

RELATIONSHIP BETWEEN PERSONAL INFORMATION SERVICES AND SELF-EFFICACY STUDENTS OF SMP NEGERI 22 JAMBI CITY

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Abstract

Self-efficacy is the belief in an individual's ability to succeed in carrying out a particular task and this ability influences the belief in trying and maintaining it. Where self-efficacy can be influenced by personal information services including personal goals, achieving developmental tasks, socializing with the environment and adapting to the environment. The purpose of this study was to find out how the relationship between personal information services and the self-efficacy of SMP Negeri 22 Jambi City students. This research is a quantitative study using a correlation approach with Pearson product moment correlation analysis. The population in this study were students of class VII SMP Negeri 22 Jambi City. The sampling used random sampling technique with a total of 52 students. The data collection tool in this study was a questionnaire which had 22 items on personal information service variables and 20 items for self-efficacy. The data analysis techniques used were the normality test, linearity test and correlation analysis test. The results showed that there was a relationship between personal information services and the self-efficacy of students at SMP Negeri 22 Jambi City with the result that the percentage of personal information services was 83% and the results of the analysis of the percentage of self-efficacy was 74.2%. And the results of the correlation analysis show that there is a significant relationship between the personal information service variable and student self-efficacy with a value of 0.443 which is in a moderate correlation or adequate relationship.

Keywords: Personal Information Service, Self-Efficacy test quality, validity, reliability

Abstrak

Self-efficacy adalah keyakinan individu pada kemampuan untuk berhasil melakukan tugas tertentu dan kemampuan tersebut mempengaruhi kepercayaan diri untuk mencoba dan mempertahankannya. Dimana self-efficacy dapat dipengaruhi oleh layanan informasi pribadi meliputi tujuan pribadi, pencapaian tugas perkembangan, bersosialisasi dengan lingkungan dan menyesuaikan diri dengan lingkungan. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana hubungan layanan informasi pribadi dengan efikasi diri siswa SMP Negeri 22 Kota Jambi. Penelitian ini merupakan penelitian kuantitatif yang menggunakan pendekatan korelasi dengan analisis korelasi product moment Pearson. Populasi dalam penelitian ini adalah siswa kelas VII SMP Negeri 22 Kota Jambi. Pengambilan sampel menggunakan teknik random sampling dengan jumlah 52 siswa atau 20% dari populasi. Alat pengumpulan data dalam penelitian ini adalah kuesioner yang memiliki 22 item pada variabel layanan informasi pribadi dan 20 item untuk self-efficacy. Teknik analisis data adalah uji analisis korelasi. Hasil penelitian ditemukan adanya hubungan antara layanan informasi pribadi dengan efikasi diri siswa SMP Negeri 22 Kota Jambi dengan hasil persentase variabel layanan informasi pribadi sebesar 83% dan hasil analisis persentase efikasi diri sebesar 74,2%. Dan hasil analisis korelasi diperoleh hasil adanya hubungan yang signifikan antara variabel layanan informasi personal dengan efikasi diri mahasiswa dengan nilai yang diperoleh sebesar 0,443

Kata Kunci: Personal Information Service, Self-Efficacy test quality, validity, reliability

INTRODUCTION

Self-efficacy / self-efficacy is an individual's belief in the abilities possessed in order to achieve the expected goals. Therefore, the quality of student self-efficacy must be given more attention, because self-efficacy has an important role, which can affect how individuals think, behave, feel and motivate themselves.

The quality of self-efficacy can decrease or increase according to how a person carries out consideration of every step of life he faces. Bandura (in Capuzzi, 2016: 236) defines self-efficacy as belief in an individual's ability to successfully perform a task and this ability affects the individual's confidence to try and maintain it . This means that good self-efficacy can manage and maintain its abilities, otherwise if the quality of self-efficacy is not good, it will experience obstacles in dealing with something desired.

Self-efficacy is an individual's belief that they can face or solve problems faced in various circumstances and can choose actions to complete tasks or problems (Muna 2021). Therefore, self- efficacy has an important role for each individual to achieve the expected goals because he can carry out tasks and get through problems. In addition, Bandura (in Hodges, 2018: 17) describes self-efficacy as an individual's belief in the ability to complete a certain task accompanied by a certain level of achievement. Similarly, Santrock (2017: 523) self-efficacy is the belief that individuals can master situations and cause positive things, therefore self-efficacy is the belief that "I can" while helplessness is the belief that "I cannot" (Manddix in Santroc, 2017: 523).

