

Self-Efficacy Assessment of New Students in the Islamic Education Guidance and Counseling Study Program Sultan Syarif Kasim Riau State Islamic University Academic Year 2025/2026

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Abstract: This study aims to describe the level of self-efficacy of new students in the Islamic Education Guidance and Counseling Study Program (BKPI) at UIN Sultan Syarif Kasim Riau for the 2025/2026 academic year. The research method used a quantitative descriptive approach with a Likert scale questionnaire consisting of 25 statement items. The validity of the instrument was tested using Pearson Product Moment correlation and reliability using Cronbach's Alpha, which showed reliable results ($\alpha = 0.832$). The research subjects consisted of 125 new students, and the data were analyzed using descriptive statistics using SPSS. The results showed that the majority of respondents had high (46%) and very high (31%) self-efficacy. Meanwhile, 21% were in the moderate category, 2% were low, and 1% were very low. These findings confirm that most new BKPI students already have positive self-confidence to face academic and social demands in college. However, the existence of a small group of students with moderate to very low self-efficacy indicates the need for special assistance strategies. The implications of this study emphasize the importance of self-efficacy strengthening programs, such as academic coaching, learning skills workshops, mentoring, and counseling services, so that all students can adapt optimally and develop professional readiness as prospective counselors.

Keywords: Self-Efficacy, New Students, BKPI



INTRODUCTION

The success of students in pursuing higher education is greatly influenced by their ability to adapt to a new academic environment. One important factor in this adaptation process is self-efficacy. This concept refers to an individual's belief in their ability to organize and carry out actions to achieve the desired results (Bandura, 1997). Students with high self-efficacy tend to be more confident in facing academic tasks, able to manage stress, and have the perseverance to complete their studies well (Schunk & DiBenedetto, 2020).

Under ideal conditions, new students should have an adequate level of self-efficacy so that they can adapt to various academic, social, and emotional demands. With strong self-efficacy, they will find it easier to solve problems, utilize independent learning strategies, and actively participate in academic and student organization activities.

However, reality shows that the transition period from high school to college often presents various difficulties. Many new students experience confusion, anxiety, and even doubts about their own abilities. This condition ultimately results in low motivation and academic achievement (Elias & MacDonald, 2007).

Academic self-efficacy plays a significant role in the academic adjustment of first-year students in the Merdeka Belajar Kampus Merdeka program (Arsanti et al., 2022). Students with low self-efficacy tend to experience obstacles in adapting to more complex academic demands compared to high school.

Low self-efficacy in students also has a broad impact on various aspects of academic life. These impacts include a decline in academic performance, increased stress and anxiety, a tendency to procrastinate, and dissatisfaction with achievements (Wijaya, 2024). These findings confirm that self-efficacy is an important factor in determining students' success in facing academic demands in higher education.

In the context of Islamic education, self-efficacy has also been proven to play an important role in students' professional readiness. Islamic Guidance and Counseling students at IAIN Langsa have a good level of self-efficacy in preparing for their careers, which is characterized by an adequate understanding of the world of counseling and the steps that need to be taken to face the demands of the workplace (Maisara, Zulkarnain, & Pohan, 2020). These findings reinforce the view that self-efficacy not only supports academic success but also serves as a key asset in building the professionalism of prospective counselors.

Although there have been many studies on the self-efficacy of new students, most of them still focus on students in general fields of study such as psychology, engineering, or education in general (Honicke & Broadbent, 2016). Specific studies on students of the Islamic Education Guidance and Counseling Study Program, particularly at UIN Sultan Syarif Kasim Riau for the 2025/2026 academic year, are still relatively limited.

Thus, this study has novelty value because it attempts to present an empirical description of the level of self-efficacy of new students in the Islamic Guidance and Counseling Study Program at UIN Sultan Syarif Kasim Riau. The results of this study are expected to not only enrich the scientific literature on the self-efficacy of new students, but also make a real contribution to the development of curricula, learning strategies, and academic mentoring programs at the study program and university levels. Through a deeper understanding of the self-efficacy conditions of students, educational institutions can formulate more appropriate interventions to improve the quality of academic adaptation, the professionalism of prospective counselors, and the competitiveness of future graduates.

