



*Original Research*

## Academic Self-Efficacy Profile of Fifth-Semester Students

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### Abstract

The stages of learning development in students are complex internal experiences, not merely a matter of scores or academic achievement, but also require individuals to manage their belief in their own potential. One psychological aspect that plays a role in supporting student academic success is self-efficacy, which is an individual's belief in their capacity to complete a learning task or specific job optimally. This study aims to determine the level of self-efficacy among fifth-semester students. This study uses a quantitative approach with a descriptive method. The research subjects consisted of 30 fifth-semester students. The research instrument was a self-efficacy scale. The results show that 53% of fifth-semester students are in the high self-efficacy category and 47% are in the moderate category. These findings suggest that most students have a good level of self-confidence in facing academic tasks. Several factors that are thought to influence high self-efficacy include mastery experience, vicarious experience, verbal persuasion, psychological states.



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## 1. Introduction

Students are an integral part of the higher education system that plays a strategic role in human resource development. Education is a systematic process of building knowledge, character, and skills in individuals to achieve a better life, both through direct guidance and self-study (Ati Mahsunah, 2023). Education also serves as a medium for the transfer of information and knowledge, which generally takes place through interaction between teachers and students in the learning process (Riziq et al., 2023).

In the process of knowledge transfer, students as individuals experience various stages of development that are interrelated, covering aspects of social development, learning processes, and personal self-control skills. In this dynamic, students do not only play the role of recipients of information, but also as active subjects who interpret and give meaning to their learning experiences. Therefore, the learning process in higher education is not merely a matter of achieving grades, but also involves complex psychological dynamics, such as self-reflection, the formation of confidence in one's abilities, and the development of academic identity.

In this context, academic self-efficacy becomes an important psychological variable. Wang & Zhang (2024) emphasize that self-efficacy not only affects academic achievement but also correlates positively with student engagement or academic engagement, which reflects how actively and meaningfully students are involved in each stage of their learning process. From this perspective, self-efficacy is at the core of a meaningful learning experience. Bandura (1997) defines self-efficacy as an individual's belief in their ability to organize and carry out a series of actions necessary to complete a specific task (Indirwan & Priyatmo D, 2021). Self-efficacy also plays a role in determining how individuals think, motivate themselves, and behave (Putri & Andriansyah, 2024).

Students who have self-confidence reflected in high levels of self-efficacy will be very confident in their ability to succeed at something, and conversely, students with low levels of self-efficacy or who lack

confidence will find it difficult to do something because they are unsure of their abilities (Hikmah & Alzhura Mufqi, 2025). This self-confidence is not formed in a single moment, but rather through a series of successful and unsuccessful experiences accumulated throughout the learning process. When students succeed in interpreting academic tasks not as threats but as opportunities for growth, their self-efficacy tends to increase significantly. Next is academic identity. Self-efficacy not only influences learning behavior but also contributes to the formation of self-image as a capable, responsible student who is committed to the academic process. Chen et al., (2024) in their study of college students found that students' professional identity positively influences academic self-efficacy, which in turn encourages more meaningful learning engagement. These findings confirm that self-efficacy is not merely a psychological variable, but an element that actively shapes the process of becoming a student and developing an academic identity.

The stages of learning development are a complex process within students. This condition then underlies students' self-efficacy as a basis for confidence in facing and completing academic tasks. Therefore, self-efficacy has its own urgency as a subject of education, because it plays a role in regulating, implementing, and obtaining results that are comparable to the achievements of each individual (Hatta et al., 2021).

Academic self-efficacy is also closely related to academic achievement, which is inseparable from effective learning patterns. High self-efficacy helps students face and solve various academic problems, thereby encouraging the formation of learning discipline and academic achievement (Ngurah et al., 2023). This is supported by Rahmatulloh & Rozak (2023) research that intellectual intelligence, interest in learning, and learning habits contribute positively to academic achievement. Similarly, research by Redjeki & Muawanah (2022) shows that self-efficacy has a significant positive influence on learning achievement. However, self-efficacy is not solely reflected in directly observable abilities, but rather in students' internal beliefs about their ability to complete assigned tasks and academic responsibilities. Students with high levels of self-efficacy will be very confident in their ability to succeed in doing something, and conversely, students with low levels of self-efficacy will find it difficult to do something because they are unsure of their abilities (Hikmah & Alzhura Mufqi, 2025).

