

GENERAL SELF-EFFICACY SCALE: ANALYSIS IN INDONESIA JUNIOR HIGH SCHOOL STUDENTS

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Abstract. Self efficacy defines as persons' ability to believe in their ability to finish certain task. General Self-Efficacy Scale (GSES) is scale that developed by Schwarzer and Jerusalem, and consists of 10 items. Perceived self-efficacy is important in persons' daily activities to facilitates goal-setting, effort investment, persistency, and recovery from setbacks. Each item refers to successful coping and implies internal attribution of success. This study aims to examine validity of General Self-Efficacy Scale (GSES). 530 junior high school students participated in this study, with median of age is 14 years. Construct validity examined by SPSS version 27, focusing on reliability measures. The result indicates that The Friedman's test shows a statistically significant difference among the items ($X^2=352.452$; $p=0.000$), indicating that the items are not equivalent regarding their ratings or values. General Self-Efficacy Scale (GSES) measured on junior high school student (ages 13-17) demonstrated good reliability with Cronbach's alpha .77.

Keywords: High School, General Self-Efficacy, Self-Efficacy, Student.

INTRODUCTION

Self-efficacy is defined as people's beliefs in their ability to finish tasks and face challenging situations. In school context, self-efficacy is a learner's self-constructed judgement about his or her ability to execute certain behaviors or reach certain goals (Ormrod et al., 2019). Self-efficacy influences a student's choice of activities, whereas students with low self-efficacy might avoid many learning tasks, and students with high self-efficacy eagerly approach these challenge (Santrock, 2018). Thus, self-efficacy become one important aspect that able to drive students' intention, motivation, and efforts to achieve their goal.

According to social cognitive theory, self-efficacy has three dimensions: (a) magnitude or level, which refers to the specific level of task difficulty), (b) strength, the confidence in successfully performing a task at a particular difficulty, and (c) generality, the extent to which beliefs about magnitude and strength generalize across tasks and situation (Bandura, 1997). Self-efficacy are influenced by four key factors: (a) mastery experiences, (b) vicarious experiences; (c) social persuasion, and (d) physiological and emotional states(PES). Self-efficacy in an individual is developed not only through personal experiences, but also through observing the experiences of others. Learning from others plays a key role in shaping one's confidence in their abilities.

Social cognitive theory states that self-efficacy in individuals affects several aspects, both directly or indirectly, of their learning process (Ormrod, 2016), including: (a) activity choices, where individuals tend to choose task they can do successfully; (b) goals, where individuals set higher targets for themselves when they have high self-efficacy in a particular domain; (c) effort and persistence, where individuals with high self-efficacy tend to put more effort when working on task, for example by using more effective learning strategies and tend to be able to persist when facing obstacles.

Despite of physical change, adolescent also has to face transitions in education, where they have to reconstitute their self-efficacy in new and broaden school environment. This period of adaptation,

adolescents tend to lose self-control, become less confident, more sensitive to social criticism, and decrease self-motivation (Bandura, 1997). Self-efficacy is typically measured using scales designed to assess specific constraints, such as academic self-efficacy or career decision-making self-efficacy. These scales were developed to evaluate confidence in particular domains or contexts. One of most widely used is the General Self-Efficacy Scale (GSES), developed by Schwarzer & Jerusalem (Schwarzer & Jerusalem, 1995). The GSES aims to measure self-efficacy in a broad, generalized context, rather than focusing on a specific task or situation. It has been applied across various populations to understand how individuals perceive their ability to manage challenges in daily life. The GSES was available in 33 language including Indonesia. Nonetheless, the Indonesian version was renewed by Novrianto (2019) by conducted back to back translation and remeasure by using confirmatory factor analysis (CFA) with LISREL 8.80. The respondents in previous research were college students, therefore this study may enhance the validity of the scale by examining different age range, specifically measure on junior high school student (13-17 years).

RESEARCH METHOD

Method

This study evaluated the Indonesian version of General Self-Efficacy Scale (GSES), which administered to junior high school students. The GSES is designed to measure individuals' confidence in their ability to cope with daily challenges and manage stressful situations effectively. Data analysis was conducted by using SPSS version 27, focusing on reliability measures to assess the consistency and applicability of the scale within this population.

