



Implications of Self-Efficacy in Guidance Personal and Social Independence

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ABSTRACTS

Sinar Cendekia (SC) is an educational institution that is managed professionally, from creative-innovative learning strategies and organized teacher and student development models. This study uses a qualitative methodological approach, namely a research method based on the post-positivism philosophy, which is used to examine the condition of a natural object, where the researcher is the key instrument, the data collection technique is done in a triangulation (combined), qualitative data analysis. The types and sources of data collected in this study are primary data sources, from data and information from interviews, observations and documentary studies found. This study sees that the implication process of self-efficacy is to be able to deal with one's own inner state, to regulate itself in spirituality, physical care, and in fostering human relationships with others in various environments through individual / group research activities in the form of visits to certain places that reflect one regional development dynamics.

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1. INTRODUCTION

Basically the problems of students at the high school level have certain specificities that are different from the previous development phase, this is caused by the characteristics of adolescent development which are characterized by various physical, psychological, social and moral changes, in accordance with the principle of development which is characterized by individual differences in various aspects of his personality. Children and adolescents in their development are faced with a number of demands, challenges and problems. Adolescence is a period where there are many various processes experienced by an individual both physically and psychologically (Safitri, 2021). They are required to master the information, knowledge, abilities and skills to complete tasks in the class or level of education they are currently undergoing or at the next level of education. In line with the development of demands and challenges, children and adolescents will be faced with personal, social, career, learning, cultural, economic, and social problems (Rachmayani, et al., 2020).

Security and others. Some problems can be solved easily, other problems are overcome with difficulty and some problems can't be solved alone or can be solved with less success (Fadhilah et al., 2021). Education is trying to provide guidance for the growth of one's intelligence as a whole. In accordance with the potential of each person which is also an attempt to change himself or others as long as he lives. Therefore, children and adolescents need guidance and counseling services from counselors to be able to solve problems that cannot be overcome alone (Safitri, 2021). Guidance and counseling services organized by the education unit include program components, service areas, activities and time allocation for services.

Sinar Cendekia Islamic High School was established to facilitate students who want to study academically and want to go to quality schools, as well as to compete with quality non-Muslim schools especially in the school environment. Sinar Cendekia is a school that makes Islam a basic value in all activities and learning that is developed in accordance with technological advances in this era of globalization.

The concept applied at the Sinar Cendekia school is to apply Islamic character. Islamic character here, the school applies the concept of the Qur'an where a student must memorize 3 juz (Juz 28, 29, 30) of the Qur'an as one of the requirements for students' graduation. In addition, students are also required to perform the Dzuhur prayer in congregation, asr prayer in congregation. Where students are allowed to go home if they have performed the Asr prayer in congregation. How is Self-efficacy applied in Sinar Cendekia schools?

Self-efficacy in guiding personal and social independence to Sinar Cendekia students is given in order to be able to solve the problems they are experiencing, so that they can provide self-confidence (self-efficacy), and can develop themselves to be able to achieve the hopes and goals that they have dreamed of (Puente-Díaz, 2016) In general, self-efficacy refers to how confident a person is about dealing with tasks, challenges, and the ability to influence life on events that occur, so that those who have high self-efficacy can grow their intrinsic interest and enjoy various activities, while those who have high self-efficacy can grow their intrinsic interest and enjoy various activities. Low self-efficacy causes lack of inspiration, aspiration, lack of enthusiasm, and easily give up (Bergey et al., 2015).

2. LITERATURE STUDY

Another term for self-efficacy is self-confidence. Often a person believes that he will succeed in doing something, without reflecting and considering the possibility of failure. As a result, when that failure (Cook & Artino Jr, 2016; Hidayati et al., 2020).

Often times, despair becomes a shadow that ensnares him, making it difficult to return to building self- confidence (Christiana, 2013). To overcome the situation as described above, it is expected that everyone has good self-efficacy. Self-efficacy is the ability of students to be able to express views that are oriented towards independence when reflecting on the experience gained and in the process there are efforts to solve problems and show confidence in the existence of hope and opportunity (Nauvalia, 2021; Tsai, 2012).

