



Enhancing Self-Efficacy: Methods to Increase Self-Confidence and Motivation in the Pemuda Pintar Community

Paulina Sutrisno ✉, Andes Wardy, Ida Farida, Syahrian

Trisakti School of Management

Jl. Kyai Tapa No. 20, Grogol, Jakarta Barat 11440, Indonesia

lpaulina@stietrisakti.ac.id ✉ | DOI: <https://doi.org/10.37729/abdimas.v9i4.6275> |

Abstract

The purpose of this community service focusing on self-efficacy within the Pemuda Pintar community is to enhance confidence and motivation by: 1) fostering understanding and recognition of self-efficacy, 2) enabling participants to apply self-efficacy components to their situations, 3) clarifying the difference between growth and fixed mindsets, and 4) providing tips for developing self-efficacy. The event, organized by the Pemuda Pintar Community and the TSM Center for Research and Community Service, took place on Saturday, May 4, 2024, from 10:00 to 12:30 WIB via Google Meet. It involved 31 participants, a mix of students and workers. The resource person was a lecturer in human resource management from Trisakti School of Management, who also held a psychology degree. The session proceeded smoothly without major technical issues. To facilitate understanding, the presentation was designed to be clear and accessible. As a result, participants gained greater awareness of improving their self-efficacy, which can boost their self-motivation. Survey results indicated that about 78 percent of participants understood the material. Ultimately, this community service aims not only to increase knowledge but also to inspire behavioral changes and action plans among members of the Pemuda Pintar community. This community service activity is the second collaboration between the TSM Research and Community Service Center and the Eden Community. It is hoped that the Eden community, through Pemuda Pintar, can become sustainable, benefiting the community and helping them develop themselves.

Keywords: Self efficacy, Self effidence, Self motivations, Growth mindset, Fixed mindset



This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](#)

1. Introduction

An understanding of self-efficacy is an essential key to one's success and well-being. By understanding self-efficacy, one can optimize their potential, face challenges with more confidence, and achieve a higher level of well-being overall. Rustika (2012) stated that understanding self-efficacy is very important in supporting an individual's career and activities because, with a good understanding of self-efficacy, a person will be better able to recognize and explore his potential optimally, improving his or her life achievements. Bandura (1997) states that self-efficacy is a belief in a person that will affect how they think and act in the face of various activities and obstacles. The following studies show that a person with high self-efficacy will encourage success. Hartati *et al.*, (2021) show that a person with high self-efficacy will improve mathematics learning outcomes because self-efficacy affects thinking and action.

A person with a high level of self-efficacy will have a positive self-attitude and can struggle to do something difficult. Likewise, research conducted by (Widyaninggar, 2014) shows that self-efficacy is positively related to learning achievement. Other research conducted by (Salim & Fakhurrozi, 2020) shows that students with a high level of self-efficacy will have a high-reliability attitude as well so that they can adapt well when facing difficult situations and can face challenges and problems that arise, similar to (Mahmudi & Suroso, 2014) which shows that high self-efficacy in a person will increase the ability to make adjustments in learning. Sari *et al.*, (2017) showed that high self-efficacy encourages a person's independence in learning. Meanwhile, (Permana *et al.*, 2016) tested that students with high self-efficacy will reduce anxiety levels when facing exams. Wulandari (2013) proves that students with high self-efficacy show the courage to be self-employed. Hasyim (2018) shows that self-efficacy can increase self-motivation to continue learning.

Belief in oneself will encourage a person to want to learn and develop themselves. Thus, understanding and striving to improve self-efficacy is essential to changing his thinking, being more confident in his abilities, and creating independence and effort. Akuba *et al.*, (2020) showed that high self-efficacy can improve the ability to master mathematical concepts in testing elementary school students. Likewise, (Herianto *et al.*, 2024) shows that there is a positive relationship between self-efficacy and mathematical creativity. Afnan *et al.*, (2020) show that individuals with high self-efficacy can better deal with stress levels during a *quarter-life crisis*. Likewise, (Rusdi, 2015) states that a person with high self-efficacy can better manage his time to reduce stress. In research conducted on workers or employees, it is shown that there is a positive relationship between self-efficacy and employee job satisfaction (Lestari *et al.*, 2020; Lodjo, 2013; Tanjung *et al.*, 2020). An individual with a high level of self-efficacy will spur himself to give the best results in completing his tasks. Likewise, (Astuti & Gunawan, 2016) state that self-efficacy is one of the aspects that will affect a person's career development. Muttaqin *et al.*, (2023) shows that self-efficacy is positively related to work motivation, ultimately improving employee performance.

