



# Self efficacy with decision making students of the Islamic psychology study program Uin Raden Fatah Palembang

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## ABSTRACT

*This thesis discusses "Self efficacy with decision making of students of the Islamic Psychology Study Program at UIN Raden Fatah Palembang Class of 2017". The research subjects totaled 106 students of class 2017 majoring in Islamic Psychology, Faculty of Psychology UIN Raden Fatah Palembang. the data collection method used is a psychological scale using a Likert scale, namely the self-efficacy scale with a decision-making scale. The Self-efficacy scale consists of 40 items (0.898) while the decision-making scale consists of 35 items (0.920). The data analysis method used to test the hypothesis is Product Moment analysis. All calculations were performed with the help of the SPSS (Statistical Program for Social Scient) version 20 for windows. Based on the results of statistical calculations that have been carried out, it shows that there is a significant relationship between self-efficacy and decision making for students of the Islamic Psychology study program at UIN Raden Fatah Palembang class of 2017. The results of this study are evidenced by the correlation coefficient value which shows the number 0.562 with a sig. 0.000 where  $p < 0.01$ , so from these results it can be seen that there is a very significant relationship between self-efficacy and decision making in students of the Islamic Psychology study program at UIN Raden Fatah Palembang class of 2017.*

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## Introduction

Human life is a life that is always filled with decision-making events. We can say "not a day without a decision". There is an assumption that all his actions are a reflection of the results of the decision-making process in his mind, so that in fact humans are very used to making decisions. Humans are decision-making creatures, determinants of a choice from several choices.

New students are the status that students wear in their first year of college. Entering the world of college is a big change in one's life, new students who are in the process of self-exploration so that they will experience changes related to life plans, these changes can influence the decisions they have chosen (Santrock 2006). New students are in the age range of 18-25 years, where students are classified as in the late adolescent developmental stage towards early adulthood. Adolescence is a time when a

person is faced with situations that involve more decisions about which one to choose, who to ask for a date, whether to have sex, buy a car, go to college, and so on.

Traits of a positive self in the future (succeeded in getting into a good university, admired by people, have a successful career). Can lead adolescents to a positive state in the future, while negative self-traits in the future (being unemployed, lonely, failing to get into a good university) can be identified as things to be avoided in the future. When individuals reach that age they will be dealing with the change from a teenager to an adult who has different demands from the previous stage. They belong to an age range that is vulnerable to change. Basically, new students are individuals who are considered to be growing up and are considered capable of making decisions and being responsible for their own educational future.

Based on a survey conducted by UCLA which involved more than 300,000 new students from more than 500 colleges and universities (Astin, Green, & Korn, 1987), it was found that currently new college students seem to experience more stress and depression than college students in earlier times. In 1987, 8.7 percent of freshmen often experienced depression; in 1988, that percentage had increased to 10.5 percent. The fear of failure in a success-oriented world is a frequent reason for stress and depression. Pressure to succeed in college, get a good job (Santrock, 2003:264).

According to Santrock (2011: 425) determining the continuation of study for high school graduates is not an easy matter. Difficulties, confusion and fear can be felt and burdened when having to choose and decide on majors in tertiary institutions. According to Stenberg (2003: 3-4) problem solving can be done by recognizing and identifying a problem, defining and concluding the problem, developing a solution strategy. problem solving, linking knowledge in problem solving, linking mental and physical resources for solving a problem, monitoring progress in achieving goals, and evaluating solutions and problem solving in their correctness.

Based on a journal survey conducted by Meirina students, many students are confused about choosing a major. Lack of information about majors and jobs that will be faced by someone when they graduate adds to the worry in making this decision. The pressure you feel can affect various aspects of your daily life. The way an individual makes decisions will affect his future career (Fahmi, 2015: 731). In a study of undergraduate students in the United States, the Carnegie Foundation for the advancement of teaching suggested that there was a disconnect between state senior high schools and institutions of higher education.

Many senior high school seniors choose college with a blind eye. When they enter college, they become dissatisfied with their choices so they decide to move to college or drop out of college which is sometimes caused by the wrong reasons (Santrock, 2003: 264). There are so many people who don't have a sense of urgency (urgency) about their academic problems, want good grades and go to college, but don't make serious preparations, don't have regular study habits (Johana, 2012:77). Therefore there must be a clear basis for making a decision in choosing a major, so that in choosing a major it is caused by the right and proper reasons so that wrong majors do not occur.

According to Liem and Fahmi in their research entitled *The Effect of Reference Groups and Self-Efficacy on Decision Making in Choosing Medical Majors for class XII IPA students of SMA N 1 Samarinda*, stated that of the 50 students interviewed, 50 percent of respondents admitted that they had chosen the wrong major at university. Winkel (2005:35) explains that a mistake in choosing a study program at the level of secondary education and higher education can have fatal consequences for a person's life. Some of the impacts on students as an implication of this behavior are low motivation which leads to academic achievement and low national competitiveness among other nations in the world.