Academic self-efficacy refers to beliefs related to the ability and ability of a student to achieve and complete study tasks with a predetermined target outcome and time (Tsai, 2012) So, academic self-efficacy can be interpreted as a belief in the abilities possessed by students to be able to do and complete school assignments and organize their own learning activities with the targeted time, with the hope of achieving optimal learning outcomes (Hardianto et al., 2016). With several problems faced by students at SMA-I Sinar Cendikia, such as sleepiness, tiredness, noise during class hours, and so on, even though they are targeting their hopes and dreams for their future, a solution must therefore be given. By going through personal guidance to students who experience these problems (Fauziyah, 2021).

In this case, educators (teachers) also participate in providing personal- social guidance services to students. Academic self-efficacy shows that the relationship between personal and social independence will be seen as a preference for results potential resources of students so that their progress affects self- confidence (Chester et al., 2011). One's cultural background plays a very important role in sharpening one's attitudes and behavior. Each individual has different self-efficacy in different situations and in different environments, so that the function of social personal guidance can be used (Nugroho et al., 2021)

- a. Change towards growth.
- b. In personal social guidance, counselors continuously facilitate individuals to be able to become agents of change for themselves and their environment. Counselors also try to help individuals in such a way that individuals are able to use all the resources they have to change.
- c. Full and complete self- understanding.
- d. Individuals understand the weaknesses and strengths that exist within themselves, as well as the opportunities and challenges that lie outside of themselves. Basically, through guidance, the social personality is expected to be able to reach the level of maturity and personality that is intact and full as expected, so that the individual does not have a split personality anymore and is able to integrate himself in all aspects of life as a whole, in harmony, harmony, and balance.
- e. Learn to communicate healthier.
- f. Social personal tutoring can serve as a training medium for individuals to communicate more healthily with their environment.
- g. Healthier behavior.
- h. Social personal tutoring is used as a medium to create and practice new, healthier behaviors.
- i. Learn to express yourself fully and completely.
- j. Through personal social guidance, it is hoped that individuals can be spontaneous, creative, and effective in expressing their feelings, desires, and inspirations.
- k. Individuals are able to survive.
- l. Through personal social guidance, it is hoped that individuals can survive with present conditions, can accept the situation gracefully, and reorganize their lives with new conditions.

m. Relieve dysfunctional symptoms

3. METHOD

This study uses a qualitative methodological approach, namely a research method that analyzes various data, facts, information, and documents found in the field, which are related to one another, so that they can provide a certain meaning, according to the nature of the object being analyzed. Data collection at Sinar Cendikia Islamic Senior High School, South Tangerang is to identify the problem of personal and social self-reliance guidance and implications for the assessment of this guidance for students who have high and low self-efficacy. So that students who have high self-efficacy will get positive information about themselves, while those with low self-efficacy will get negative information for themselves. If there are factors that affect personal and social independence in the school, among others, the school culture, gender, nature of the task at hand, external intensiveness, status, individual roles in the environment and information about their abilities.

4. RESULTS AND DISCUSSION

The development of Islamic education in Indonesia, among others, is marked by the gradual emergence of various educational institutions, ranging from very simple ones, to stages that are considered modern and complete.

However, since the early twentieth century the Islamic education system began to find its shape as it is seen today as an adaptation and entry into the general education system (Purnamasari, 2016). However, in subsequent developments Islamic education has a heavy role because there are changes in behavior, character, morals so that Islamic educational institutions inevitably have to find different forms of institutions in imaging themselves as religious educational institutions that have this dual role. The development of religious-based schools, both in Indonesia and in developed countries, has recently become an interesting phenomenon. In various cities in the country, there are rapidly emerging religious-based schools. It can be said that 80% of the newly opened private schools are religious-based schools, both in luxury housing complexes and in the regions (Amrullah, 2015). Sinar Cendekia School (SC) is an educational institution that is managed professionally, with creative-innovative learning strategies and an organized model of teacher and student development. Activities of teachers and students in the school, KBM (Teaching and Learning Activities).

