



EXPLORING SELF-EFFICACY OF PBL STUDENTS DOING PART-TIME JOB

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ABSTRAK

Penelitian ini dilakukan untuk mengetahui proses efikasi diri dalam melakukan pekerjaan paruh waktu dan untuk mengetahui tingkat efikasi diri mahasiswa selama bekerja paruh waktu. Penelitian ini diselesaikan dengan menggunakan pendekatan kualitatif. Enam semester delapan mahasiswa Pendidikan Biologi tahun ajaran 2019-2020 dipilih untuk dilibatkan dalam penelitian ini. Wawancara semi terstruktur digunakan sebagai instrumen untuk menjawab dua pertanyaan penelitian: apa karakteristik siswa yang memiliki efikasi diri tinggi saat melakukan pekerjaan paruh waktu? Dan berapa banyak proses kerja self-efficacy bagi siswa yang melakukan pekerjaan paruh waktu? Dari penelitian ditemukan bahwa terdapat beberapa karakteristik siswa yang memiliki efikasi diri tinggi. Pertama, melihat masalah lebih sebagai tantangan untuk dipecahkan daripada sebagai hambatan dalam mencapai tujuan dan kedua, memiliki komitmen yang kuat untuk mencapai tujuan yang telah ditetapkan. Selain itu, diklasifikasikan ke dalam empat proses self-efficacy; proses kognitif, proses motivasi, proses afektif, proses seleksi. Setiap peserta memiliki proses yang berbeda untuk memiliki self-efficacy yang tinggi, dan setiap peserta memiliki banyak aktivitas; mulai dari belajar di perguruan tinggi, melakukan lebih dari satu pekerjaan paruh waktu, dan bergabung di dalam dan di luar organisasi. Semua siswa juga setuju bahwa melakukan pekerjaan paruh waktu bermanfaat bagi mereka.

Kata kunci: Mahasiswa; Efikasi Diri; Kerja paruh waktu; Pengajaran;

ABSTRACT

The present study was accomplished to find out the process of self-efficacy on doing part-time job and to find out the level of self- efficacy students during part-time job. This research was completed by using a qualitative approach. Six semester eight Pendidikan Biologi students of 2019-2020 academic years chosen to be involved in this study. Semi-structured interview was employed as instrument to answer two research questions: what are the characteristics of students who have high self-efficacy while doing part-time job? And how many processes of self-efficacy work are for students doing part-time job? From the research, it was found that there were several characteristics of students who have high self-efficacy. First, to look at the problem more as a challenge to be solved than as an obstacle in achieving the goals and second, to have a strong commitment to achieve the goals set. Moreover, it is classified into four processes of self-efficacy; cognitive process, motivational process, affective process, selection process. Every participant has a different process to have a high self-efficacy, and every participant has many activities; starting from studying in college, doing more than one part-time job, and joining inside and outside organizations. All students also agreed that doing a part-time job was beneficial for them.

Keywords: Student; Self-Efficacy; Part-Time Job; Teaching;

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A. INTRODUCTION

Nowadays, having part-time job turns into a famous phenomenon among college students. Vickers, Sheep, and Hinkley, 2003 (as cited in Siregar, 2014) demonstrated that the number of students doing part time job altogether increments. Students get a portion of the advantages of having a part-time job; for instance, it can bolster their account, obtaining managerial and authority abilities. Nevertheless, there are dangers if students are working while at the same time contemplating; they might be looked at with the issue, for example, scholarly execution, missing a few classes, and in any event, dropping out.

However, many of Tarbiyah students in UIN Ar-Raniry, especially those who are majoring in Biology education have a part-time job teaching, either teaching Biology or other subjects. According to Badu and Torto (2014), education transfers information or knowledge from teacher, lecture, instructor, or tutor to student or learner, and they have the role of a facilitator, motivator, and guidance for students. A part-time job means people do not need to occupy themselves for the whole day, but more or less, they will enjoy the benefits of having a job. In a broad sense, part-time job includes all paid work performed in addition to a full-time job or occupation; it generally excludes seasonal hiring or employment which recurs at certain times of the year, such as evening or holiday work by students or teachers (Casselmann, 2014).

Being part-time worker is so popular among PBL students of Tarbiyah Faculty, UIN Ar-raniry. They can gain not only extra pocket money but it allows them to take on new challenges and responsibilities as well. It can establish self-confidence to grow into independent adult qualities serving them well throughout their career. Generally, everyone starts to learn after his birth, but the youth's lesson and experience is the central pillar of one's career and life.

As we all know, adolescence is the time when most students went in the wrong direction (Casselmann, 2014). When one does not use the free time to do something productive, only then a person got attracted to the wrong things. The age of adolescents is very crucial for every person. That is why it must engage students in the works. If one loves one's work, then it would not just work anymore. That work will be a source of happiness and affect self-efficacy while doing part-time job. (Anderson, Marie, and Demand, 2019).