Individuals who have high self-efficacy, then he will experience success in carrying out an action because it returns to his belief that he is capable of doing that. In contrast to those who do not have high self-efficacy, it means that they are the same as dealing with failure because all they have in mind is the feeling of failure. That way self-efficacy plays an important role in supporting one's self-confidence,

this makes the individual feel, think and behave and have a sense that he is able to control his social environment. Self efficacy refers to consideration of how much one believes about his ability to carry out a number of learning activities and his ability to complete learning tasks.

Based on the explanations and phenomena above, the authors are interested in conducting further research to find out whether there is a relationship between self-efficacy and decision making in choosing the Islamic Psychology major at UIN Raden Fatah Palembang.

### Method

According to Azwar (2016), this type of research is correlational, namely research that aims to determine the closeness of the relationship between the variables studied without carrying out an intervention on variations in the variables concerned. Partial control is limited to statistical control in the analysis so that it is possible to see the relationship between the two variables. This study uses a type of quantitative research. Where theoretically quantitative research emphasizes its analysis on numerical data (numbers) processed by statistical methods. Population is a generalized area consisting of subjects or objects with certain qualities and characteristics determined by researchers to be studied and then conclusions drawn (Sugiyono, 2013:80). Population can be in the form of subjects or research objects. The population can be humans, plants, animals, products, even documents. So, the population is not only people, but also objects and other natural objects (Sangadji, 185). Saturated sampling is a sampling technique when all members of the population are used as samples (Sugiyono, 2013: 85). So the sample used in this study was 106 new students of Class of 2017 Islamic Psychology Department of UIN Raden Fatah Palembang. The method used to measure self-efficacy and decision-making in choosing majors for students is a measurement tool in the form of a scale made by the researchers themselves and some have been modified from previous research. The scale used is the Likert model attitude scale pattern, the attitude scale is arranged to reveal the pros and cons, positive and negative attitudes, agree and disagree with a social object. The data analysis method used is based on the results obtained from the two measuring instruments in the form of numbers which are quantitative data. The data analysis method that I used in this study was pearson product moment. Data in the form of numbers requires further processing so that it has meaning and benefits that are in accordance with the research objectives.

### Results and discussions

The research variables in this study consist of self-efficacy variables with decision making. This variable can be described after presenting the research data description table. In the research data description table it will be seen that the X score obtained empirically and the hypothetically possible X score, each of which scores have a maximum X, minimum X, mean and standard deviation.

The X score obtained empirically was obtained from a statistical descriptive table with the help of the SPSS (Statistical Product for Service Solution) version 20 for windows, while the X score that allowed hypotheticals was obtained from the process of using statistical formulas manually. In this case, to find out the maximum and minimum X scores on the hypothetical X scores obtained through the number of valid items in each research variable. Items that are declared valid will be multiplied by 1 to find out the minimum X score. Meanwhile, to find out the maximum X score, it is obtained from the result of multiplying valid items by 4. Then to find out the mean on a hypothetical X score, it is obtained from the sum of the maximum X scores plus the minimum X score and divided by 2,

Furthermore, when applied based on the statistical formula described above, a minimum hypothetical X score is obtained of 35 ( $35 \times 1$ ) for Self-efficacy and 32 ( $32 \times 1$ ) for the decision-making scale, this number corresponds to items that are declared valid. Meanwhile, the maximum X score is 140 ( $35 \times 4$ ) for the Self-efficacy scale, and 128 ( $32 \times 4$ ) for the decision-making scale, and the mean X hypothetical score is 87.5 ( $140 + 35:2$ ) for the Self efficacy, and 80 ( $128+32:2$ ) for decision making scale.

Meanwhile, for the standard deviation of the hypothetical X score, a score of 17.5 (140-35:6) is obtained for self-efficacy and 16 (128-32:6) for the decision-making scale.

Furthermore, for categorization problems, it is necessary to know in advance the comparison between the empirical mean (ME) and the hypothetical mean (MH) because for each empirical mean score whose value is significantly higher than the hypothetical mean score, it can be assumed that the research subject group has behavioral indicators that are high about the variables studied. Conversely, if the hypothetical mean score is significantly greater than the empirical mean score, it can be assumed that the research subject group has low behavioral indicators regarding the variables studied.

After the product moment analysis was carried out, it was used to determine the relationship between the two research variables, namely self-efficacy and decision making in the Islamic Psychology Department of UIN Raden Fatah Palembang. Based on the results of statistical calculations that have been carried out, it shows that it has a significant relationship, self-efficacy with decision making majoring in Islamic Psychology UIN Raden Fatah Palembang. The results of this study are evidenced by the value of the correlation coefficient which shows the number 0.562 with a sig. 0.000 where  $p < 0.01$ , so from these results it can be seen that there is a very significant relationship between self-efficacy and decision making in students majoring in Islamic Psychology at UIN Raden Fatah Palembang.

Based on the table above, it is known that of the 106 students majoring in Islamic Psychology at UIN Raden Fatah Palembang who were used as research samples, there were 17 or 16% of people who had high self-efficacy, 73 or 69% of people who had moderate self-efficacy, and 16 or 15% of people who have low self-efficacy. Of the three categorizations, it can be concluded that the category with the most number is in the medium category, amounting to 73 or 69% of people, someone who has self-efficacy in the medium category can be said to be quite good, which means that he belongs to good self-efficacy.

