



## Self Efficacy: Psychoeducation Program on Facing the Computer-Based National Exam



Dwi Yan Nugraha <sup>a</sup>  
Alfira Sandika Fitri <sup>b</sup>  
Ajeng Octavia Insani Harits <sup>c</sup>  
Salsabilla Nurzakinah. A <sup>d</sup>  
A. Muh. Yusuf <sup>e</sup>  
Andi Muhammad Fikran <sup>f</sup>  
Andi Ramdan Al Qadri <sup>g</sup>

### Article history:

Submitted: 09 April 2020

Revised: 18 May 2020

Accepted: 27 June 2020

### Keywords:

computer-based national exam;  
psychoeducation program;  
psychological;  
self-efficacy;

### Abstract

The emergence of anxiety on students facing the national exam is caused by the lack of self-efficacy. The low self-efficacy of students has an impact on the psychological state that can create feelings of fear and pressure on students, thus hampering students' success in facing the national exam. This study wants to see an increase in students' self-efficacy through psychoeducation programs. The design in this study uses The One Group Pre-Post Test Design. The number of participants in this study was 100 participants, obtained using a purposive sampling technique. Data were collected using a self-efficacy scale consisting of 11 items. The statistical test used is Wilcoxon with SOFA software version 1.5.2. The results of this study indicate that the pretest score obtained  $M = 25.0$  and the post-test score obtained  $M = 31.0$ . The results of testing the hypothesis obtained values  $W (486.5)$  and  $p (.000 < 0.05)$ , so there is an increase in self-efficacy through psychoeducation programs. The difference in the pretest and posttest scores shows that the psychoeducation program is an activity that can improve students' self-efficacy, especially for students of 4 senior high school Bone which will face the national exam.

*International research journal of management, IT and social sciences* © 2020.

*This is an open access article under the CC BY-NC-ND license*

*(<https://creativecommons.org/licenses/by-nc-nd/4.0/>).*

### Corresponding author:

Dwi Yan Nugraha,

Department of Psychology, Universitas Negeri Makassar, Makassar, Indonesia.

Email address: [dwi\\_nugraha97@yahoo.com](mailto:dwi_nugraha97@yahoo.com)

<sup>a</sup> Department of Psychology, Universitas Negeri Makassar, Makassar, Indonesia

<sup>b</sup> Department of Guidance and Counseling, Universitas Negeri Makassar, Makassar, Indonesia

<sup>c</sup> Department of Psychology, Universitas Negeri Semarang, Semarang, Indonesia

<sup>d</sup> Department of Primary School Teacher Education, Universitas Negeri Makassar, Makassar, Indonesia

<sup>e</sup> Department of Electronic Engineering Education, Universitas Negeri Makassar, Makassar, Indonesia

<sup>f</sup> Department of Psychology, Universitas Negeri Makassar, Makassar, Indonesia

<sup>g</sup> Department of Psychology, Universitas Negeri Makassar, Makassar, Indonesia

## 1 Introduction

Education is one of the basic needs in efforts to improve the quality of human resources. The role of educational institutions in both families, schools, and communities play an important role in advancing the quality of education. (Aslan, 2019; Aslan *et al.*, 2019; Aslan, 2017; Aslan and Hifza, 2020). The world of education, in this case, prints students into high-quality human resources who are expected to think critically, creatively, innovatively, and with broad insight to compete in improving the quality of education and learning achievement. To improve quality human resources the Department of Education continues to improve our national education curriculum system, one of which is in the field of National Examination.

National Examination or Ujian Nasional (UN) is a policy that has been set by the government to measure the competence of graduates. The implementation of the 2016/2017 Academic Year National Examination has changed by applying the Computer Based National Examination or Ujian Nasional Berbasis Komputer (UNBK) model. The expansion of UNBK is intended to improve efficiency, quality, reliability, credibility, and integrity of the exam. The Computer-Based National Examination is also called the Computer-Based Test (CBT) which is a national examination implementation system using computers as the test media. In its implementation, UNBK is different from the paper-based national examination system or Paper Based Test (PBT) which has been running so far.