In the morning, all students and teachers carry out worship activities together, in the morning the ma'surat prayers are read, as well as alternating cults between students and teachers. There is also a Duha prayer activity together. Then in the afternoon also carry out the Dzuhur prayer activities together, and that is a requirement for them to be allowed to go home when in the afternoon after they pray Asr in congregation between students and teachers. and carry out social services in the area.

And for activities around the school, there is an activity called Sinar Cendekia Responsibility which is held once a year, students spread out in the Lengkong Gudang Timur area and then helps teach TPA children for one week. And schools, especially grade 11, invite schools throughout Jabodetabek to take part in competitions at school. Then there is also the 'Eid Qurban which is distributed in part to the local community.

For social activities outside of school, SMAI Sinar Cendekia also holds an activity called Sinar Cendekia Responsibility which is held once a year, students spread out in the Lengkong Gudang Timur area and then helps teach TPA children for one week; filltrips which usually go to the Thousand Islands, BKN or homestays move between Purwakarta, Sukabumi,

Pandeglang, for 2 weeks then students interact with the community and students live in people's homes in the area. Before carrying out activities, students are given personal-social guidance, for filltrip activities if there are problems, they will be able to solve the problems they are experiencing, and can also provide self-efficacy, and can develop themselves so that students are able to achieve expectations and goals that have become routine activities by the school.

With the social activities carried out by SMA Islam Sinar Cendikia for students, the role of self-efficacy in guiding personal and social independence to students so that they can socialize and relate to the social environment based on noble character and have a sense of responsibility, because they work in team work, homestay with an unusual environment they can be at school, at home or the environment around the school. The students learn to adapt to the new environment, then hold activities because not all possibilities of the community are willing to accept, this will be a problem in this filltrip activity.

The self-efficacy function involves students who take part in filltrip activities so that they can estimate what can be done and encourage successful performance. Good self-efficacy will be related to the factors of success and failure in certain tasks (Firdaus, 2020). Self-confidence will determine how much environmental opportunities and obstacles will be accepted and influence the choice of activities, how much effort will be put into these activities, and how long a person will persevere in the face of obstacles (Putri & Fakhruddiana, 2018)

The strategic location of the Sinar Cendekia school is easy to reach, so there is no need to be confused about placing their children studied at SMA-I Sinar Cendekia. Sinar Cendekia Islamic High School is located on Jalan Raya Lengkong Gudang Timur No. 10, Lengkong Gudang Timur, Serpong District, South Tangerang City, Banten 15310. **Table 1** shows Social Activities Outside Sinar Cendekia Selatan Islamic High School.

Table 1. Percentage of utterances spoken in education environment

No	Name of activity	Explanation
1	Sinar Cendekia <i>Responsibility</i>	Students spread out in the Lengkong Gudang Timur area and then help teach TPA children for one week
2	<i>Filltrip</i>	To the Thousand Islands, BKN or homestays change places between Purwakarta, Sukabumi, Pandeglang, then students interact with the community and students live in the homes of the people of the area, and carry out social services in the area.
3	'Idul Qurban	Distribute some meat to the local community

There are majlis ta'lim activities, which are held once a week, and there are discussions with fiqh, Qur'an interpretation and Qura'an memorization. Parenting activities are carried out during the distribution of report cards in the middle of the Mid- Semester Examination, before parents take the report cards. Its function is to jointly equalize the frequency of the same mindset.