The quality of good self-efficacy will have characteristics such as considering a problem as a challenge, if faced with a failure and setback will easily recover and will associate the failure that has been experienced as an experience (Pejares & Schunk (in Hodges, 2018: 59). Conversely, if individuals have poor self-efficacy, they will feel doubtful about their abilities and perceive difficult tasks as a threat that must be avoided (Schunk in Hodges, 2018: 59). Similarly, Hastuti (2021: 75) explains that individuals who have good self-efficacy, with characteristics, namely: (1) Success to overcome obstacles; (2) Know how to deal with situations effectively; (3) Perseverance to make efforts; (4) believe in their abilities. Someone who has good self-efficacy will view their affective arousal as an energizing facilitator, while those who experience self-doubt will consider their arousal as a debilitator (Bandura, 2002: 5). Meanwhile, individuals with poor self-efficacy are characterized by: (1) unsure in facing obstacles; (2) slow in responding to failure; (3) easy to give up; and (4) doubt in their abilities. As has been explained, that the condition of student self-efficacy is related to student achievement, therefore guidance and counseling cannot be separated in the implementation of the educational process. Especially in schools, which have an urgency in paying attention to the quality of student self-efficacy.

Based on the results of interviews conducted on Thursday, November 10, 2022 with several seventh grade students at SMP N 22 Jambi City, there are some students who have good quality self- efficacy and there are also students who have poor quality self-efficacy. Such as the existence of students having difficulty in accepting deficiencies in themselves, namely difficulty accepting physical, psychological and learning weaknesses, which results in students being unsure and will doubt their abilities. In addition, there are students who are worried about making friends for fear that these friends are not comfortable with them. There are students who are hesitant in achieving their goals in the classroom such as not being sure of themselves to get good grades, not sure of getting a ranking, if these goals are not achieved then students will easily give up.

This is in accordance with the statement of Mrs. Marta as the seventh grade guidance and counseling teacher, that the quality of students' self-efficacy is different. Where there are students who have good or poor quality. Students who have poor quality self-efficacy, will easily give up if faced with difficulties or failures in themselves, such as students' self-goals in class to get a rank, if they fail to achieve it, students will give up. In contrast to students who have good quality self-efficacy, if faced with failure students will try until it is achieved. In addition, if faced with a challenge, students will try it. In addition, personal information services are provided to students according to their needs, and are designed through need assessment and based on observations from guidance and counseling teachers. The material that has been provided can be understood by students because in providing material, the guidance counselor not only provides theory but also practice, on the other hand there are also students who find it difficult to understand properly.

In line with the purpose of guidance and counseling in Permendikbud number 111 Year (2014) is to help students achieve optimal and independent development in life to carry out personal, social, learning and career tasks. In order to achieve this goal, guidance and counseling has an obligation to pay attention to the psychological well-being of students, especially in this case, the quality of self-efficacy.

The role of guidance and counseling in schools is very necessary for students, because it can help improve the quality of student self-efficacy, if the information services provided are of high quality, the understanding received will be of high quality and self-efficacy will be good. Prayitno (2013: 259) explains that information services are understanding to interested people about the various kinds needed in order to carry out a task or activity or to determine the direction of the desired goal or planning direction. Therefore, information services are activities that provide understanding to students about what is needed.

Winkel (in Tohirin, 2014: 142) information services are providing assistance to individuals to parse information gaps. Information services are efforts made to equip individuals with knowledge and understanding of their environment and the development process. Counseling guidance has several

areas of guidance, one of which is personal guidance. Personal guidance is the provision of assistance to individuals to achieve the goals and tasks of individual development in realizing a person who can socialize and can adjust to the environment properly (Tohirin, 2014: 122). Personal guidance has a goal, namely (a) to achieve the goals and tasks of self-development, (b) to realize a person who can socialize and adjust to his environment well. So, the purpose of personal guidance is that students can handle themselves, take their own attitudes or can solve problems related to their circumstances.

Based on the background, the objectives of this study are 1) to describe the quality of personal information services at SMP Negeri 22 Jambi City, 2) to describe the quality of student self-efficacy at SMP Negeri 22 Jambi City, 3) to describe the relationship between personal information services and self-efficacy of seventh grade students at SMP Negeri 22 Jambi City . Therefore, researchers will conduct a study entitled "The Relationship of Information Services in Guidance and Counseling with Student Self-Efficacy at SMP Negeri 22 Jambi City".

METHODS

The type of research used is a quantitative approach using a correlational approach method. Correlation or often termed associative research is research that looks for relationships between variables, so that the purpose of this study is to determine the relationship between personal information services (x) and self-efficacy (y) (Sutja, et al. 2017: 63).

The population in this study were all VII grade students of SMP Negeri 22 Jambi City, totaling 259. The sample withdrawal technique uses random sampling technique. Sugiyono (2016: 82) explains that random sampling is the taking of sample members from a population that is carried out randomly without observing the level of the population. The sample in this study was 52 students, where Arikunto (in Arsyad, 2022: 32) explains that if there are less than 100 populations, then the entire population will be sampled in the study. However, if more than 100 populations, then 10%-15% or 20%-25% can be taken. Based on the above definition, it can be said that the result of the summation of the research sample is $259 \times 20\% = 51.8$ so that it becomes 52 people. The data collection techniques used are interviews (pre-interviews) and research questionnaires. The data analysis technique uses a normality test to see whether the data is normally distributed or not, the linearity test is used to test whether the line between X and Y forms a linear line or not, the correlation test is used to see the relationship between the X and Y variables.

