The Impact Of Learning Skill Training On Improving Self-efficacy For The New College Students In Pscyhology Department Of UII

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ABSTRACT

The aim of this research is to improve student's self efficacy through learning skill training at Psychology Department of UII. This research assumed that new college students having lower self efficacy. As mentioned by most psychologists, the individuals are expected to be responsible in order to gain optimum achievement from teenager to adulthood. Low self efficacy associates with teaching learning processes for college students. This research had employed experimental design consisted of one group pretest and posttest. Subjects of this study were 144 new college students from Psychology Department of UII. Aspects of learning skill training measured were independent learner, effective learning, and present skill. This statistical analysis of t-test was used to examine differences between groups. The result shows that learning skill training can improve self efficacy for new college student ($t = -2.438$; $p = 0.016$).

Keywords: learning skill, self efficacy, new college students

A. Introduction

Being a college student is one of the ways to obtain several achievements for life. Here the students are to empower themselves in each teaching-learning process and social interact. However, new environment becomes a stressor for new college students when dealing with the activities there. Thus, their ability to respond any problem in a positive way and to improve themselves has an impact on their self-trust. Trust is one thing that people own about the competence in themselves (Nuzulia, 2004). To this point, self efficacy could be best explain the significance of this trust in oneself.

Training on teaching-learning process is an adaptation process towards learning model and social interaction for new college students since they have not yet experienced it. Transitional phase from senior high school to college student involves the transition in teaching-learning and development process. In Indonesia, the age of new college student is about 18 – 20 years. In human development, 18 – 20 year of age refers to late adolescent and early adulthood. Several development indicators can impact this age (Del Campo, 2005). There is an interest in one's work, attraction to the other person (male or female), future plan, strong identity, emotional stability, self regulation in several things, and ability to grasp the meaning of words.

The prominent task for college student is to study hard. The excellent college student has motivation to learn, can arrange time to study, and can applicate good manner in study. Pauk explain that there are four distinguishing characteristics of the successful college student (Gie, 2000). First, the successful student has a clear educational goal. Second, the successful student recognizes that the college years offer unique opportunity for intellectual development and is willing to subordinate other concerns to take advantage of that opportunity. Third, the successful student has good study skill. Fourth, the successful student has the will to succeed.

Being a college student is as an idealism to live in a nation. The ideal of teenager is to have spirit, idealism, and dream (Ahmad, 2004). The college student relies on this spirit to change from unbalanced condition. From this position, the college student has to understand the self and environment in the process of adaptation. The college student must possess self efficacy to act and ability to adapt the new environment. Self efficacy is a factor that can help the college student to follow the teaching-learning process well.

Many of the college students in Psychology Department of UII are those who are not accepted in any state university which deserves more pride, and it is this condition that triggers their lower efficacy on their potential. In fact, they cannot adapt the new teaching-learning process as they are still reliant on other's help, lack of confidence to do the class activities. For examples, they easily give up when given hard task, find it difficult when discussing or presenting things in class, hopeless when dealing with English texts, indicate bad performance when meeting challenging task. Persons with low self efficacy feel helpless, unable to exercise

any influence over the events and condition that affect them (Schunk, 1986). They believe that any effort they make is futile and worthless. They are despondent and highly anxious (Schunk, 1986). The impact of this condition is that these college students have minimal performance in academic and other area (Rachmawati & Utami, 2007). Therefore, to attain college students' high self efficacy is one positive framework in order to help them get self efficacy which eventually will implicate to optimize their performance in academic and other areas.

Moreover, college students strive for attaining more advance learning skill than before because they meet new model of learning and have not yet experienced it. Thus, this research is an attempt to improve self efficacy of college student through training on learning skill for new college student. The aim of this research is to analyze the training that can improve self efficacy for new college student.

Bandura explains that perceptions of self efficacy are usually fairly accurate: students typically have a good sense of what they can and cannot do (Ormrod, 2003). Self efficacy is people's belief that they have several competent in her/his self (Bandura, 1977). Bandura refers to it as our perception of our ability to produce and regulate events in our lives (Schunk, 1986). Referring to Scott (Maharani, 2008), college students that have high self efficacy tend to believe and motivate themselves to achieve their goal although it is difficult. Parajes (Maharani, 2008) finds that people with higher self efficacy tend to work harder than those with lower self efficacy when finding any barrier in study.

Bandura explains that self efficacy is a psychological construct that has specific domain. Based on the explanation, the construct relatively can be changed depending on different condition and situation. For example, leader self efficacy refers to the conviction of kind of capacity within behavior, attitude, and knowledge that needed as a leader.

Bandura explains that there are four sources of self efficacy (Schunk, 1986):

1. Performance attaintment

   Previous success experience at various tasks provide direct indications of our level of mastery and competence. Prior achievements demonstrate our capabilities and, in the process, strengthen our feelings of self efficacy. Prior failures, particularly repeated failures, lower our sense of efficacy.