There are several reasons why understanding self-efficacy is so important: 1) increase motivation and productivity: understanding self-efficacy can increase a person's motivation and productivity. When people are confident that they can achieve their goals, they tend to be more motivated to act and work hard; 2) create success in achieving goals: individuals with a good understanding of self-efficacy tend to be more successful in achieving their goals. They believe that they can overcome obstacles and achieve the desired results, which increases the likelihood of success; 3) increases resilience: self-efficacy helps individuals to develop solid mental endurance. They can better cope with failures and setbacks because they believe they can learn from the experience and move forward; 4) a good understanding of self-efficacy can improve a person's emotional well-being. Confidence in one's abilities reduces stress and anxiety levels and increases self-confidence and life satisfaction; 5) improves social relationships: individuals with high levels of self-efficacy tend to be more confident in social interactions. They are more likely to attract others and build strong relationships because they have confidence in their ability to interact and communicate; 6) increase innovation and creativity: an understanding of self-efficacy allows a person to feel more comfortable taking risks and trying new things. This can spur innovation and creativity, as individuals feel confident exploring new ideas.

Community service activities focused on self-efficacy are essential because the self-confidence and intrinsic motivation of young people, especially those in the Pemuda Pintar community, often tend to be low, which leads them to avoid challenges and give up when faced with failure.

Therefore, this community service program aims to boost their confidence and motivation, better preparing them to face challenges, persevere through difficulties, and actively contribute positively to their daily lives. Understanding self-efficacy is crucial because it provides a solid foundation for achieving personal success and maintaining emotional well-being. Individuals are more likely to reach their full potential and face life's challenges confidently by having confidence in their abilities. Based on the above explanation, the problem is the importance of understanding self-efficacy so that a person can manage their life more effectively, overcome obstacles better, and reach their full potential in various aspects of life, professionally and personally. For this reason, the Pemuda Pintar Community and the TSM Research and Community Service Center held an activity in the form of a presentation on the understanding of self-efficacy in increasing self-confidence and motivation, which aims to improve work ethic and empower to maximize one's abilities and potential.

Community service activities in the form of presentations on understanding self-efficacy in increasing confidence and self-motivation were conducted online through Google meetings for approximately 2.5 hours in the Pemuda Pintar community under the auspices of the Eden Creative Network. This community service activity involves practitioner lecturers as psychologists and academic lecturers from the Trisakti School of Management to design presentation materials about understanding self-efficacy in increasing one's confidence and self-motivation. The presentation material on the understanding of self-efficacy in increasing confidence and self-motivation is arranged so that it not only explores from the theoretical side but also from the case side and experience of the resource persons. The results of this community service activity are expected to increase self-efficacy for the Pemuda Pintar community and increase their potential and abilities in work and daily life. This community service aimed at self-efficacy within the Pemuda Pintar community seeks to increase self-confidence and motivation by: 1) promoting understanding and acknowledgment of self-efficacy, 2) helping participants apply self-efficacy elements to their contexts, 3) explaining the difference between growth and fixed mindsets, and 4) offering tips to develop self-efficacy.

2. Methods

2.1. Problem Identification

The stages of this community service activity began with the collaboration of Eden Creative Network with the TSM Research and Community Service Center, which strives to help answer the needs of the Pemuda Pintar community regarding how the community consisting of workers and students can have a better work ethic and how to empower them to be able to maximize their abilities and potential. In the next stage, the TSM Center for Research and Community Service contacted several TSM lecturers who are competent in human resources to formulate suitable topics and presentations to answer the needs of the Pemuda Pintar community.

2.2. Planning Stage

The TSM Research and Community Service Center and several human resources and accounting lecturers held an initial meeting to formulate the proper presentation to answer the needs of the Pemuda Pintar community and improve their potential and abilities. TSM lecturers involved in this community service activity are Mr. Andes, a psychologist; Mrs. Ida Farida; Mr. Syahrian, a practitioner; and Mrs. Paulina.