Seeing the impact arising from the implementation of UNBK namely student anxiety, it should be addressed early so that it does not have a worse impact on student academic achievement. Psychologically, the symptoms of anxiety experienced by students caused by the test include physical symptoms, psychological symptoms, and social symptoms. Physical symptoms include: increased heart rate, increased breathing, sweating, trembling, headache, weakness, frequent bowel movements and urination, decreased appetite, cold hands, and fatigue. Psychological symptoms include: lack of self-confidence, worry, low self-esteem, tension, unable to concentrate, fear, anxiety, lamentation, poor sleep, and confusion. Some of the physical, psychological, and social disorders can interfere with the learning process of students, especially very disturbing students during exams (Singh & Parmar, 2016; Deshields *et al.*, 1996; Cay *et al.*, 1972). When students are physically, psychologically, or socially disturbed, students are threatened to fail when taking the exam.

Based on the results of interviews with male and female students of class XII SMAN 4 Bone on January 10, 2020, said that they experienced academic problems, one of which was anxiety when facing UNBK for the first time. Students claimed to experience anxiety about failing when taking the exam, and students also claimed not to understand UNBK very much because there had been no training conducted and explanations regarding UNBK exams from the school.

The way to overcome student anxiety arising in the face of UNBK, needs to be supported by good psychological conditions, such as students must have good self-efficacy (Heye *et al.*, 2002; Yusuf, 2011; Smith *et al.*, 2002). When students have good self-efficacy, students will have confidence that they will succeed in their academic aspects. But in general, many students who have low self-efficacy so that they experience problems when going to face the exam, namely students feel worried, depressed, and afraid of failure in the exam. This condition can hamper the success of students in facing exams because students are in a psychological state that is not supportive.

Also based on the results of an interview of one teacher at SMAN 4 Bone on January 11, 2020, that class XII students had academic problems, one of which was self-efficacy. According to the teacher's explanation at the school, class XII students do things that indicate having low self-efficacy, for example, students do not take part in teaching and learning activities, students do not take part in enrichment and Try Out exam. This is in line with the initial survey data collection obtained from the scale distribution designed by Nugraheni *et al.*, (2016); Maesaroh *et al.*, (2020); Dewi & Aslan, (2015), which was distributed to 15 students of class XII of SMAN 4 Bone, found that there were no students who had very high self-efficacy categories (0%), four students who had a high category of self-efficacy (26.667%), seven students who had a medium category of self-efficacy (46.667%), four students who had a low category of self-efficacy (26.667%), and also not a student who had a very low category of self-efficacy (0%). Based on the results of the initial data obtained shows that the self-efficacy of class XII students of SMAN 4 Bone still needs to be improved to deal with UNBK.

Previous studies have shown that self-efficacy is closely related to anxiety in students. Referring to previous research conducted by Rambe (2017), suggested that self-efficacy is very much related to students' anxiety in facing UNBK. This value indicates that the relationship between the two variables is negative, meaning that the higher the score of self-efficacy owned by students, the lower the anxiety of students, and vice versa the lower the score of self-efficacy owned by students, higher the anxiety of students. Besides, the results of research conducted by Suryatama *et al.*, (2014), showed that self-efficacy with anxiety facing national exams had a significant negative or unidirectional relationship. The higher the self-efficacy, the lower the anxiety felt by students and vice versa.

Anxiety while taking an exam can be caused by low student self-efficacy. Of course, when high anxiety in the face of an exam will have an impact on the learning process and test results on students. Students who experience anxiety in dealing with UNBK in SMAN 4 Bone schools need guidance to increase their confidence in dealing with UNBK. Based on the background of the above problems, the need for psychoeducation is done to improve self-efficacy in dealing with UNBK of class XII students of SMAN 4 Bone.

This psychoeducation program aims to provide students with knowledge about the importance of self-efficacy in facing computer-based national exams (UNBK), increasing students' self-efficacy abilities in facing computer-based national exams (UNBK), and as a medium, for students to develop knowledge and abilities related to self-efficacy so that it can be applied both in the academic and social fields in carrying out daily activities (Chan *et al.*, 2009; McGillion *et al.*, 2008). As for the benefits of implementing this psychoeducation program in general, giving new knowledge to students related to the material obtained, providing an overview related to the self-efficacy of each individual, and obtaining sources of information on how to improve self-efficacy in the face of computer-based national exams (UNBK).

The results of the description above indicate that the need for a psychoeducation program is carried out so that researchers are required to research the title "Self Efficacy: Psychoeducation Program on Facing The Computer-Based National Exam". Researchers in this study want to see an increase in student's self-efficacy through psychoeducation programs (Kulik *et al.*, 1985; Bennett *et al.*, 1999).