RESULTS AND DISCUSSION

Data Description

In this study, the data obtained from the results of research conducted by distributing questionnaires to a predetermined sample of seventh grade students of SMP Negeri 22 Jambi City with

the number of statement items on the personal information service variable totaling 22 items and on the self-efficacy variable totaling 20 items. The answer options use a Likert scale which is distributed by the researcher directly.

The personal information service variable, the amount of data is 22, has a maximum score of 103 and a minimum score of 76 and the average number is 91. To describe the data in this study, it will be described using formula C formula:

$$p = \frac{\sum fb}{\sum n(i)(b)} \times 100$$

$$p = \frac{4735}{52(22)(5)} \times 100$$

$$P = \frac{4735}{5720} \times 100$$

$$=82.8\% \text{ rounded to } 83\%$$

From the above calculations, it is known that the total weight of the frequency of data obtained is 4735, the number of respondents 52 students, 22 statement items, and an ideal weight of 5. Then after calculating, the percentage result of the quality of personal information services is 82.8% rounded up to 83% in the "good" category. It is concluded that the quality of personal information services is in the good category with a percentage of 83%.

The distribution of questionnaires on the self-efficacy variable was given to 52 respondents. The number of self-efficacy statement questionnaires is 20 items with a total of 52 data, a maximum score of 89, a minimum score of 60 and an average of 74.19. To describe the data in this study, it will be described using formula C formula:

$$p = \frac{\sum fb}{\sum n(i)(b)} \times 100$$

$$p = \frac{3858}{52(20)(5)} \times 100$$

$$P = \frac{3858}{5200} \times 100$$

$$=74.19 \text{ rounded to } 74.2\%$$

From the above calculations, it is known that the total weight of the frequency of the data obtained is 3858, the number of respondents is 52, the statement items are 22, and the ideal weight is 5. Then the results of the self-efficacy percentage of 74.19% rounded up to 74.2% are in the "good" category. It is concluded that the quality of student self-efficacy is in the good category with a percentage of 74.2%.

Discussion Results

1. Normality Test

The normality test is a test carried out in order to obtain certainty whether the data requires a normal distribution or not so that it can be determined by statistical techniques. Data is said to be normal if the asymptotic significance (asym. Sig.) > 0.05 and is said to be abnormal if (asym. Sig.) < 0.05 . The following are the results of the calculation of data obtained from respondents using the IBM SPSS Statistic 26 program, namely:

Table 1 . Data Normality Test Output

One-Sample Kolmogorov-Smirnov Test			
		Personal Information Service	Self-efficacy
N		52	52
Normal Parameters ^{a,b}	Mean	91,06	74,19
	Std. Deviation	7,320	7,238
Most Extreme Differences	Absolute	0,105	0,085
	Positive	0,069	0,085
	Negative	-0,105	-0,080
Test Statistic		0,105	0,085
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.200 ^{c,d}
a. Test distribution is Normal. b. Calculated from data. c. Lilliefors Significance Correction. d. This is a lower bound of the true significance			

From the table above, it is known that the mean of personal information services = 91.06 and mean self-efficacy = 74.19, standard deviation of information services = 7.320 and standard deviation of self-efficacy = 7.238, and the asymmetric significant level of both variables is 0.200. In accordance with the criteria already explained, it can be concluded that the residual value is normally distributed because $0.200 > 0.05$.

2. Linearity Test

This linearity test is carried out in order to find out whether the two variables are related or not. To find out, the calculated output can be seen from its significance. If the sig value <0.05 then the two variables are declared linear and if the sig value > 0.05 then the data of the two variables is not linear. The results of the linearity test can be seen in the table, namely:

Table 2. Data Linearity Test Table

			df	Mean Square	F	Sig.
Self-efficacy * Personal Information Service	Between Groups	(Combined)	22	54,199	1,062	0,433
		Linearity	1	525,543	10,300	0,003
		Deviation from Linearity	21	31,754	0,622	0,868
	Within Groups		29	51,024		
	Total		51			

The results of the data analysis output above obtained a linearity significance value of 0.003. Based on the criteria if the significance is <0.05 , the two variables are declared linear and if the significance > 0.05 , the data of the two variables are not linear. The results obtained are $0.003 < 0.05$, so from these results indicate that there is a linear relationship between the variables of personal information services and self-efficacy.