After the discussion, the topic plan will be presented, and understanding self-efficacy, which can increase confidence and self-motivation, will be discussed. From this topic, the speakers designed discussion materials that were well conceptualized and matured. The design of presentation materials on the understanding of self-efficacy in increasing confidence and self-motivation was prepared for about two weeks by the speakers.

Furthermore, the presentation material that has been completed is simulated first among the resource persons to get review, input, improvement, and consolidation of the presentation material that will be discussed on the day of implementation. The maturation of the presentation material regarding the understanding of self-efficacy in increasing confidence and self-motivation is carried out so that the material presented is accessible for the participants to understand and achieve the expected goals. Meanwhile, the Eden Creative Network informed the Pemuda Pintar community about the event so they could participate in the activity. The topics raised in community service activities regarding the presentation of understanding self-efficacy in increasing confidence and self-motivation consist of: (1) Definition of *self-efficacy*, (2) Self-efficacy component, (3). Self-efficacy benefits, (4) Perception of self-efficacy and its impact, (5). Development of self-efficacy, (6). *Growth mindset* and *fixed mindset*, (7). Tips for developing self-efficacy.

2.3. Implementation Stage

The implementation of community service activities in the form of presentations on understanding self-efficacy in increasing confidence and self-motivation was carried out online through a Google meeting for 2.5 hours, which began with the presentation of material by speakers alternately for 2 hours, interspersed with sharing interactions with the participants regarding self-efficacy. At the end of the session, which was about 30 minutes, a question and answers session was held with the participants, and they did not forget to follow a group photo session for documentation.

2.4. Evaluation stage

At the end of the community service activity, participants were asked to fill out an evaluation form to determine whether the community service activity could be understood and help answer their needs. In addition, the evaluation form was also to explore the potential topics needed by the Pemuda Pintar community so that there would be ongoing cooperation in the future. The stages of community service activities are shown in Figure 1 below.

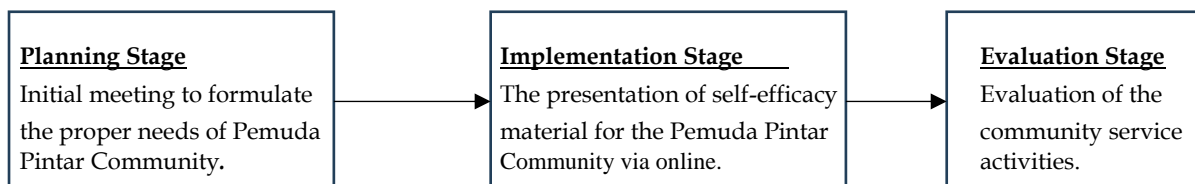


Figure 1. Stages of Community Service Activities

3. Results and Discussion

This community service activity began with a collaboration between the Trisakti School of Management Research and Community Service Center and the Eden Creative Network. Eden Creative Network oversees the Pemuda Pintar and Mak Pintar communities. Previously, TSM community service activities were conducted with the Mak Pintar community, focusing on household financial management. On the next occasion, the TSM Center for Research and Community Service collaborated again with Eden Creative Network to present on self-efficacy in the Pemuda Pintar community. The need for this theme is based on the condition of the Pemuda Pintar community, most of whom are workers so that they can better maximize their potential in work and their current lives. The community service activity in the Pemuda Pintar community, with the theme of exposure to understanding self-efficacy to increase confidence and self-motivation, was held online on Saturday, May 4, 2024, from 10:00 to 12:30.

The initial demographic survey revealed the following results in [Table 1](#) indicates that 30% of participants were students, 25% were state employees, 20% worked in the private sector, 15% were unemployed and seeking work, 10% were entrepreneurs, and 25% fell into other categories. The gender distribution was 55% men and 45% women. Most participants, 95%, were aged between 20-30, with the remaining 5% aged 31-40. The demographic data suggests that the majority are employed, male, and under 30 years old. Consequently, understanding self-efficacy can boost motivation and self-confidence, thereby supporting their careers and personal development.