METHODOLOGY

This study uses a quantitative descriptive approach with a focus on the variable of self-efficacy. The instrument used is a self-efficacy questionnaire designed and developed by the researcher based on relevant indicators (Arikunto, 2019). The statement items in the questionnaire were compiled using a Likert scale that allows respondents to provide answers based on their level of agreement. This scale consists of five assessment categories, namely: (1) very appropriate (VA), (2) appropriate (A), (3) less appropriate (LA), (4) inappropriate (I), (5) very inappropriate (VA).

The research subjects were new students of the Islamic Education Guidance and Counseling Study Program at UIN Sultan Syarif Kasim Riau for the 2025/2026 academic year. Data collection was carried out by distributing questionnaires directly to respondents on August 26, 2025, at 08.00 WIB at the Fatimah Az-Zahra UIN Sultan Syarif Kasim Riau dormitory.

The use of the Likert scale aims to obtain a more measurable picture of the level of student self-efficacy, because each statement item can be responded to in stages according to the perceptions and experiences of the respondents. The collected data was then analyzed using descriptive statistics with the help of the SPSS (Statistical Package for the Social Sciences) application, producing quantitative results on the self-efficacy of new students (Santoso, 2017). These results are also in line with previous research findings which confirm that self-efficacy plays an important role in students' academic readiness (Pravesti, 2023).

RESULT AND DISCUSSION

This study discusses the self-efficacy of new students in the Islamic Education Guidance and Counseling Study Program at UIN Sultan Syarif Kasim Riau for the 2025/2026 academic year. Self-efficacy in this study is understood as an individual's belief in their ability to manage themselves and complete various academic and non-academic demands faced during the transition to becoming a new student.

To obtain a more comprehensive picture, self-efficacy was analyzed through five sub-

indicators, namely: (1) the ability to complete difficult tasks, (2) the ability to adapt to new environments, (3) the ability to face obstacles, (4) perseverance in learning, and (5) optimism in achieving success. These five sub-indicators were chosen because they were considered to reflect important aspects of the adjustment process for new students in a lecture environment.

This research instrument consisted of 25 statement items used to measure the self-efficacy of new students in the Islamic Education Guidance and Counseling Study Program at UIN Sultan Syarif Kasim Riau for the 2025/2026 academic year. The validity test was conducted using Pearson Product Moment correlation. An item was declared valid if the correlation coefficient (r-count) value was greater than r-table at a significance level of 5% (Sugiyono, 2017).

Based on the validity test results (Table 1), of the 25 statement items, 24 items were declared valid, while 1 item was declared invalid because it had a correlation value below the specified criteria.

Next, an instrument reliability test was conducted to determine the consistency level of the statement items. The reliability test used Cronbach's Alpha technique. Based on the data processing results, a Cronbach's Alpha value of 0.832 was obtained for 25 statement items (Table 2). This value is greater than 0.70, which is the minimum reliability threshold for instruments, so it can be concluded that this instrument has excellent reliability (Azwar 2012). This can be seen in (Table 1).

Table 1. Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.832	25

After conducting a reliability test which showed that this research instrument was reliable, the next step was to conduct a descriptive analysis to see the level of self-efficacy among new students. This descriptive analysis is presented in the form of frequency distributions and percentages according to the categories that have been determined. The results of the distribution of self-efficacy scores of new students in the BKPI Study Program at UIN Suska Riau for the 2025/2026 academic year can be seen in (Table 2) below.

Table 2. Frequency distribution table

Score	Category	Frequency (F)	Presentage (%)
> 100	Very High	39	31%
91-100	High	57	46%
81-90	Moderate	26	21%
76-80	Low	2	2%
< 76	Very Low	1	1%

Based on the results of a descriptive analysis of 125 new students enrolled in the BKPI Study Program at UIN Suska Riau for the 2025/2026 academic year, a picture of varying levels of self-efficacy was obtained. Of the total respondents, the majority were in the high category, namely 57 people or 46%, while 39 people or 31% were in the very high category. This shows that the majority of new students have good self-efficacy, so they tend to have strong confidence in their abilities to face various academic and social demands on campus.