### *Literature Review*

#### *Self-efficacy*

Bandura (1995), suggested that self-efficacy is an expectation regarding how capable individuals are to behave in certain situations. Self-efficacy determines whether individuals will exhibit certain behaviors, the strength of individuals in surviving and facing difficulties or failures, and individual behavior in the future. Snyder & Lopez (2001); Lopez & Snyder (2011), suggest that self-efficacy is a belief about an individual's ability to coordinate and organize skills in changing and challenging situations. Bandura (1997), suggests that there are three dimensions of self-efficacy, namely level, strength, and generality. The level is a dimension related to the degree of difficulty of the task following the ability of individuals to do it. Strength is the level of strength of an individual's beliefs about his abilities. Generality is a dimension related to an individual's assessment of his belief in his ability in a variety of activities and situations.

#### *Psychoeducation*

HIMPSI (2020), suggested that psychoeducation is an activity which aims to increase understanding and skills to prevent the emergence of psychological disorders, both in one group, community, and society. Nurhasanah (2017); Rachmaniah (2012); Aslan (2019), suggest that psychoeducation is an action given to individuals and families to strengthen coping strategies or a special way of dealing with the difficulties of mental change. Lukens & McFarlane (Rachmaniah, 2012) suggest that psychoeducation is an act of modality delivered by professionals, which integrates and synergies between psychotherapy and educational intervention. Nelson and Jones (Rachmaniah, 2012) suggest that psychoeducation has six purposes, namely: 1) training people to learn life skills, 2) academic or expansive approaches in teaching psychology, 3) humanitarian education, 4) training professional staff in the field of counseling skills, 5) a series of service activities to the community, and 6) providing education about psychology to the public.

## **2 Materials and Methods**

### *Design*

The research design used is *The One Group Pre-Post Test Design* with the experimental method. The independent variable used in this study is the psychoeducation program, and the dependent variable is self-efficacy. The psychoeducation program is an activity given to individuals and groups in overcoming problems of psychological disorders. Self-efficacy is an individual's belief in one's ability to overcome problems in a situation and produce positive results.

### Participants

This research was conducted at SMAN 4 Bone, with 100 students consisting of class XII MIA and XII IIS. Participants in this study were obtained by *purposive sampling* technique. [Arikunto \(2010\)](#), suggested that purposive sampling is a sampling technique based on certain criteria that have been determined by researchers. Criteria for participants in this study are, 1) students of SMAN 4 Bone, 2) students of class XII who will participate in UNBK.

### Procedure

The procedure in this study consisted of the following 3 stages: 1) Pre-experiment: Conducting the initial assessment with the interview method and the distribution of scales, which aims to determine the conditions and problems faced by students, especially class XII SMAN 4 Bone. 2) Experimentation: In the experimental stage itself consists of two parts, first, is the distribution and filling of self-efficacy scale to participants to determine the level of self-efficacy before the psychoeducation program is implemented. Second, the implementation of a psychoeducation program for participants consisting of two sessions, namely the provision of self-efficacy material, and UNBK simulation. The first session consisted of four stages, namely: a) Giving ice breaking to participants before being given psychoeducation program materials to dilute the atmosphere so that participants were more comfortable and relaxed in participating in a series of psychoeducation programs. Ice-breaking was presented by researchers with an estimated time of 15 minutes. b) Provision of self-efficacy material to participants of the psychoeducation program presented by researchers with an estimated time of 40 minutes. c) Conduct a question and answer process related to self-efficacy material to participants with an estimated time of 10 minutes. d) Giving rewards to participants who ask and answer questions from researchers with an estimated time of 5 minutes. The second session consisted of two stages, which is, a) Giving ice-breaking back to participants before participating in the UNBK simulation in the hope that participants would enjoy the implementation of the simulation, with an estimated time of 15 minutes. b) Implementation of UNBK simulation to participants led by researchers with an estimated time of 20 minutes. 3) Post-experiment: Distribution and filling of self-efficacy scale back to the participants to find out the level of self-efficacy after the implementation of the psychoeducation program. Then proceed with the provision of manipulation checks to see the understanding and enthusiasm of participants of the programs provided. The researcher then ended and closed the psychoeducation program.