Based on the table above, it is known that of the 106 students majoring in Islamic Psychology at UIN Raden Fatah Palembang who were used as research samples, there were 19 or 18% of people who had high decision making, 70 or 66% of people who had moderate decision making, and 17 or 16% of people who have low decision making. Of the three categorizations, it can be concluded that the category with the most number is in the moderate category, which amounts to 70 or 66% of people, someone who has a decision making in the moderate category can be said to be sufficient, meaning that someone can determine what is good and what is not. From this explanation it can be concluded that Islamic Psychology students at UIN Raden Fatah Palembang,

Atmosudirdjo (1990:16) states that in dealing with decision-making problems one must know himself, then only he can determine the place, condition and situation where he is and must think to then end his thought process and make a decision. Likewise in an effort to choose a major, apart from external factors, students need to choose beliefs and awareness about themselves. Self-efficacy is the expectation of beliefs about how far a person is capable of carrying out a behavior in a given situation. Self-efficacy determines whether we will show certain behaviors, how strong we can survive in the face of difficulties or failures, and how success or failure in a particular task affects our behavior in the future (Bandura, 2000: 283). Also added according to Kotler et al (2002: 88-93) individual decision-making processes are influenced by several factors including cultural factors, social factors, personal factors and psychological factors, one of which is psychological factors which include confidence in a person's ability to make major decisions. psychology. Wolfe and Betz (2004: 369) also state that in selecting a decision from all the alternative choices, there are also factors within the individual, namely self-efficacy regarding the abilities possessed. So, it can be concluded that decision making affects self-efficacy. One of them is psychological factors which include confidence in a person's ability to make decisions majoring in psychology. Wolfe and Betz (2004: 369) also state that in selecting a decision from all the alternative choices, there are also factors within the individual, namely self-efficacy regarding the abilities possessed. So, it can be concluded that decision making affects self-efficacy. One of them is psychological factors which include confidence in a person's ability to make decisions majoring in

psychology. Wolfe and Betz (2004: 369) also stated that in selecting a decision from all available alternative choices, there are also factors within the individual, namely self-efficacy regarding the abilities possessed. So, it can be concluded that decision making affects self-efficacy.

Individuals are required to make decisions they must have confidence in this case Self-efficacy, that what is decided later is the final decision which is the most appropriate decision among other decision alternatives. Sometimes people become unsure of what to decide because they do not have confidence that they are able to determine the decisions to be taken, but the situation will be different if they have high confidence in their abilities, then all decisions will be easily taken without must imitate the decisions made by others.

Students said that they chose the Psychology major because of their own desires, stated that they took the Psychology major based on their own interests, had a desire to study psychology and also had an interest in psychology, while those who stated that they joined friends when enrolling in the Psychology department because not in any other major. Usually students who have low self-efficacy will experience no interest in studying, this is due to the interest of their parents so that they fall into the trap of choosing a decision or choosing the wrong major. So that it can cause these students to frequently not attend college, have low GPA scores, lack of motivation from the learning process and cannot socialize properly with the surrounding environment.

There are three reasons students choose majors. Own desire, situational, other people's factors: parents, friends, etc. Students with high self-efficacy usually have their own desires in choosing majors. There is a desire to deepen knowledge in the major they take and be able to complete assignments well. So that their GPA results are good, active during discussions in class, able to communicate actively with the surrounding environment and find out about the knowledge being studied. Usually many things influence decision making both internally and externally. One of the internal factors in making a decision is self-efficacy (Siagin, 1988). Self-efficacy is a person's belief in his own ability to organize and decide certain actions (Bandura,

New students who are in the process of self-exploration so that they will experience changes related to life plans, these changes can affect the decisions they have chosen. Self efficacy is very important for someone to have. Because having confidence in one's abilities will also influence one's performance in achieving success. (Ormrod, 2008) stated that a person's feelings of self-efficacy influence their choice of activities, their goals, and their efforts and achievements in these activities.

Self efficacy is a person's evaluation of his ability or competence to perform a task, achieve a goal, and overcome an obstacle. Bandura and Wood (Baron et al 1991) explained that self-efficacy refers to beliefs in an individual's ability to drive motivation, cognitive abilities, and actions needed to meet the demands of the situation). A person's Self Efficacy determines how much effort is expended and how much the individual survives in the face of obstacles and painful experiences. The stronger the self-efficacy, the more active and diligent the efforts or give up altogether. Meanwhile, those who have strong self-efficacy use greater effort to overcome obstacles. Based on the explanation above,

After conducting research on the phenomenon of self-efficacy with new student decision making at UIN Raden Fatah Palembang. The researcher realized that the research carried out had deficiencies, namely in taking research subjects. The scale compiled by the researcher did not reveal several indicators on variable aspects. In the orientation of the research arena, the researcher did not explain the activities of new students majoring in Islamic Psychology at UIN Raden Fatah Palembang.

### **Conclusion and Implication**

Based on the results of research that has been done. This study proves that there is a significant relationship between self-efficacy and decision making of students of the Islamic Psychology study program at UIN Raden Fatah Palembang Class of 2017.

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