2. Vicarious experience

   Seeing other people perform successfully, can also strengthen feelings of efficacy, particularly if the people being observed are judged to be similar in abilities. It follows that seeing others fail can lower self efficacy. Effective models are, therefore, important in influencing our feelings of adequacy and competence. Such as models can also demonstrate effective strategies and techniques for dealing with difficult situations.

3. Verbal persuasion

   Telling people that they possess the requisite ability to achieve what they want to achieve, can also enhance self efficacy.

4. Physiological arousal

   People are more inclined to expert success when they are not beset by aversive arousal than if they are tense and viscerally agitated. In activity involving strength and stamina, people read their fatigue, aches, and pains as indicants of physical efficacy. People with high self efficacy are likely to have more faith and certain ability than lower self efficacy. However, if people have high self efficacy but no truly objective ability, self efficacy cannot help themselves to build advanced performance (Bardou, et.al, 2003). Referring to Bandura (1977), there are three dimensions of self efficacy :

   a) Magnitude

      Magnitude of the task stack from lower to higher level of difficulty. People will build efficacy on themselves when people encounter kind of task and challenge based on four sources have mention it.

   b) Strength

      This dimension refers to steady level of person towards some belief and desire that build upon certain competence. Lower strength dimension make feel hopeless, submit, and surrender to the condition do not desire. Conversely, higher strength dimension make people show good performance and try to give evidence that people can solve difficulty task although the task is more and more difficult.

   c) Generality

      In fact, self efficacy is not just in specific situation but wide behavior area. This matter included general competency that people have. The point of this dimension is self efficacy can be applicated in all of area and activity.

Learning skill is concerned with people's competence helping them more effective in teaching-learning process (Asadi, 2005). Learning skill refers to knowledge, skill and attitude dimension in themselves to help the people to go through teaching-learning process more effectively. Jufri (Maharani, 2008) states that learning skill can be understood as the ability or base capability that must be mastered, accustomed, and used for college student to be successful. Thus, this training on learning skill needs to be developed and directed to consolidate mastery of knowledge or to win the teaching-leaning process, and it is focused on the freshmen in order to give the positive impact on the success of their study since the first year to graduation.

Scientific knowledge at college is very wide and diverse, so the college student must have learning skill (Gie, 2001). Learning skill in college is different from that in senior high school. The college students strive for more learning skill than the students of high school. The college students' teaching-learning process is directed to being independent learner and not dependent on the knowledge by lecturer. Baker (Gie, 2001) explains that to advance in knowledge one must forever teach more, study more, reason more. Reading helps accomplish this; in college about 85% of all study involves reading. If, as it certainly does, progress comes through study, then reading is perhaps the student's chief means to academic progress.

They also strive for ability to manage the time more effectively. Refers to Gie (2001), to manage the time is important for college student. So, relevant learning skill is very needed, for example, how to read faster (quantum reading), how to make conceptual map, etc. One more point, the college student must be present in class activity. As is known, teaching-learning process can be thorough if certain competence is not given to the college student. Based on this, learning skill for this research focuses in three aspects. Those aspects are dependent learner, effective learning, and present skill.

Study effective is very needed to get advanced academic in college. As an important variable in teaching and learning process, self efficacy can implicate to the three aspects in teaching and learning process (Cubukcu, 2008). Three aspects are aspect of behavior, cognitive, and motivation. Behavior aspect is effort that do in teaching and learning process, persistence, and instrumental help seeking. Cognitive aspect is strategy use and metacognition. Motivation aspect is interest (liking and disliking), utility and affect (value beliefs) (Cubukcu, 2008).

Self efficacy can lead to more engagement and better achievement. The more self efficacy a student has, the more they are engaged. The more they are engaged, the more they learn and the better they perform (Cubukcu, 2008). Environment transition in teaching and learning process can change the self efficacy capacity for college student. The assumption is learning skill can help to improving self efficacy for new college student.

Learning skill training can help people to learn more effectively. From this statements, learning skill training can direction people to be obtained ability and base capability in teaching and learning process. The benefit from learning skill training is people can very easily to anticipate in study when meet difficulty untill get the plan and arrange the appropriate stategy in study.

Hypothesis of this research can be stated that there is an impact of learning skill training on improving the self efficacy of new college student in Psychology Department of UII.

B. Research Method

Variable

Dependent variable	: Self Efficacy
Independent variable	: Learning Skill

Operational Definition

For the purpose of this, self efficacy will be defined based on Bandura's perspective, that is, people's belief that they have competence in themselves. Three dimensions of self efficacy for this research are magnitude, strength, and generality dimensions.

Learning skill is relevant an individual skill to helping teaching and learning process. There are three aspects in learning skill training, independent learner, effective learning, and present skill.

The training is bundled in Indonesian Language lesson for new college student in Psychology Department of UII. The time for this training is twice time in each week for four week. There are eight session, goal setting, quantum learning, quantum reading, time management, learning style, and present technique (third time).