### Measurement

The self-efficacy scale used in this study is the *College Academic Self-Efficacy Scale (CASES)* which has been adapted from researchers ([Nugraheni et al., 2016](#)). [Nugraheni et al. \(2016\)](#), use that the CASES scale compiled by [Owen & Froman \(1988\)](#) based on [Bandura \(2015\)](#) self-efficacy scale guidelines by using the level, strength, and generality dimensions which have 33 items. This scale has five alternative answers namely 1 strongly disagree to 5 strongly agree. The validity test of this scale uses exploratory factor analysis by showing three factors in this scale having eigenvalues > 1.0 and having 33 valid items. The CASES scale after being tested by [Nugraheni et al. \(2016\)](#), found that there were 11 items declared valid from 33 items compiled by [Owen & Froman \(1988\)](#). The CASES scale adapted in the [Nugraheni et al. \(2016\)](#), the study obtained a Cronbach Alpha score of .899 which means that this scale is reliable with relatively good categories. This study uses a manipulation check to find out the understanding and enthusiasm of participants about the material from the psychoeducation program provided. The manipulation check consisted of two question items, related to the material provided by the researcher during the activity. The manipulation check question items in this study are 1) "The material given discusses...?" the answer options are a) self-efficacy, b) motivation, c) anxiety. 2) "How interesting is the material given ...?" With the answer option that is 1 very unappealing to 5 very interesting.

### Statistical Analysis

Data analysis techniques used in this study are descriptive and inferential analysis tests. [Azwar \(2018\)](#), argues that descriptive analysis is an analysis technique that aims to describe the data from variables obtained from a group of research subjects and not included to do hypothesis testing. [Azwar \(2018\)](#), argues that inferential analysis is an analysis technique that aims to conclude hypothesis testing. [Azwar \(2010\)](#) suggested that the hypothesis is a temporary answer

to the research question. Hypothesis testing used is the Wilcoxon test. Siegel *et al.* (1997), suggests that the *Wilcoxon* test is a non-parametric statistical hypothesis test that is used to compare the measurements of adventurers in a single sample in assessing whether the sample has a significant difference. Wilcoxon testing in this study is used to test the hypothesis that is knowing differences in the level of self-efficacy of students before and after the implementation of the psychoeducation program. The significance level in testing the hypothesis in showing a difference is if the p-value is less than .05. The hypothesis testing in this study using the help of SOFA software version 1.5.2.

### 3 Results and Discussions

#### 3.1 Results

Participants in this study are students of class XII SMAN 4 Bone who will attend UNBK. The following are the participant's demographic data based on gender, age, class, and majors, which can be seen in the following table:

Table 1  
Participant demography data

Characteristics	Frequencies (%)
Gender	
Male	35 (35%)
Female	65 (65%)
Age	
17 Y. O.	13 (13%)
18 Y. O.	87 (87%)
Class	
XII MIA 1	25 (25%)
XII MIA 2	24 (24%)
XII MIA 3	20 (20%)
XII IIS 1	13 (13%)
XII IIS 2	7 (7%)
XII IIS 3	6 (6%)
XII IIS 4	5 (5%)
Majors	
MIA	69 (69%)
IIS	31 (31%)

Note. Y.O = Years old

Based on the table it can be seen that there are 35 male participants and 65 female participants. Table 1 above also shows that 13 participants were 17 years old, and 87 participants were 18 years old. Furthermore, the results of the table above also present results with 25 participants in class XII MIA 1, 24 participants in class XII MIA 2, 20 participants in class XII MIA 3, 13 participants in class XII IIS 1, 7 participants in class XII IIS 2, 3 participants were in class XII IIS 3, and 5 participants were in class XII IIS 4. Furthermore, the demographic data table above also shows the results that there were 69 participants in the MIA department, and 31 participants were in the IIS department. The results of demographic data can be concluded that participants in this study were dominated by women (65%), aged 18 years (87%), in-class XII MIA 1 students (25%), and came from MIA majors (69%). Descriptive research data is based on answers obtained from participants on the self-efficacy research scale presented in the table below.

Table 2  
Self-efficacy empiric data description

Variable	Empiric			
	Min	Max	Mean	SD
Self efficacy	15	34	25.19	3.78

Based on the table above, it can be seen that the empiric data from self-efficacy research obtained from participants' answers uses a self-efficacy scale with eleven items on a vulnerable score of 1 to 5. The above table shows that the empirical mean is 25.19 with an SD of 3.78. The results of the research data obtained indicate that the lowest score is 15 and the highest is 34. The categorization of variables is based on the self-efficacy score before the implementation of the psychoeducation program, which was obtained using the average empiric value of the research variables. The results of categorizing self-efficacy variables can be seen in the following table:

Table 3  
Self-efficacy score categorization

Formula	Score Interval	Categorization	F	(%)
$X < (\mu - 1.0\sigma)$	$X < 22$	Low	12	12%
$(\mu - 1.0\sigma) \leq X < (\mu + 1.0\sigma)$	$22 \leq X < 29$	Medium	65	65%
$(\mu + 1.0\sigma) \leq X$	$29 \leq X$	High	23	23%
Total			100	100%

Note. X= The total value of the respondent;  $\mu$  = The average value of the respondent;  $\sigma$  = The standard deviation of the respondent; F = Frequency.