Table 1. Demographic Diagram of Participants

A. Participant Composition:	Value
Government Employees	25%
Private Employees	20%
Entrepreneur	10%
Student	30%
Not yet working	15%
B. Participant Gender:	Value
Male	55%
Female	45%
C. Participant Age:	Value
20-30 year	95%
31-40 year	5%

The survey results in [Table 2](#), collected at the start, showed that 60% of participants were unfamiliar with self-efficacy, while 40% had some understanding. Regarding its importance, 60% believed understanding self-efficacy is very important, 15% thought it was important, 20% considered it quite essential, and 5% saw it as unimportant. The initial survey before the presentation indicated that most participants were not familiar with self-efficacy and expressed a need for knowledge about it, which could boost their motivation and self-confidence.

Table 2. Participant Opinion (Pre-Presentation)

Understanding About Self-Efficacy	Value
Yes	40%
No	60%
The Importance of Understanding Self-Efficacy	Value
Very Important	60%
Important	15%
Quite Important	20%
Less Important	5%

This community service activity aims to 1) foster understanding and introduction to self-efficacy, 2) allow participants to apply the components of self-efficacy to the situations and conditions they face, 3) increase understanding of the difference between a growth mindset and a fixed mindset, and 4) increase understanding of tips for developing self-efficacy. The self-efficacy material was prepared by Trisakti School of Management lecturers who are practitioners, one of whom is a psychologist. The self-efficacy material that has been designed is then simulated before community service activities are carried out to finalize the concept and get reviews from each lecturer who makes the material. On the day of the implementation of community service activities, the participants were invited to participate actively in demonstrations so that there would be interaction between resource persons and participants. The following is a demographic table of participant profiles:

The method of implementing this community service activity is through a presentation of the concept of self-efficacy, learning videos (audiovisual), case examples, and questions that can provoke participants to share. The topics of discussion are described as follows: (1) definition of self-efficacy, (2) components of self-efficacy, (3) benefits of self-efficacy, (4) perception of self-efficacy and its impact, (5) development of self-efficacy, (6) growth mindset and fixed mindset, (7) tips for developing self-efficacy. In brief, the speaker's presentation of the material regarding self-efficacy is as follows: [Bandura \(1997\)](#) states that self-efficacy is a person's belief in the capacity/ability he has to be able to do something according to the money requirements there is to produce the specified performance demands. Self-efficacy reflects a person's belief in their ability to control motivation, behavior, and social environment. [Widyaninggar \(2014\)](#) states that self-efficacy is a belief in a person about the ability to do something that is expected. In comparison, [\(Yapono & Suharnan, 2013\)](#) state that self-efficacy is a belief in one's ability to face and solve various problems effectively by convincing oneself that one will successfully overcome problems, obstacles, and obstacles that occur. Likewise, [\(Florina & Zagato, 2019\)](#) state that self-efficacy is self-confidence in one's ability to manage, perform tasks, drive to achieve goals, produce something, and implement actions to show its potential.

The following are the components that make up self-efficacy: performance achievements, indirect learning, verbal encouragement, emotional state. Self-efficacy benefits: (1) understand and accept one's condition, (2) directing attitudes and behaviors to be more positive, (3) increase self-confidence, (4) become more agile and adaptive, (5) increase the desire for self-development, (6) resilience and bounce back from failure/downturn, (7) increase success. The perception of self-efficacy can be reviewed from behavioral choices, forms of effort spent and persistence, thinking patterns and emotional reactions, and behavioral selection. Choice of self-efficacy behaviors include active engagement in work and high skills.

Meanwhile, a person with low self-efficacy will tend to be passive in work involvement. Likewise, low efficacy will impact a person's lack of desire to develop themselves. The stronger a person's perception of self-efficacy, the more diligent and persistent efforts will result. Individuals with high self-efficacy feel less need to spend energy on preparation. High efficacy will maintain and improve a person's effort when overcoming complex tasks.

