

## CHAPTER II

### THEORETICAL REVIEW

#### A. Self-Efficacy

##### 1. Definition of Self-Efficacy

The concept of self-efficacy itself has been explained by several experts, one of them come from Bandura. Self-efficacy refers to belief of individual's capabilities to able or unable to overcome obstacles or achieve goals. Bandura, (1977) stated that self-efficacy is an individual's perception of his or her ability to manage the performance in emotionally stressful or otherwise challenging situations. Bandura (1995) explained that "efficacy beliefs influence how people think, feel, motivate themselves, and act".

Self-efficacy is task-specific; it refers to what an individual believes he or she is capable of doing rather than what the individual can do (Bandura 2007). Then, self-efficacy in online learning is refers to an individual's belief in his or her ability to fulfil certain activities needed of online learners (Zimmerman & Kulikowich, 2016). Self-efficacy is an important thing of learning because it is the basic belief and for increasing student achievement in learning. Thus, self-efficacy is a person's judgment of his or her capabilities to carry out specific tasks or activities.

##### 2. Dimensions of Self-Efficacy

Everyone has different self-efficacy to face the obstacles or challenges situation that it can be measured through dimension of self-efficacy. Dimension itself, related to the measurement self-efficacy in term

of specific judgements of capability that may differ across domains of activity, different levels of task demands within a given activity domain, and different situational circumstances (Van der Bijl & Shortridge-Baggett, 2001). Regarding to Zimmerman (2000) self-efficacy measures concentrate on performance abilities rather than personal characteristics such as personality types. Measurement of self-efficacy can be summarized into three dimensions there are magnitude/level, generality, and strength (Bandura, 1995). Those three dimensions of self-efficacy in detail as mentions as follow:

**a) Magnitude/Level**

It refers to dependence on the difficulty of a particular task. This element has significance for the action that individuals will choose based on their understanding of the level of task difficulty. Individuals will attempt to do activities that are possible for their capability and will avoid conditions and activities that are judged beyond their capability (Sunaryo, 2017). He or she will connect effort and perception.

Some indicators of magnitude or level include: the individual is able to finish the activities that she/he considers easy first, the individual chooses to do tasks that are suited to her/his ability, and he/she believes in her/his ability to do every activity. For example in educational aspect, student can finish his English task quickly because he thinks the task is easy to do for his ability. Thus, the easier the level of the task is, the higher student's self-efficacy it will be. The more

difficult the level of the task is, the lower student's self-efficacy it will be.

**b) Generality**

It related to the scope of individual belief in completing certain task. Individual's belief in their capabilities is dependent on whether they understand their abilities in a specific/limited activity/situation or a broader and more diverse variety of activities/situations. Some indicators which show the generality are: Individual believes in accomplishing tasks in numerous or specific sectors, individual is able to use her/his experiences as a tool to achieve success and individual is able to adapt to varied situations and conditions in reaching their goals. Individuals with positive range in this dimension have beliefs to complete the task based on the situation and psychology that student is experiencing (Nugraha and Prabawai, 2019). For instance in educational aspect, a student believes his/her ability in mathematics, but he is not confident in his/her ability to learn English. Another example is a girl who wants to do a diet that she is confident in her ability to do exercise regularly, but she is not confident in her ability to reduce appetite, that's why her diet is not working.

**c) Strength**

It related to the effort made by individual. According to Sunaryo (2017), individual with high expectations are more motivated in their efforts to achieve their goals. Meanwhile, individuals who have low self-efficacy will quickly give up. Individual self-efficacy beliefs

influence how much effort is spent and how long an individual will persist to face the difficulties or unpleasant experiences. Some signs of strength include: the individual encouraging herself/himself to deal with different kinds of difficulties, the individual's ability to overcome difficulties in order to reach a goal, and the individual's perseverance in finishing a task. For instance in educational aspect, a student believes that he cannot learn English, with such that confidence, he/she will give up quickly on an English task once he/she finds something he/she does not understand. Thus, the more students successfully perform a task the more students' sense of self-efficacy strengthens. On the other hand, if students fail to deal with a task or challenge, then that may undermine or even weaken self-efficacy.

### **3. Classification of Self-Efficacy**

Everyone, in essentially, has their own sense of self-efficacy especially students. The main difference between them is their level of self-efficacy, which might be high or low. In general, self-efficacy is categorized into two categories: high self-efficacy and low self-efficacy. Individuals with high and low self-efficacy have the following characteristics:

#### **a) Students With High Self-Efficacy**

Students are more capable of putting in consistent effort, diligence, tenacity, and perseverance (Bandura, 1977). They also fight for excellent grades, more interested in learning, actively ask questions in class, enjoying reading and reviewing literature, not easily

discouraged, and consider failure as a motivation. Furthermore, students with stronger self-efficacy are better able to adjust to life's challenges and stresses. Self-efficacy can create a positive circle in which people with high self-efficacy become more productive in the workplace or school in order to improve performance.