Participants

The research involved 530 junior high school students from various regions in Indonesia. The sample consisted of 51% male and 49% female students, with an age range of 13-17 years and a median age of 14. Participants were selected using simple random sampling technique to ensure an equal chance of representation across the population. This approach aimed to provide balanced and unbiased dataset for analysis, capturing the perspectives of students across different demographic and educational background.

Measure

This research was using General Self-Efficacy Scale (GSES) Indonesian version which developed by Matthias Jerusalem and Ralf Schwarzer (1995). General perceived self-efficacy was assessed by this scale, and aim to predict personal coping to daily activities and adaptation related to stressful life events. This scale consists of 10 likert item with 5-point scale from "disagree" to "very agree". Sum up the responses to all 10 items to yield the final composite score with a range from 10-40. Cronbach's alphas ranged from .76 to .90, with majority in the high .80s, affirming its validity for use in diverse populations.

Table 1. Items of GSES

No	Item
1	Saya dapat selalu menyelesaikan masalah yang sulit jika saya berusaha keras
2	Saya mampu mencari cara untuk menyelesaikan masalah jika ada sesuatu yang menghambat tujuan saya
3	Mudah bagi saya untuk tetap pada tujuan dan mencapai tujuan saya
4	Saya yakin bahwa saya dapat bertindak dengan baik dalam situasi yang tidak terduga
5	Berkat kemampuan saya, saya tahu bagaimana cara menghadapi situasi yang tidak terduga
6	Saya dapat menyelesaikan berbagai permasalahan jika saya sungguh-sungguh dalam melakukannya
7	Saya dapat tetap tenang saat menghadapi kesulitan karena saya dapat mengandalkan kemampuan saya untuk mengatasi hal tersebut

8	Saat berhadapan dengan sebuah masalah, saya mempunyai banyak ide untuk mengatasinya
9	Ketika berada dalam situasi sulit, saya dapat memikirkan cara untuk keluar dari kesulitan tersebut
10	Apapun yang terjadi, saya akan dapat mengatasinya dengan baik.

RESULT AND ANALYSIS

General Self-Efficacy Scale (GSES) consists of 10 items likert scale. General Self-Efficacy Scale (GSES) demonstrated good reliability with Cronbach's alpha .77. This level of internal consistency confirms the GSES's robustness in assessing self-efficacy among junior high school students aged 13-17. Moreover, corrected item-total correlations for all items exceeded the recommended threshold of 0.30 (Azwar, 2012), suggesting all items contributed effectively to the scale's measurement objectives. These findings align with established psychometric standards, reinforcing the validity of the scale in this context.

Table 2 Item-Total Statistics

	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item 1	.361	.769
Item 2	.379	.766
Item 3	.327	.775
Item 4	.470	.755
Item 5	.453	.757
Item 6	.455	.757
Item 7	.461	.756
Item 8	.531	.747
Item 9	.513	.749
Item 10	.495	.751

The Friedman's test results indicated statistically significant difference among the items ($X^2=352.452$; $p<0.001$), suggesting variability in how respondents perceive and rate specific items. General Self-Efficacy Scale (GSES) is proven as an unidimensional constructed scale, whereas this scale are able to measure self-efficacy in general (Novrianto et al., 2019). By prior validation studies in different populations, this construct allows the scale to measure general self-efficacy across diverse settings effectively, making it a reliable tool for capturing overarching construct of self-efficacy in adolescents.

The findings highlights the utility of GSES for assessing general self-efficacy in youth, complementing existing research that primarily focused on older demographic, such as college students and adults. Future studies could explore cross-cultural validation of the GSES in adolescents to examine its applicability in diverse socio-cultural settings. Additionally incorporating longitudinal designs may help identify developmental trajectories in self-efficacy over time.

CONCLUSION

The findings from this study confirm that the General Self-Efficacy (GSES) is a valid and reliable instrument for measuring self-efficacy among Indonesian junior high school students aged 13-17. The scale demonstrated acceptable internal consistency with a Cronbach's alpha of 0.77, which meets psychometric standards. These findings contribute to existing literature by affirming the

scale's suitability for use in broader age groups and cultural contexts. This research also paves the way to explore longitudinal application of the GSES, examining how self-efficacy develops over time in adolescents. Moreover, cross-cultural validation of the scale in diverse socio-economic and cultural settings could further enrich its utility and relevance. By incorporating these aspects, researchers can deepen understanding of self-efficacy's role in shaping adolescents' motivation, resilience, and academic success.

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