Self-efficacy is defined as one's belief in one's ability to effect directly one's actions to achieve the set goals and succeed in completing a specific task. Self-efficacy refers to a person's perceived capability, as distinct from functional ability, to perform a particular action or course of action. As indicated by Bandura, 1993 (as cited in Malinauskas, Sniras, and Malinauskiene, 2018) self-efficacy convictions have a significant job in evolving practices, as these convictions decide the necessary leadership in playing out the conduct, the exertion spent, and the issues that emerge all through the procedure. Bandura, 1993 (as cited in Malinauskas, Sniras, and Malinauskiene, 2018) called attention to those individuals with high self-efficacy who will, in general, have more noteworthy subjective genius, key adaptability, and efficacy in dealing with their condition, and set spurring objectives for themselves.

However, from my previous experience as doing part-time job as a teacher, as well as my experience from recent observations as a Biology Education department student at UIN Ar-Raniry, I found that many PBL students of semester eight of 2019-2020 of academic years doing part-time job while studying more difficult. Students

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need more extended time while doing their homework and tasks. As a result, graduation is delayed, students did not do their task, missed the class and etc. Some previous studies on self-efficacy have been conducted, Ulfah (2014), conducted a study to explore self-efficacy of students doing part-time job, the research finding was reported that someone who has high self-efficacy will have the ability to adjust better self can affect the situation and can show the ability possessed better to avoid the reaction psychic. Another study was done by Natalia (2015), she found several characteristics of people who have high self-efficacy, among others, like to assume personal responsibility and want the results obtained from the ability the optimal. Individuals also like challenges and do not like doing assignments easy or moderate. Having a high level of creativity and innovation in finding ways to overcome the problem, individuals like everything that carries risk because of individual confidence and confidence that they can do something, although challenging.

The phenomenon that is quite common in the tertiary education environment is, in fact, the number of students who decide to work. Students are doing a part-time job must concurrently with two things; being a student and a part-time job. As a result, new problems can arise, such as in terms of division of lecture time, social adjustment, and academic achievement.

The study on self-efficacy is important to conduct to scrutinize the person's perceived capability of PBL students doing part-time job, the present study hopes that it is of importance to identify the level of self-efficacy students who do part-time job and how their process goes through it.

B. RESEACH METHOD

This research used a qualitative research design, specifically semi-structured interview. The research technique is to isolate and define phenomena/categories during the research in order to. In contrast, then learn, whereas the qualitative researcher's ambition is to determine the relationship between phenomena/categories already isolated and defined before the research. This research is conducted using a case study design that deals with how and why things happen, allowing the investigation of contextual realities and differences between what planned and what occurred (Mohd Noor, 2013). The participants of this research are PBI students of semester eight of 2019-2020 academic years. In this research, the participants are English students who have been doing part-time teaching for 10 hours or more per week. Morse, 1994 (as cited in Omona, 2013) suggests that qualitative research use at least six (6) participants in interviews achieve the goal. In this case, the sample drew from six (6) PBI students of semester eight of 2019-2020 academic years.

The data collection method in this research is an interview. The type of interview is used in a semi-structured interview and the researcher provided several questions for the respondent. The interview took 15-20 minutes for each respondent. As indicated by Holsti in Moleong (2002, p. 163), content analysis is any strategy for making inductions by objectively and systematically identifying indicated characteristics of messages. The data were analyzed through several stages. First, the researcher recorded the interview to explore PBI students self-efficacy while doing a part-time job, and the result of the interview was transcribed into the data.

C. FINDING AND DISCUSSION

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In this section, the researcher used a few steps to support this research to be finished. First, the data conducted by interview with six participants who are doing part-time job. Second, the researcher made a transcript of interview. Last, the researcher arranged and analyzed the relevant data depends on the purposes of this research. Six participants were given initials with AR, NR, DZH, FH, ZU, and SA. They are PBI student. Each interviewee spent about 15 to 20 minutes. Because of the COVID 19 Pandemic, the interview was done via phone call. Each participant received the same questions. Some additional questions were asked based on the interviewee's answer but still related to the topic.

In this research, a coding investigation was implemented to extract the information from the participants' responses. This affirmed the appropriateness of the things for each element of the theoretical structure of the instrument. All the responses were coded and categorized under the themes. After going through some processes, the researcher gained several findings that were composed into two main points based on the research questions. The first point is the characteristics of students who have high self-efficacy while doing part-time job consists of having a strong commitment to achieving the goals set and looking at the problem more as a challenge to be solved than as an obstacle in achieving the goal. The second point is how many processes works for students doing part-time job consists of the cognitive processes, Motivational processes, Affective processes, and Selection processes.

D. CONCLUSION

This research has analyzed the self-efficacy of Pendidikan Biologi students doing a part-time job. Based on the result of the research findings and discussion in this chapter, the researcher concluded some points. First, self-efficacy affects individual functions in various processes, namely cognitive, motivation, selection, and affective. Students who have high self-efficacy can think rationally about situations that can reduce stress levels and survive the challenges of studying while doing a part-time job. Students with high self-efficacy can determine choices of activities that are useful for themselves and do not give up easily in doing a part-time job. Finally, regarding the data which have been analyzed, the researcher concluded that having a high self-efficacy is very important for students while doing a part-time job.

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