

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui kontribusi sumber-sumber self-efficacy terhadap self-efficacy pada kemampuan berbicara didepan umum mahasiswa Fakultas Psikologi Universitas "X" Bandung. Penelitian ini menggunakan teori sumber-sumber self-efficacy dan self-efficacy dari Bandura (2002).

Penelitian ini melibatkan 301 mahasiswa sebagai responden yang dipilih berdasarkan teknik accidental sampling. Setiap responden mengisi kuesioner sumber-sumber self-efficacy sebanyak 21 item dengan nilai korelasi 0.350-0.697 dan kuesioner self-efficacy sebanyak 17 item dengan nilai korelasi 0.330-0.703 yang disusun oleh peneliti berdasarkan landasan teori yang digunakan. Penelitian ini menggunakan uji regresi berganda dengan menggunakan program SPSS 26.

Berdasarkan pengolahan data secara statistika, sumber-sumber self-efficacy secara simultan berkontribusi sebesar 53.5% terhadap self-efficacy mahasiswa dan uji parsial pada sumber-sumber self-efficacy yaitu enactive mastery experiences (24.2%), verbal persuasion (7.9%), dan physiological and affective states (16.6%) berkontribusi secara signifikan terhadap self-efficacy sedangkan vicarious experiences tidak berkontribusi secara signifikan terhadap self-efficacy.

Simpulan yang diperoleh adalah sumber-sumber self-efficacy secara simultan memiliki kontribusi terhadap self-efficacy, sedangkan uji parsial sebagian besar memiliki kontribusi secara signifikan terhadap self-efficacy mahasiswa. Peneliti menyarankan agar mahasiswa dapat menghayati pengalaman teman atau mahasiswa lain yang signifikan agar dapat menaikkan self-efficacy pada dirinya. Selain itu, untuk lebih lanjut perlu dilakukan penelitian mengenai kontribusi sumber vicarious experiences terhadap self-efficacy sehubungan dengan komunikasi yang memiliki kedekatan antar teman sebaya.

Kata kunci: sumber-sumber self-efficacy, self-efficacy, mahasiswa

Abstract

The purpose of this research is to determine the contribution of the self-efficacy sources toward the self-efficacy of a public speaking skill students of the Faculty of Psychology "X" University in Bandung. This study uses the theory of self-efficacy sources and self-efficacy from Bandura (2002).

This study involves 301 students as respondents selected based on the accidental sampling technique. Each respondent fills out self-efficacy sources questionnaire of 21 items with a correlation value of 0.350-0.697 and a self-efficacy questionnaire of 17 items with a correlation value of 0.330-0.703 compiled by researchers based on the theoretical basis used. This research uses multiple regression tests using the SPSS 26 program.

Based on the statistical data management, the self-efficacy sources simultaneously contribute 53.5% toward the students' self-efficacy and the partial test on the self-efficacy sources, namely the enactive mastery experiences (24.2%), verbal persuasion (7.9%) and physiological and affective states (16.6%) which contribute significantly to self-efficacy while vicarious experiences do not contribute significantly to self-efficacy.

As a Conclusion, sources of self-efficacy simultaneously contribute to self-efficacy, while the partial test mostly contributes significantly to students self-efficacy. Researchers suggest that the students can experience the experience of the students' friends or other significant students in order to increase self-efficacy in the students' selves. In addition, further research needs to be conducted on the contribution of sources of vicarious experiences toward the self-efficacy in connection with communication that is close between peers.

Keywords: *the self-efficacy sources, self-efficacy, college students*

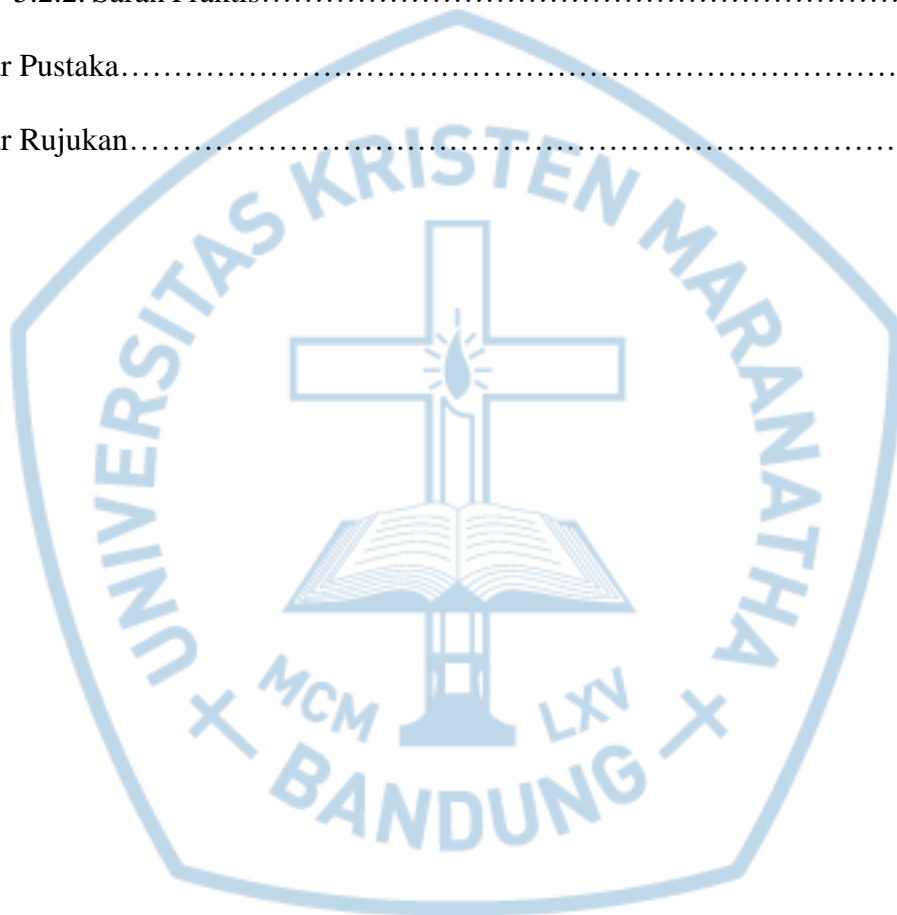
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