Parenting is an activity to gather parents of students with the aim of increasing their knowledge about child growth and development until adulthood. This is very important so that parents can provide appropriate assistance for accelerating the growth and development

of children according to their respective ages. This parenting activity can be in the form of discussions, lectures, seminars and other activities by presenting competent resource persons, such as psychologists, or educators. Sinar Cendekia School's Vision and Mission

- a. Vision:
To become a superior/leading Islamic educational institution in forming a generation of believers and piety (IMTAQ), mastering science and technology (IPTEK), having a global perspective and being able to compete in the international world.
- b. Mision
 1. Creating a conducive learning environment (indoor and outdoor) with Islamic nuances.
 2. Prioritizing character education in every aspect of teaching and learning activities.
 3. Develop the latest learning models that are active, creative, effective and fun students.
 4. Develop education/research cooperation with domestic and foreign institutions. Develop a "life skills" training pattern for the 21st century era.

Personal social guidance is guidance to assist individuals in solving personal and social problems. Personal social guidance is a service that helps individuals to deal with their own inner state, regulate themselves in spirituality, physical care, and in fostering human relationships with others in various environments himself, regulate himself in spiritual, physical care, as well as in fostering human relations with others in various environments through individual/group research activities in the form of visits to certain places that reflect one of the dynamics of regional development.

Basically the problems of students at the high school level have certain specificities that are different from the previous development phase, this is caused by the characteristics of adolescent development which are characterized by various physical, psychological, social and moral changes, in accordance with the principle of development which is characterized by individual differences (Onthoni & Patras, 2016; Pasiska, 2019). in various aspects of his personality. Each individual has different self-efficacy in different situations, depending on: first, the abilities demanded by the different situations; secondly the presence of other people, especially rivals in the situation; the three physiological and emotional states include fatigue, anxiety, apathy, and moodiness (Raudatusalamah, 2015).

At Sinar Cendekia School once a month in the first week there is always teacher training, both training from school principals, speakers from outside the school, and foundations. With these trainings, a lot of knowledge and benefits can be obtained so that they can develop their potential and teach students so that they are not monotonous. Likewise, principals and vice principals update and provide opportunities for teachers to take part in trainings outside of school, such as MGMP.

In addition to the development strategy of the school, there is also the development of DIKNAS according to the needs of the teacher. While the development strategy for students is by providing the material first and then students will analyze, if students still do not understand there is a remedial program, and if there are students who already understand it means using an enrichment program.

5. CONCLUSION

From the results of the research conducted, it can be concluded that personal-social guidance to Sinar Cendekia School students can develop themselves and solve personal and social problems by these students. Providing personal-social guidance services can provide self-efficacy to students. Guidance and counseling in personal-social guidance services at SMA

Islam Sinar Cendikia are also carried out by teachers. The teacher provides personal-social guidance so that students gain self-efficacy to focus on lessons and can solve personal problems and so that they can socialize and relate to the social environment well. If students are given personal- social guidance, they will be able to solve the problems they are experiencing, can have implications for self-efficacy, from the experiences they have gone through and can develop themselves so that students are able to achieve the hopes and goals they have dreamed of as well as the character of independence, courage, self-sacrifice, spirit to strive to be built by Sinar Cendekia School for its students who are involved in filltrip activities. And Sinar Cendekia School students can socialize and relate to a social environment based on noble character and have a sense of responsibility.

There is experience by enriching information, through difficult and unpleasant experiences, direct observation of the community, verbal persuasion with advice from religious leaders, or being able to communicate directly with the surrounding community, through experiences from other people or there are successful community leaders so that valuable lessons can be learned. And also students can develop cooperation between friends or the surrounding community in producing new findings that are not obtained in school so that the village or area can be more advanced. And the end result is that there is a report task that can be done together with a team of one group, so that this becomes a solid team and successfully carries out the filltrip mission.

5. RECOMMENDATION

The research will be followed up with an experiential learning system to be able to interact with the community within a period of one month and produce collaborations or findings aimed at the development of the community, or the village can make progress with the work of Sinar Cendekia students and the spirit of building for the benefit of the people.

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