In addition to optimizing the learning process, self-efficacy also plays an important role in controlling academic problems. Female students with good self-efficacy tend to have confidence in their skills, thus having a greater chance of achieving optimal academic performance (Fauziana, 2022). In this context, educators, especially those involved in guidance and counseling, play an important role in stimulating and developing students' self-efficacy in learning tasks.

Self-efficacy not only serves as a predictor of academic achievement but also as a personal strength that shapes how students perceive themselves as individuals who are capable of growing, developing, and taking responsibility for their learning process. Therefore, this study aims to describe the level of academic self-efficacy of fifth-semester students and interpret its implications for their learning experiences in higher education. Through a descriptive quantitative approach, this study seeks to provide an empirical description of how students' self-confidence is reflected in the process of facing tasks, managing academic challenges, and forming their identity as learners.

## 2. Method

This study uses a quantitative approach with a descriptive method. Quantitative research is research based on positivism to examine a specific sample or population using research instruments conducted to test predetermined hypotheses. Quantitative research usually translates the results of research in the real world into numbers, then goes through the stages of analysis and data processing to solve problems (Dr. Arif Rachman, 2024). Meanwhile, descriptive research is a type of research that describes actual events in the field when the research process is carried out without intervening in the research object (Sugiyono, 2015).

The subjects in this study were 30 fifth-semester students. The instrument used in this study was a patented (HKI) Self-Efficacy Scale consisting of 21 items using a Likert scale model with four answer choices, namely never, rarely, often, and always. The statements in the scale consisted of positive and negative statements. Data analysis and collection in this study used Microsoft Excel software. Data analysis was carried out by grouping the self-efficacy scores of each respondent, then categorizing them into high, moderate, and low levels of self-efficacy based on the predetermined score range.

### 3. Result and Discussion

The results of the study include an analysis of data related to the level of self-efficacy of fifth-semester students, which is described as follows:

Table 1. Data on the level of self-efficacy among fifth-semester students

| No    | Category | Frequency   | Percentage |
|-------|----------|-------------|------------|
| 1     | High     | 16 students | 53%        |
| 2     | Moderate | 14 students | 47%        |
| 3     | Low      | 0 students  | 0%         |
| Total |          | 30 students | 100%       |

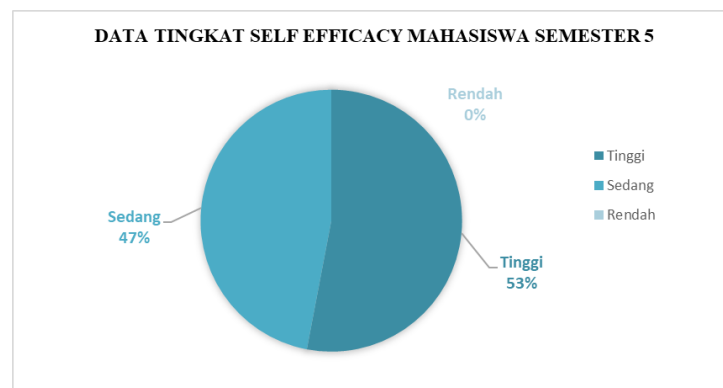


Figure 1. Diagram data on the Level of Self-Efficacy of Fifth Semester Students

Based on the table and diagram above, it can be seen that the majority (53%) or 16 out of 30 students have high self-efficacy, while almost half (47%) or 14 out of 30 students have moderate self-efficacy and there are no students with low self-efficacy. In general, this condition shows that the majority of students have adequate self-confidence in facing academic demands, which is reflected in their ability to complete tasks, manage academic anxiety, and remain focused on achieving learning objectives. Furthermore, the absence of the low self-efficacy category indicates that, in general, fifth-semester students have a relatively stable foundation of self-confidence in facing academic demands. This condition can be understood as part of the development process of students who have gone through various learning experiences, both successes and failures. The distribution of the high and medium categories not only represents statistical figures but also reflects the dynamics of learning experiences that are in the maturation phase.