The training is bundled in Indonesian Language lesson for new college students in Psychology Department of UII. The schedule for this training is twice a week during the period of four weeks. There are eight sessions, goal setting, quantum learning, quantum reading, time management, learning style, and presentation technique (third time).

a. Participants

The set of participants are all of new college students at psychology Department of UII batch 2007. Their ages range from 16-29. Only 144 participants can analyzed by statistical procedure.

b. Experiment Design

Experiment design of this research is "the Onc Group Pre test-Post test design". This design only involves one group in the experimental group because training implementation is only based on the lessons taught in Psychology Department of UII. Therefore, the subject only involves one group of the entire college design batch 2007.

The experiment design is formulated as follows.

Picture 1. Experiment Design

Experiment Group	O1	X	O2

c. Instrument

Self efficacy scale is developed from Bandura's (1977). There are three dimensions of self efficacy: (1) magnitude; (2) strength; and (3) generality. The scale consists of 50 statements, each to be rated by the respondent on 1 (very appropriate) to 4 (is not very appropriate) if the statements is favorable and on 1 (do not very appropriate) to 4 (very appropriate) if the statements is unfavorable. Cronbach's alpha coefficient of 0,9615 was reported for self efficacy by researcher.

d. Data Analysis

Several steps for data analysis are descriptive analysis, normality assumption, and hypothesis analysis. Paired sample t-test was for hypothesis analysis.

C. Results

1. Research Description

Table 1 shows description of data research based on description analysis

Table 1 : Description of Research

SE	Empirical Data				Hypothethical Data			
	X Ma	X Min	Mean	SD	X Max	X Min	Mean	SD
Pre test	187	110	143,78	13,46	200	50	125	25
Post test	196	108	146,08	14,8	200	50	125	25

Based on data in the table, there are five categories for subject, the lowest, lower, average, higher, and the highest. Table 2 shows the categorization for pre test.

Table 2 : Categorization of Pre test

No	Score	Categorize	Freq	%
1	$X < 87,5$	The lowest	0	0
2	$87,5 \leq X < 112,5$	Lower	1	0,69
3	$112,5 \leq X < 137,5$	Average	46	31,94
4	$137,5 \leq X < 162,5$	Higher	86	59,72
5	$X \geq 162,5$	The highest	11	7,64

Table 3 shows the categorization for post test.

Table 3 : Categorization of Post test

No	Score	Categorize	Freq	%
1	$X < 87,5$	The lowest	0	0
2	$87,5? X < 112,5$	Lower	3	2,08
3	$112,5 ? X < 137,5$	Average	35	24,31
4	$137,5 ? X < 162,5$	Higher	88	61,11
5	$X \geq 162,5$	The highest	18	12,5

2. Normality Assumption of Analysis

    One sample kolmogorof-smirnov was test for normality analysis. The pre test data was found $Z = 0,880; p = 0,422$ (p>0,05) and the post test data was found $Z = 0,642; p = 0,804$ (p>0,05). Based on the analysis was found that the data was normal.

3. Hypothesis Analysis

    Hypothesis analysis is testing the observe average differences between pre test and post test. Paired sample t-test is test for hypothesis analysis. Based on the analysis, the results of the t-test was $t = -2,438; p = 0,016$ (p<0,05). Referring to the analysis, there was a significant difference of self efficacy between before training (pre test) and after training (post test) of new college students. It can be said that self efficacy before training (pre test) is lower than self efficacy after training (post test).

D. Discussion

Based on the data analysis, the research hypothesis is empirically sustained by the finding of the research. The fraction in the test value shows that there is a significant difference in the student's self efficacy before and after the training. The average mean is of 2,2986.

Self efficacy is one of the dominant factors determining the student's achievement throughout their study in college. The objective self-believe related to a number of their competences as college students is increasing significantly when they are supplied with appropriate learning skills. The skill dimensions in this context include independent learning skill, effective learning mastery, and presentation ability. The three aspects of skill are the relevantly needed by the college students.

According to Bandura (in Cubukcu, 2008), many researches have been conducted related with self efficacy in the educational context. The findings show that an individual with lower self efficacy are likely to be confident whether he or she can achieve certain goal in the learning process. This condition results in the appearance of depression syndrome during the study.

This research support to the result of research of Jufri (Maharani, 2008), if college student can get several learning skill in and used in teaching and learning

process at school or at home, so the college student will get the big opportunity to achieve the best performance in academic. Fail to achieve performance in academic because the college student do not know and do not skilled to using several technique to achieve performance skill in academic and do not able to using effectively learning technique (Hostrop dan Hermanson in Maharani, 2008).

Finally, the increasing self efficacy of the students of Psychology Department of UII is hoped to bring about an objective self trust of students in achieving any goal which has been set since their decision to continue to college education.

In conclusion, it is not easy to do this research. There are several weaknesses of this research, first about the limitation for modul's implementation. This research attached to the lesson of Indonesian Language where the schedule just twice a week, so researcher can not anticipate external validity maybe can impact to the participants. The time of implementation in daylight (10.40–12.00 am and 1.00-2.40 pm) make the participants can not concentrate. Second, researcher could not select of the participants because all of the new college must follow this training.

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