Judging from the thinking patterns and emotional reactions, a person with low self-efficacy has the following mindset is believing that existing conditions are more complex than they are, linking failure to lack of ability, feeling stressed and having a narrow vision. Meanwhile, individuals with high self-efficacy have the following patterns of thinking and emotional reactions are give their attention and energy to meet the demands of the situation and perceive obstacles as challenges and consider failure less than optimal effort, not because of ability. Based on behavioral selection, a person with low efficacy believes that achieving goals and the future is challenging. A person with high self-efficacy believes and behaves that future achievements must be made by themselves and not just wanted. [Bandura \(1997\)](#) states that individuals with high self-efficacy will bounce back from their failures in doing something by changing the way they deal with problems instead of worrying about what went wrong; for this, one must have a growth mindset. Growth mindset is a mindset of a person who understands that his abilities or talents since childhood are a beginning. Those with a growth mindset believe that their abilities and talents will be able to continue to develop with hard work and dedication. They have the mindset to keep learning and trying to understand what is happening worldwide. A person with a growth or growth mindset tends to want to get a meaningful learning process and have an influence in his life. The owner of the growth mindset highly appreciates the process and makes failure not the end but a ladder to step to the next stage.

The comparison of a person with a fixed mindset and a growth mindset is as follows: (1) Fixed mindset as: assessing failure as a sign of inadequacy, do not like failure, always strive to achieve success in a short time or one try, avoid challenges, and blame the other party or the situation if you fail to be defensive. (2) Growth mindset as: failure is considered a small step towards achieving success, failure as a learning, failure to train a person to become stronger, failure to train becomes resilient, take responsibility, and accept failure because of yourself. Here are tips to increase self-efficacy as conduct self-introspection, accept and like yourself, focus on the big picture, develop a positive attitude and can-do attitude, become a continuous learner, seek and obtain feedback, have a role model, gain reinforcement, tough in following the stages of self-development.

The results of TSM's community service activities with the Pemuda Pintar community were successful, with no major obstacles despite occurring online. The two-hour presentation featured speakers taking turns to introduce the material. Participants were prompted to interact and share opinions on self-efficacy. Afterward, a Q&A session took place where two participants asked the resource person about motivating themselves daily to enhance self-efficacy and ways to boost self-efficacy in victims of bullying, whose past experiences had affected their current job performance. Participants' understanding was assessed through a survey at the session's end. [Table 3](#) shows that most participants found explanations about self-efficacy that increased confidence and motivation to be important (44.4%) or very important (55.6%). The majority considered understanding self-efficacy crucial, indicating the topic's relevance to their needs. Additionally, 66.7% said they understood the material well, another 66.7% quite well, and 11.1% very well. Most participants (78%) felt they understood the material well or better; however, there is a need to deepen the delivery to improve understanding further.

The post-presentation survey also showed that most found the presentation very useful (55.5%), useful (33.3%), or quite useful (11.1%). This response indicates that the presentation is not only informative but also has the potential to have a positive impact on its implementation. The post-session survey results showed that most participants believe understanding and cultivating self-efficacy is vital, as it helps individuals face challenges confidently, recover from failures, and reach their full potential. Below are the survey results following the self-efficacy presentation.

Table 3. Post Presentation Survey

How Important to Understand Self-Efficacy	Value
Very Important	44%
Important	57%
The Understanding of the Material Presented	Value
Very Understanding	11%
Understandable	67%
Quite Understand	22%
The Benefits of the Presentation	Value
Very Useful	56%
Useful	33%
Quite Useful	11%

From the survey results, [Figure 2](#) shown that the participants in the future will take practical steps in increasing self-efficacy in the world of work, for example, training a growth mindset to be more confident, strengthening the determination to build a business even though they often fail, developing several new strategies and plans to be achieved, focusing on their potential and taking advantage of new opportunities, ignoring the views of others that hinder self-development, trying to be more productive and more communicative. The following in are a display of community service activities in the form of self-efficacy presentations to increase confidence and self-motivation:

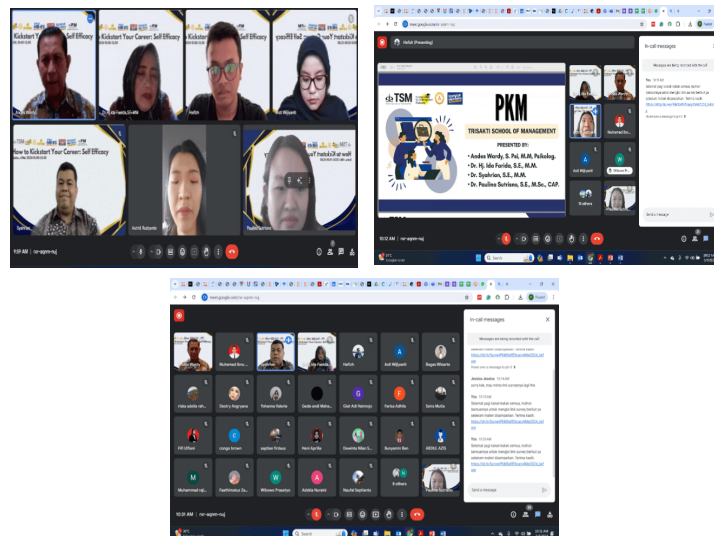


Figure 2. Display of Community Service Activities "Presentation of Self-Efficacy in Increasing Self-Confidence and Motivation" – Part 1 and Part 2

The survey results show that all participants agree that self-efficacy is essential, confirming that the community service theme was well-chosen. With a comprehension rate of 78%, the presentation was effective, although some improvements could provide more depth. Most participants also found the topic beneficial and relevant for increasing motivation and self-confidence. Additionally, the enthusiasm of the community service participants was evident from the many questions asked during the question-and-answer session. For future community service activities, we will carefully explore the needs of the Pemuda Pintar community so that the material presented can be precisely targeted and sustainable.

4. Conclusion

The Trisakti School of Management community service activity with Eden Creative Network, which took place in the Pemuda Pintar community, took the theme of understanding self-efficacy to increase confidence and self-motivation, which was held on Saturday, May 4, 2024, online from 10.00-12.30 with a total of 31 participants. The participants consisted of students and workers. The community service activities went smoothly. Several participants from the Pemuda Pintar community were also invited to interact with the resource persons so that participants would not be shy to show themselves and as an example that could encourage them to be more courageous and believe in their abilities. At the end of the presentation session on self-efficacy, there was a question-and-answer session for the participants. Two people asked about how to increase self-efficacy every day and how to increase low self-efficacy due to bullying victims in the past. Community service activities in the form of self-efficacy presentations are expected to equip the participants of the Pemuda Pintar community to be confident in their abilities to achieve the life goals they have aspired to so far and be beneficial for their lives in the future. In the future, it is hoped that there will be cooperation between the TSM Research and Community Service Center and Eden Creative Network in providing other material presentations that can be useful in developing a better career and life.

Acknowledgement

The author would like to express his deepest gratitude to the Eden Creative Network, which oversees the Pemuda Pintar community and the TSM Research and Community Service Center, for providing the opportunity to organize and facilitate community service activities in the form of exposure to the understanding of self-efficacy in increasing confidence and self-motivation so that this activity can be beneficial for various parties.

References

- Afnan, Fauzia, R., & Utami Tanau, M. (2020). Hubungan Efikasi Diri Dengan Stress Pada Mahasiswa Yang Berada Dalam Fase Quarter Life Crisis. *Jurnal Kognisia*, 3(1), 23–29.
- Akuba, S. F., Purnamasari, D., & Firdaus, R. (2020). Pengaruh Kemampuan Penalaran, Efikasi Diri dan Kemampuan Memecahkan Masalah Terhadap Penguasaan Konsep Matematika. *JNPM (Jurnal Nasional Pendidikan Matematika)*, 4(1), 44–60. <https://doi.org/10.33603/jnpm.v4i1.2827>
- Astuti, R., & Gunawan, W. (2016). Sumber-Sumber Efikasi Diri Karier Remaja. *Jurnal Psikogenesis*, 4(2), 141–151.