Based on the table above obtained from the categorization of self-efficacy scores which indicate that as many as 12 participants (12%) are in a low category, as many as 65 participants (65%) are in the moderate category, and as many as 23 participants (23%) are in the high category, so it can be concluded that the level of participant's self-efficacy is in the medium category. The results of the participant manipulation check in this study can be seen in the following table:

Table 4  
Participant manipulation check result

Characteristic	Frequency (%)
Question 1	
Self-efficacy	92 (92%)
Motivation	5 (5%)
Anxiety	3 (3%)
Question 2	
Very Interesting	91(91%)
Interesting	4 (4%)
Hesitate	2 (2%)
Not Attractive	2 (2%)
Very Unattractive	1 (1%)

Table 4 shows that the results of the manipulation check on the first question are 92 participants choosing self-efficacy answers, 5 participants choosing motivational answers, and 3 participants choosing anxiety answers. Furthermore, in the second part of the question, 91 participants were choosing very interesting answers, 4 participants choosing interesting answers, 2 participants choosing hesitant answers, 2 participants choosing unattractive answers, and 1 participant choosing very unattractive answers. Based on the results of the manipulation check above the two questions, it can be concluded that the participants understood the contents of the material provided and were very enthusiastic in participating in the psychoeducation program. The results of the differences in research data before and after the implementation of the psychoeducation program can be seen in the comparison data below.



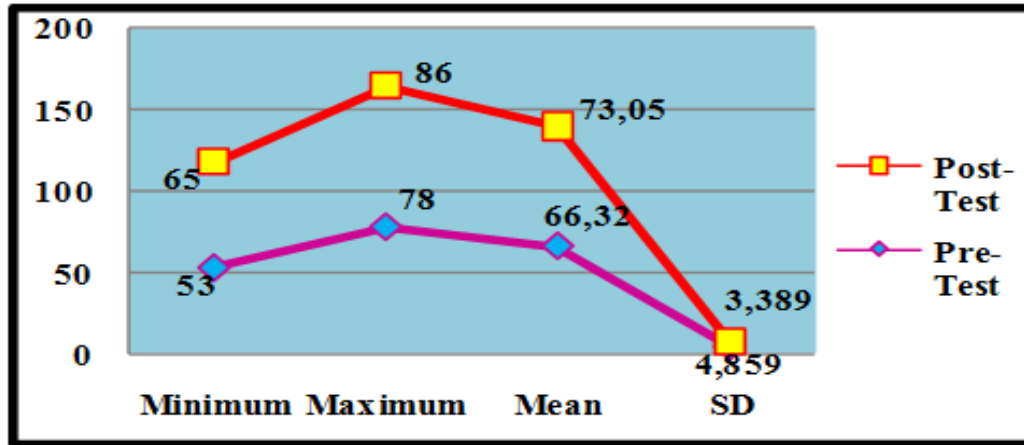


Figure 1. Data comparison before and after psychoeducation held

Based on Figure 1 above, it is known that the mean score of participants after program implementation is higher than the mean score of participants before program implementation. This difference shows an increase in participants' self-efficacy after the implementation of the psychoeducation program. Further analysis to see significant differences in participation before and after program implementation can be seen in the following hypothesis testing table:

Table 5  
Comparative hypothesis test result before and after the implementation of the psychoeducation program

Condition	W	Explanation
Before		
After	486.5*	Significant

Note. \* $p < .05$  (Significance)

Based on the table above from the results of hypothesis testing shows that there are significant differences in self-efficacy before and after the implementation of the psychoeducation program with a sig value of ( $.00 < .05$ ), and a value of W (486.5), so it can be concluded that there are significant differences in the participants' self-efficacy which is influenced by the implementation of the psychoeducation program.

### 3.2 Discussion

This research proves that there is an increase in students' self-efficacy after attending a psychoeducation program. The results of this study were supported by previous researchers namely [Ablog & Calastro \(2016\)](#) who found that psychoeducation programs were very effective in increasing students' self-efficacy. Furthermore, the program works well when combined with skills training and supportive approaches from peers, which also affects student interaction. The results obtained are also in line with research from [Shimazu et al. \(2005\)](#), who found that psychoeducation interventions can increase students' self-efficacy, leading to the conclusion that psychoeducation interventions are very effective and important to increasing self-efficacy in a period short ones.