**b) Students With Low Self-Efficacy**

Students with lower self-efficacy are more likely to be shy and unsure of their abilities, for seeing difficult topics as a danger, just being silent, hopeless, anxious, and unhappy. Later on, Bandura, (1992, as cited in Mahdieh & Elaheh, 2012) stated that students with low self-efficacy feel they have intrinsic poor ability, therefore they select less challenging assignments with few errors and don't try harder since they believe any effort would show their own lack of ability.

**Table. 1. Classification of Self-Efficacy**

<b>Students With High Self-Efficacy</b>	<b>Students With Low Self-Efficacy</b>
<ol style="list-style-type: none"> <li>1. Students more capable of putting in consistent effort, diligence, tenacity, and perseverance.</li> <li>2. Students fight for excellent grades, more interested in learning, actively ask questions in class</li> <li>3. Students not easily discouraged, and consider failure as a motivation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students more likely to be shy and unsure of their abilities.</li> <li>2. Seeing difficult topics as a danger.</li> <li>3. Students just being silent, hopeless, anxious, and unhappy.</li> <li>4. Students select less challenging assignments with few errors and don't try harder</li> </ol>

## **B. EFL Students**

English is one of language widely used by many countries in the world. People need to study English because it is used as a medium for communication between nations, also as a bridge of information from all over the world. Many of sources and media used English, such as in magazines, internet, newspaper, also books. It is a result of globalization, the use of English is rapidly increasing. Everyone is forced to learn English to fulfil their own needs. Although English is not the official language of most countries, it is the most commonly taught language in schools around the world (Suhaimah & Setyowati, 2021).

The position of English in Indonesia is as a foreign language or it calls EFL (English as Foreign Language), unlike in Malaysia as a second language or Australia as a first language (Novanti & Suprayogi, 2021). English is not required for daily communication in Indonesia. Due to this position, Indonesian government decide that English need to be mastered and taught in education. EFL is mainly used by non-native English learners (Peng, 2019). Hence, an EFL student refers to the person who learns English in schools or universities around the world in non-English speaking countries, for instance, Indonesian students.

## **C. Emergent Transition**

Emergent transition happened by the unprecedented pandemic caused by COVID-19, seems to have brought drastic changes affecting every aspects of the daily lives of people around the world. Education is one of the sectors caused by COVID-19 outbreak (Mukherjee et al., 2021). The current situation

in Indonesia, especially for educational aspect, caused schools cannot do direct learning or face-to-face learning due to the spread of Covid-19.

The distance learning process that is not well planned certainly hinders the optimization of learning. This makes the government take a policy to reopen schools in the pandemic era. This is because during the pandemic education in Indonesia encountered many problems. The emergent situation due to the COVID-19 pandemic has forced the government to be faster and more precise in making every policy.

#### **D. Online Learning during Pandemic**

##### **1. Definition of Online Learning during Pandemic**

Coronavirus pandemic has had an impact on every element of human existence, education is one of the impact caused by Covid-19. Furthermore, in order to avoid the spread of COVID-19, the traditional education system must be changed to online learning. Online learning occurs when a teacher instructs students remotely and on a digital platform, also the learning system makes us depend on technology (Suhaimah & Setyowati, 2021).

Online learning takes place through the use of technologies such as hardware resources (computer, laptop, mobile phones, and others), and software resources (learning management system, software applications, social media sites and others), also the use of internet to make it connected each other (Mpungose, 2020). Using technology allows teaching and learning activities to occur even though they occur in different or separate places (Ningsih & Sugiman, 2021). Those show that learning does not

always have to be done in the classroom, but distance learning can be done with online learning where the implementation is very flexible and suitable for this current situation of pandemic.

## **2. Pros and Cons of Online Learning during Pandemic**

Online learning is an alternative to overcome the emergent transition because of Covid-19. Online learning does have pros and cons in its application. Some pros are:

- 1) Online learning can be accessed anywhere and anytime or flexible places.
- 2) Online learning was adaptable in its implementation, allowing for the development of learning independence and motivation to become more engaged in learning (Hermanto & Srimulyani, 2021).
- 3) Online learning also provide students with more meaningful learning experiences and new experiences that are more challenging than traditional learning models (Kuntarto, 2017).