3. Correlation Test

The correlation analysis test between two variables is said to have a relationship if it has a significance value <0.05 and if the significance value > 0.05 then the two variables are said to have no relationship. This study uses the help of the IBM SPSS Statistic 26 program, with the output results, namely:

Table 3. Correlation Test Output Table

Correlations			
		Personal Information Service	Self-efficacy
Personal Information Service	Pearson Correlation	1	.443**
	Sig. (2-tailed)		0,001
	N	52	52
Self-efficacy	Pearson Correlation	.443**	1
	Sig. (2-tailed)	0,001	
	N	52	52

The table above shows that personal information services with self-efficacy have a correlation coefficient of 0.443 with a significance of 0.001. The results show that there is a positive relationship between personal information services and self-efficacy with moderate correlation (adequate relationship), because the calculated r value from the correlation test results is in the range of correlation coefficient values, namely 0.41-0.70.

Research Hypothesis

To prove whether there is a relationship between personal information services and student self-efficacy, a correlation analysis is carried out using the Pearson product moment formula with a long formula:

$$r_{xy} = \frac{n \sum XY - (\sum X) (\sum Y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{52 (352499 - (4735) (3858))}{\sqrt{\{52(433891) - (4735)^2\} (52(288906) - (3858)^2)}}$$

$$r_{xy} = \frac{18329948 - 18267630}{\sqrt{\{22562332 - 22420225\} \{15023112 - 14884164\}}}$$

$$r_{xy} = \frac{62318}{\sqrt{142107} (138948)}$$

$$r_{xy} = \frac{62318}{14051862309316}$$

$$r_{xy} = 0,443$$

Based on the results of the product moment correlation test above, the result obtained is r count 0.443. This result shows that the correlation test with the product moment formula is the same as the correlation test output using IBM SPSS 26. Based on the results of data processing, the results of r count 0.443 were obtained, where the results of r count > 0.005 , which means that the hypothesis stating that there is a relationship between personal information services and self-efficacy of students of SMP Negeri 22 Jambi City is accepted.

Discussion

After analyzing the data and getting the results that there is a significant positive relationship between personal information services and self-efficacy of students of SMP Negeri 22 Jambi City. The relationship is evidenced by the sig result of $0.001 < 0.005$ which indicates that there is a relationship.

between personal information services and student self-efficacy as evidenced by the correlation r count of 0.443.

Therefore, the positive relationship obtained from the calculated r coefficient means that the better the quality of personal information services received, the better the quality of self-efficacy possessed by students. Conversely, if the quality of personal information services is not good, the quality of self-efficacy is also not good. This is in line with Wati, et al (2014) who explain that through information services, the state of self-efficacy has increased and state that there is a relationship between information services and student self-efficacy. The same thing with Handari (2022) that there is an effect of information services on self-efficacy.

Based on the results of data processing, the personal information service variable is included in the good category with a percentage result of 83%. This means that the information services provided by the guidance and counseling teacher are of good quality, so the understanding received will be of good quality too, with good quality, students will be able to achieve personal development goals and tasks, realizing a person who is able to socialize and adjust to his environment well (Tohirin, 2014: 122). In line with the objectives of guidance and counseling contained in Permendikbud number 111 of 2014, namely helping students to achieve optimal development and independence in life to carry out tasks in personal, social, learning and career aspects.

The quality of personal information services produced is good, then self-efficacy is good. Where in this study, the self-efficacy of students of SMP Negeri 22 Jambi City was in the good category at 74.2%. Each individual has a different quality of self-efficacy, this self-efficacy refers to beliefs about an individual's ability to successfully perform a task. self-efficacy is the belief that "I can" helplessness is the belief that "I can't" (Maddux 2002 in Santrock, 2017: 523). Self-efficacy can be influenced by

one's actions. Individuals who have good self-efficacy will always try harder to face challenges, otherwise individuals with poor self-efficacy will reduce their efforts in difficult situations. Also, the better the self-efficacy, the stronger the self-commitment to achieve the goals that have been set and vice versa. The less good self-efficacy, the lower the commitment to the goals that have been set (Bandura in Kristiyani, 2020: 86).

CONCLUSIONS

Based on the research results described in the previous chapter, it can be concluded that: 1) The quality of personal information services at SMP Negeri 22 Jambi City is in the good category with a percentage result of 83%. So it can be concluded that the quality of personal information services is in the good category. 2) The quality of self-efficacy of students of SMP Negeri 22 Jambi City is in the good category with a percentage result of 74.2%. It is concluded that the student's self-efficacy has good self-efficacy quality. 3) There is a significant relationship between personal information services and self-efficacy of seventh grade students of SMP Negeri 22 Jambi City with a value obtained of 0.443 which is in a moderate correlation or adequate relationship, because the calculated r value from the correlation test results is in the range of correlation coefficient values, namely 0.41-0.70.

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