

**DINAMIKA *SELF-EFFICACY* SISWA SEKOLAH MENENGAH ATAS DI
KABUPATEN KUNINGAN SELAMA PEMBELAJARAN DARING PADA
MASA PANDEMI COVID-19**

TESIS

Diajukan untuk memenuhi sebagian dari syarat memperoleh gelar Magister
Pendidikan dalam Bidang Psikologi Pendidikan



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KABUPATEN KUNINGAN SELAMA PEMBELAJARAN DARING PADA
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SELAMA PEMBELAJARAN DARING PADA MASA PANDEMI COVID-19***

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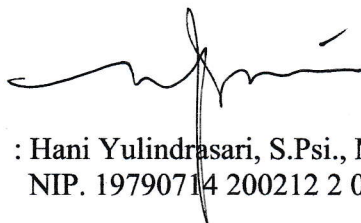


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Tesis dengan judul “Dinamika *Self-Efficacy* Siswa Sekolah Menengah Atas Di Kabupaten Kuningan Selama Pembelajaran Daring Pada Masa Pandemi Covid-19” ini disusun untuk memenuhi syarat kelulusan serta untuk memperoleh gelar Magister Pendidikan dalam bidang Psikologi Pendidikan. Laporan tesis ini terdiri dari lima Bab. BAB I Pendahuluan, mendeskripsikan latar belakang penelitian, pertanyaan penelitian, tujuan penelitian, dan manfaat penelitian. BAB II Kajian Pustaka, menguraikan penjelasan mengenai topik permasalahan yang diangkat dalam penelitian yaitu kerangka teori utama *self-efficacy* dari Bandura dan tinjauan teori yang khas sebagai pendukung hasil temuan terkait dinamika *self-efficacy* siswa. BAB III Metode Penelitian, membahas tentang desain penelitian, responden dan tempat penelitian, teknik pengumpulan data, teknik analisis data, kredibilitas penelitian, serta isu etik dalam penelitian. BAB IV Temuan Penelitian dan Pembahasan, menjelaskan temuan penelitian dan pembahasan hasil sesuai *research concerns* dari analisis data yang sudah dilakukan. BAB V Simpulan, Implikasi dan Rekomendasi, menguraikan narasi utama dari hasil temuan penelitian dan pembahasan, implikasi dan rekomendasi kepada pihak terkait dari hasil penelitian.

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Tesis dengan judul “Dinamika *Self-Efficacy* Siswa Sekolah Menengah Atas Selama Pembelajaran Daring Di Masa Pandemi Covid-19” ini dalam proses penyelesaiannya tidak lepas dari bantuan berbagai pihak. Oleh karena itu, iringan do'a terbaik dan ucapan terima kasih yang sebesar – besarnya penulis sampaikan kepada:

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ABSTRAK

Teori kognisi sosial Bandura menyebutkan bahwa tindakan manusia adalah hasil interaksi antara pribadi, perilaku dan lingkungan yang saling mempengaruhi satu sama lain. Sementara lingkungan yang berubah sejak pandemic Covid-19 melanda dunia memberikan dampak perubahan yang drastis pada sistem pendidikan melalui penerapan pembelajaran daring. *Self-efficacy* sebagai faktor kognitif dari pribadi siswa yang berhubungan dengan keyakinan mengenai kemampuannya untuk melakukan tindakan yang diperlukan agar menghasilkan pencapaian tertentu. Penelitian ini menggambarkan dinamika *self-efficacy* yang dirasakan siswa selama pembelajaran daring di masa pandemic Covid-19. Metode penelitian menggunakan pendekatan kualitatif dengan desain penelitian *grounded theory* melalui wawancara mendalam kepada siswa jenjang SMA dan SMK. Hasil penelitian menunjukkan bahwa selama pembelajaran daring di masa pandemic Covid-19 keyakinan siswa tentang kemampuan dirinya (*self-efficacy*) dapat dipertahankan dengan kemampuan identifikasi kebutuhan berprestasi. Adanya kebutuhan berprestasi memotivasi siswa untuk persisten dalam mengerjakan tugas dan siswa dinilai dapat mencapai target belajar selama pembelajaran daring. Di sisi lain, *self-efficacy* siswa dalam konteks pembelajaran berbeda dengan *self-efficacy* mereka tentang harapan masa depan. Selama pembelajaran daring di masa pandemic Covid-19 siswa merasa ragu, pesimis dan tidak berdaya untuk dapat bekerja atau menempuh pendidikan lebih lanjut. Implikasi dibahas untuk guru, pengambil kebijakan pendidikan di sekolah dan orang tua siswa serta rekomendasi ditunjukkan untuk penelitian selanjutnya.

Kata kunci: *Self-efficacy*, kebutuhan berprestasi, pembelajaran daring, Covid-19

ABSTRACT

Bandura's theory of social cognition states that human actions are the result of interactions between personal, behavior, and environment that influence each other. Meanwhile, the changing environment during the Covid-19 pandemic hit the world has had a drastic change in the education system through the application of online learning. Self-efficacy is a cognitive factor of the student's personality related to beliefs about his ability to take the necessary actions to produce certain achievements. This study describes the dynamics of self-efficacy felt by students during online learning during the Covid-19 pandemic. The research method uses a qualitative approach with grounded theory's research design with in-depth interviews with students in senior high school and vocational high school. The results showed that during online learning during the Covid-19 pandemic, students' beliefs about their abilities (self-efficacy) could be maintained by the ability to identify a need for achievement. The existence of a need for achievement motivates students to be persistent in doing assignments and students are considered to be able to achieve learning targets during online learning. On the other hand, students' self-efficacy in the context of learning is different from their self-efficacy about future expectations. During online learning during the Covid-19 pandemic students feel doubtful, pessimistic, and helpless to be able to work or pursue further education. The implications are discussed for teachers, education policy makers in schools, and parents then recommendations are shown for future research.

Keywords: Self-efficacy, need for achievement, online learning, Covid-19

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