Self-efficacy is an important concept in social cognitive learning theory, which refers to an individual's belief in their ability to complete tasks and deal with certain situations. Self-efficacy is a major cognitive factor that influences an individual's motivation, perseverance, and learning behavior. Beliefs, self-motivation, and individual behavior are formed through interactions between personal experiences, observations of others, and social support, which conceptually reflect the relationship between behavioral, personal, and environmental factors in the learning process, enabling individuals to internalize, assess, and apply learning effectively (Lianto, 2019; Mudaris et al., 2025). Bandura emphasizes that self-efficacy varies among individuals and determines the extent to which a person believes in their abilities, which in turn influences an individual's motivation and perseverance in facing tasks (Fitriani, 2020).

High levels of self-efficacy indicate that students are able to complete every job or task well, thereby reducing academic anxiety, while low self-efficacy tends to result in high academic anxiety when faced with tasks or jobs that cannot be completed. Low self-efficacy can trigger anxiety and even depression, especially in students aged 17-24 years (Pratiwi et al., 2025). Depression can go through two stages. The first stage is anxiety and depression arising from uncompleted tasks, while the second stage is low social skills (Wahyuni et al., 2023). In addition, strong self-confidence also directs students towards a positive attitude in solving learning problems, while students with low self-efficacy tend to direct negative responses that can become internal stressors for students and lead to uncontrolled emotions (Putri & Tantiani, 2020). These psychological conditions indicate that self-efficacy plays an important role in maintaining students' emotional stability and resilience in facing academic demands. Conceptually, these findings are in line with

Pratiwi et al., (2025) research, which shows that student well-being plays a role in supporting students' motivation, resilience, and adaptability to academic pressure.

Furthermore, self-efficacy plays a role in students' cognitive mechanisms and learning strategies. Students with good self-efficacy are able to perceive their learning outcomes realistically, identify learning needs, and determine aspects that need improvement, which is reflected in their ability to plan learning strategies, manage time, and evaluate learning outcomes effectively in the learning process (Setyowati & Sahrani, 2021; Jamaluddin et al., 2025). This condition allows self-efficacy to become the best cognitive and motivational aspect in controlling and preparing learning strategies so that it can have a positive effect on the learning outcomes of students. This is in line with research conducted by Ariswari & Megaputri (2023) which states that self-efficacy is related to student learning achievement, where the higher the student's self-efficacy, the more it will automatically affect the improvement of student learning achievement. This is where the important role of self-efficacy can be seen, namely that this aspect of self-efficacy is able to control students' motivation in achieving specific goals and academic expectations (Somawati, 2018; Hidajat et al., 2023).

Basically, self-efficacy is influenced by five factors, namely: (1) mastery experience, personal experience, both successful and unsuccessful experiences; (2) vicarious experience, which is the observation of the successful or unsuccessful experiences of others; (3) verbal persuasion, in the form of support and motivation from others; (4) psychological states, which include how individuals interpret physical and emotional states in influencing self-perception; (5) intellectual skills, which are an individual's ability to think clearly, solve problems, and find quick solutions to problems. In proving these factors, Amelia et al., (2022) in her research showed that there is a significant relationship between mastery experience, vicarious experience, verbal persuasion, and psychological states on students' self-efficacy. Meanwhile, intellectual skills do not affect students' self-efficacy. Among these five factors, verbal persuasion is known to be the most influential in increasing students' self-efficacy.

These quantitative results not only describe self-efficacy scores, but also provide an understanding of the meaning of self-efficacy in the learning experiences of fifth-semester students. Students with high self-efficacy demonstrate the ability to tackle tasks with appropriate strategies, build self-confidence through belief in their own abilities, and interpret success and failure as opportunities for learning and self-development. This aspect is in line with the formation of human values, creating meaningful learning experiences, and supporting the process of becoming active, responsible students who are committed to their academic journey.

However, this study also has limitations in terms of the relatively small sample size and the use of a descriptive quantitative approach that has not explored students' subjective experiences in depth. Further research is recommended using a mixed-method or qualitative approach to gain a more comprehensive understanding of the meaning of self-efficacy in the learning experiences of fifth-semester students.

#### **4. Conclusion**

Self-efficacy is a person's ability to provide confidence and self-belief to complete a learning task or specific job optimally. Based on the research conducted, it shows that 53% or 16 out of 30 fifth-semester students have a high self-efficacy score and 47% or 14 out of 30 fifth-semester students have a moderate score. Several factors are thought to influence this condition, including mastery experience, vicarious experience, verbal persuasion, psychological states. These findings confirm that self-efficacy is an important aspect in supporting the success of the student learning process and needs to be continuously developed through a supportive learning environment and the active role of educators.

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