In the other hand, the implementation of online learning has some cons to adapt. The cons are:

- 1) People should quickly adapting technology as the main role in online learning, but not all parties can quickly adapt it.
- 2) There are the lack of facilities, infrastructure and unpreparedness of technology education. Even if not all teachers adapt to technology quickly due to a delay in understanding technological development. Teachers should be able to conduct online learning utilizing at least

one application for the teaching process (Suhaimah & Setyowati, 2021).

- 3) It is an emergent transition which education practitioners could not prepare learning systems and online learning materials maturely and systemically (Hermanto & Srimulyani, 2021). Furthermore, students only get the assignment from the teachers.

Covid-19 pandemic is a situation where there was a sudden change from study at school to study from home. Hence, the implementation of online learning has the challenges to adapt it. The flexibility of online learning, where students and teachers can access and search the materials from everywhere and anywhere, it contains the cons side in it. Students and teachers should quickly adapt with technology which is the main role in online learning but, not all parties can quickly adapt it. The other side is the lack of facilities, infrastructure and unpreparedness of technology education make online learning have to be fixed.

#### **E. Offline Learning**

Offline learning or in common way calls face-to-face learning refers to the direct teaching and learning process in the classroom. Face-to-face learning is a process in which students and teacher interact directly with learning resources at the same time and in the same place (Pattanang et al., 2021). Furthermore, face to face learning is direct learning or classroom learning that relies on the presence of the teacher to teach in the class.

Temporally, Indonesian government announce that Indonesia adapt new normal era policy during pandemic. New normal era occurs when Covid-19 pandemic has not yet ended, it is characterized as new way to carry out life activities (Sewang & Aswad, 2021). This new normal era, a lot has changed since before the Covid-19 pandemic: at school, there must be 50% of total students, no crowding, no exchanging stationery, and no going to the school canteen because it is closed, there are still many rules to protect students from Covid-19 (Valentine, 2021). The government's policy to reopen schools by implementing limited face-to-face learning (offline learning) has been implemented at almost all levels of education.

The purpose of adapting face-to-face learning during pandemic is education in Indonesia has been left behind from other countries (Pattanang et al., 2021). Face-to-face learning creates positive psychological circumstances for students since they may directly interact with each other (Sewang & Aswad, 2021). In addition, students' interest throughout the learning process is increased because the teacher personally monitors learning activities.

#### **F. Previous Study**

There are some previous studies related to this research that already conduct about self-efficacy.

Ningsih and Sugiman (2021) their research was about “Self-Efficacy of Junior High School Students in Online Learning”. The goal of this study was to determine how students' self-efficacy in the online learning process of mathematics subjects during Covid-19. This study used measurement tool or

instrument, namely level (magnitude), strength, and generality. Generally, the result of this study was self-efficacy of Indonesian SMP/MTs students in online learning was quite good. Students can solve challenging problems during online learning. Also, students were doing assignments in online learning was quite persistent and did not give up easily.

Pranowo (2021), his research was about “Level of Self-efficacy of Middle School Students during the Covid-19 Pandemic”. The purpose of this research was to determine the level of self-efficacy in students at Sarbini Islamic Junior High School. The result of this study was students self-efficacy at the moderate level showed a value 26%.as for the high level shows a value of 21%.

Liando, Pikirang and Wuntu (2021), their study was about “A Correlational Study Between Learners’ Satisfactions With Offline Class and English Self-Efficacy During The Covid-19 Pandemic”. This study was conducted to determine the level of offline class satisfaction and students' English self-efficacy, and to find out whether there was a relationship between the two variables. Two questionnaires were used to collect data in this research. The results show that the level of student satisfaction with offline classes and self-efficacy in English was at an average level. In addition, a significant negative correlation was revealed between students' satisfaction with offline classes and English self-efficacy.

Based on the review of previous study that had been explained, it can be conclude that there were differences and similarities between previous study and this research. The similarities of those three studies were discussing about

the level of students' self-efficacy through measuring students' self-efficacy. Furthermore, those three studies also using questionnaire to collect the data. In the other hand, the differences between those studies were the subject of the research. The subject of the first and second studies is mathematic students. Then, the learning process occurs in online learning, but the third study occurs in offline learning and it find out the relationship between offline class satisfaction and students' English self-efficacy. Meanwhile, the purposes of this research were to find out the dimensions of EFL students' self-efficacy and the level of EFL students' self-efficacy in emergent transition from online to offline learning. Then, it used questionnaire and interview for collecting the data.