On the other hand, there were 26 students or 21% who were in the moderate category. This indicates that although they have sufficient self-efficacy, further development is still needed to increase their self-confidence. Meanwhile, there is also a small group of students who have low self-efficacy, namely 2 students or 2%, and even 1 student or 1% are in the very low category. This condition shows that even though the number is small, there are still students who find it difficult to believe in their own abilities, so they have the potential to face obstacles in the process of adaptation and achievement in college.

Overall, this data distribution illustrates that the self-efficacy of new BKPI UIN Suska Riau students tends to be in the high category. This means that most students have positive psychological capital in undergoing the lecture process, which is expected to contribute to academic success and the ability to adapt to new environments. However, the existence of students in the low and very low categories is an important note for the study program and lecturers to pay more attention, so that all students can develop optimally according to their potential.

These findings are consistent with previous research which proved that group counseling intervention can improve the academic self-efficacy of high school students who were initially in the low category to be better after participating in counseling services (Purwanti, 2018). The similarity lies in the importance of psychological support in shaping individuals' beliefs in their abilities, both at the high school and college levels. However, there are differences in terms of the subjects and focus of the research, where the previous study focused on high school students with low self-efficacy, while this study emphasizes the general description of the self-efficacy of new students, the majority of whom are in the high category.

In addition, the results of this study are also in line with previous findings which show that

students' academic self-efficacy plays a significant role in predicting resilience, namely the ability to adapt and recover from academic pressure (Salim & Fakhurrozi, 2020). The similarity is that both studies found that students' academic self-efficacy tends to be at a high level, which is an important asset in facing lecture challenges. However, the difference lies in the focus of the analysis: this study only describes the distribution of categories of academic self-efficacy among new students, while previous studies emphasize the relationship between academic self-efficacy and student resilience in various universities.

Thus, it can be concluded that the results of this study reinforce previous findings that academic self-efficacy is an important psychological factor that supports students' readiness to learn and adapt. However, this study provides an additional insight that although most new students have high self-efficacy, there is still a small group with low self-efficacy that needs special attention from the study program and academic advisors.

The implications of this study show that the self-efficacy of new BKPI UIN Suska Riau students, most of whom are in the high to very high category, can be an important asset in their academic life. The aspects of self-efficacy measured, such as the ability to complete difficult tasks, adapt to new environments, face obstacles, persevere in learning, and be optimistic about success, are psychological competencies that support students' readiness to face the demands of lectures (Bandura (1997).

These findings provide a basis for study programs to continue developing academic and non-academic activities that strengthen these five aspects, for example through academic coaching, learning skills workshops, motivational seminars, and mentoring programs. Meanwhile, the existence of students in the moderate to very low category emphasizes the need for special assistance strategies, such as group counseling services or self-development training, so that they can increase their self-confidence and adapt optimally. Thus, this study not only describes variations in self-efficacy levels but also provides concrete directions for continuous coaching efforts in higher education.

CONCLUSION

The results of the study indicate that the level of self-efficacy among new students in the Islamic Education Guidance and Counseling Study Program at UIN Sultan Syarif Kasim Riau for the 2025/2026 academic year is generally in the high to very high category. The majority of students have good self-confidence in facing academic and social demands, with aspects of perseverance, optimism, and adaptability that are quite prominent. However, there are still a small number of students with moderate to very low self-efficacy who have the potential to experience difficulties in adjusting to the lecture environment.

These findings confirm that self-efficacy is an important psychological asset for the success of learning and the adaptation process of new students. Therefore, the BKPI study program needs to optimize the positive potential of students who are already in the high category, while also providing special attention through mentoring, counseling, and academic guidance for students who still have low self-efficacy. Thus, the results of this study not only enrich the literature on the self-efficacy of new students, but also provide strategy development and improve the quality of education in higher education

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