though there are problems and obstacles in online learning, I can find strategies or ways to solve these problems and obstacles.	0	0	43	22.8	124	65.6	22	11.6	77.2
2	The more challenges and obstacles I face, the more excited I am to develop my knowledge and skills during online learning activities.	0	0	71	37.6	104	55	14	7.4	62.4
3	I am sure that I am able to find new ideas so that I can participate in online learning activities well	0	0	32	16.9	128	67.8	29	15.3	83.1
4	I am confident that I can continue to integrate various learning resources in online learning activities	0	0	41	21.7	98	51.8	50	26.5	77.3
5	I am not stressed about the problems and obstacles that I encounter when carrying out online learning activities	28	14.8	87	46	62	32.8	12	6.4	39.2

4. CONCLUSION

Students' self-efficacy as prospective Social Studies Education teachers during learning during the Covid-19 period has been analysed based on four indicators, namely belief in their abilities and knowledge, belief in their ability to participate in online learning activities, confidence in the results to be achieved and confidence in their abilities. face obstacles. Overall, the average score of Social Studies Education students on the four indicators of self-efficacy is in the response >50%, so the self-efficacy of Social Studies Education students in Pekanbaru City while participating in online learning is quite good. However, there is one indicator that is quite low, namely the confidence indicator about the results to be achieved.

Based on the results of this study, it can be given a view to stakeholders that it is necessary to develop skills in mastering the material for each student candidate for Social Studies Education teachers by utilizing various learning resources in order to minimize the occurrence of learning loss. On the other hand, it is also necessary to conduct training for lecturers in designing active learning such as: compiling learning scenarios which include active learning methods, student worksheets with more interactive and interesting methods and training in the use of more interactive learning media to increase student self-efficacy. in participating in online learning during the covid-19 pandemic

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