- Bandura, A. (1997). *Albert Bandura Self-Efficacy: The Exercise of Control*. In W.H Freeman and Company New York.
- Florina, S., & Zagoto, L. (2019). Efikasi Diri Dalam Proses Pembelajaran. *Jurnal Review Pendidikan Dan Pengajaran*, 2(2), 386–391.
- Hartati, I., Suciati, I., & Wahyuni, D. S. (2021). Pengaruh Efikasi Diri Terhadap Hasil Belajar Matematika: Meta Analisis. *Guru Tua: Jurnal Pendidikan Dan Pembelajaran*, 4(2), 49–56. <https://doi.org/10.31970/gurutua.v4i2.74>
- Hasyim, F. (2018). The Effects of Self-Efficacy on Motivation of Reading English Academic Text. *Ahmad Dahlan Journal of English Studies*, 5(1), 25. <https://doi.org/10.26555/adjes.v5i1.8597>
- Herianto, H., Sofroniou, A., Fitrah, M., Rosana, D., Setiawan, C., Rosnawati, R., Widiastuti, W., Jusmiana, A., & Marinding, Y. (2024). Quantifying the Relationship Between Self-Efficacy and Mathematical Creativity: A Meta-Analysis. *Education Sciences*, 14(11), 1–17. <https://doi.org/10.3390/educsci14111251>
- Lestari, U. P., Sinambela, E. A., Mardikaningsih, R., & Darmawan, D. (2020). Pengaruh Efikasi Diri Dan Lingkungan Kerja Terhadap Kepuasan Kerja Karyawan. *Jurnal Ekonomi & Ekonomi Syariah*, 3(2), 529–536.
- Lodjo, F. S. (2013). Pengaruh Pelatihan, Pemberdayaan dan Efikasi Diri Terhadap Kepuasan Kerja. *Emba*, 1(3), 747–755.
- Mahmudi, M. H., & Suroso. (2014). Efikasi Diri, Dukungan Sosial dan Penyesuaian Diri Dalam Belajar. *Persona: Jurnal Psikologi Indonesia*, 3(02), 183–194. <https://doi.org/10.30996/persona.v3i02.382>
- Muttaqin, R., Resa, P. I., Siddiq, A. M., Wijaya, F., Rama, C. J., & Abdulrahman, S. Al. (2023). Improving employee performance: The role of self-efficacy and motivation. *Jurnal Kajian Manajemen Bisnis*, 12(1), 1–9.
- Permana, H., Harahap, F., & Astuti, B. (2016). Hubungan Antara Efikasi Diri Dengan Kecemasan Dalam Menghadapi Ujian pada Siswa Kelas IX di MTS Al Hikmah Brebes. *Hisbah: Jurnal Bimbingan Konseling Dan Dakwah Islam*, 13(1), 51–68. <https://doi.org/10.14421/hisbah.2016.132-04>
- Rusdi, R. (2015). Hubungan antara efikasi diri dan manajemen waktu terhadap stres mahasiswa farmasi semester IV Universitas Mulawarman. *Psikoborneo*, 3(2), 148–159.
- Rustika, I. M. (2012). Efikasi Diri: Tinjauan Teori Albert Bandura. *Buletin Psikologi*, 20(1–2), 18–25. <https://doi.org/10.22146/bpsi.11945>
- Salim, F., & Fakhurrozi, M. (2020). Efikasi Diri Akademik dan Resiliensi pada Mahasiswa. *Jurnal Psikologi*, 16(2), 175–187. <https://doi.org/10.24014/jp.v16i2.9718>
- Sari, A. K., Muhsin, & Rozi, F. (2017). Pengaruh Motivasi, Sarana Prasarana, Efikasi Diri, Dan Penyesuaian Diri Terhadap Kemandirian Belajar. *Economic Education Analysis Journal*, 6(3), 923–935.
- Tanjung, R., Arifudin, O., Sofyan, Y., & Hendar. (2020). Pengaruh Penilaian Diri dan Efikasi Diri terhadap Kepuasan Kerja Serta Implikasinya terhadap Kinerja Guru. *Jurnal Ilmiah Manajemen, Ekonomi Dan Akuntansi*, 4(1), 380–391.
- Widyaninggar, A. A. (2014). Pengaruh Efikasi Diri dan Locus Kendali (Locus of Control) Terhadap Prestasi Belajar Matematika. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 4(2), 89–99. <https://doi.org/10.30998/formatif.v4i2.143>
- Wulandari, S. (2013). Pengaruh Efikasi Diri terhadap Minat Berwirausaha pada Siswa Kelas XII di SMK Negeri 1 Surabaya. *Jurnal Pendidikan Tata Niaga (JPTN)*, 1(1), 1–20.
- Yapono, F., & Suharnan. (2013). Konsep-Diri, Kecerdasan Emosi dan Efikasi-Diri. *Persona: Jurnal Psikologi Indonesia*, 2(3), 208–216. <https://doi.org/10.30996/persona.v2i3.136>