This study is also in line with research conducted by [Faysali et al. \(2017\)](#) who found that psychoeducation programs are effective in increasing self-efficacy. Then, research conducted by [Antari \(2019\)](#), also shows that there is an effect of providing psychoeducation on increasing self-efficacy in adolescents. [Kartikasari et al. \(2017\)](#), suggested that family psychoeducation therapy also influenced the self-efficacy of family members. Furthermore, research results from [Solomon et al. \(1996\)](#), found that group psychoeducation programs are very helpful in increasing self-efficacy in family members.

#### 4 Conclusion

Based on this research, it can be concluded that there is an increase in student's self-efficacy after attending a psychoeducation program. The implementation of the psychoeducation program is a very effective activity in increasing self-efficacy, especially for students of class XII of SMAN 4 Bone who will face UNBK. Suggestions for further research, to involve high school students of other equivalents on a broader scale, to obtain broader and more complete results. Further researchers are also advised to further develop this research by combining the program with other interventions, such as by conducting counseling to students who will face UNBK.

##### *Conflict of interest statement*

The authors declared that they have no competing interests.

##### *Statement of authorship*

The authors have a responsibility for the conception and design of the study. The authors have approved the final article.

##### *Acknowledgments*

The researcher thanked SMAN 4 Bone for receiving and giving permission to carry out a psychoeducation program at the school. Furthermore, the researchers also thanked the committee friends and other parties who had helped the researchers in preparing for the implementation of this program, so that the program could be implemented well. Without the good cooperation of all those who have contributed to the implementation of this program, this research certainly cannot run smoothly and achieve maximum results.



**References**

- Ablog, J. A., & Calastro, E. I. M. (2016). Effect of psychoeducation on self-esteem and self-efficacy among college students.
- Antari, I. (2019). Penggunaan Psikoedukasi Dalam Meningkatkan Efikasi Diri Berhenti Merokok Pada Siswa. <https://doi.org/10.36569/jmm.v10i2.82>
- Arikunto, S. (2010). *Prosedur Penelitian: Suatu Pendekatan Praktek*. Rineka Cipta, Jakarta.
- Aslan, A. (2017). Pumping Teacher dalam Tantangan Pendidikan Abad 21. *Muallimuna*, 2(2), 89-100.
- Aslan, A. (2019). Peran Pola Asuh Orangtua di Era Digital. *Jurnal Studia Insania*, 7(1), 20-34. <https://dx.doi.org/10.18592/jsi.v7i1.2269>
- Aslan, A. (2019). Pergeseran Nilai Di Masyarakat Perbatasan (Studi tentang Pendidikan dan Perubahan Sosial di Desa Temajuk Kalimantan Barat).
- Aslan, A., & Hifza, H. (2020). The Community Of Temajuk Border Education Values Paradigm On The School. *International Journal of Humanities, Religion and Social Science*, 4(1).
- Aslan, A., Setiawan, A., & Hifza, H. (2019). Peran Pendidikan dalam Merubah Karakter Masyarakat Dampak Akulturasi Budaya di Temajuk. *FENOMENA*, 11(1), 11-30. <https://doi.org/10.21093/fj.v11i1.1713>
- Azwar, S. (2010). *Metode penelitian*. Pustaka Pelajar, Yogyakarta.
- Azwar, S. (2018). *Metode Penelitian Psikologi*, 2nd ed. Pustaka Pelajar, Yogyakarta.
- Bandura, A. (2015). On deconstructing commentaries regarding alternative theories of self-regulation. <https://doi.org/10.1177%2F0149206315572826>
- Bandura, A. (Ed.). (1995). *Self-efficacy in changing societies*. Cambridge university press.
- Bennett, R. E., Goodman, M., Hessinger, J., Kahn, H., Ligget, J., Marshall, G., & Zack, J. (1999). Using multimedia in large-scale computer-based testing programs. *Computers in Human Behavior*, 15(3-4), 283-294. [https://doi.org/10.1016/S0747-5632\(99\)00024-2](https://doi.org/10.1016/S0747-5632(99)00024-2)
- Cay, E. L., Vetter, N., Philip, A. E., & Dugard, P. (1972). Psychological status during recovery from an acute heart attack. *Journal of psychosomatic research*, 16(6), 425-435. [https://doi.org/10.1016/0022-3999\(72\)90068-2](https://doi.org/10.1016/0022-3999(72)90068-2)
- Chan, S. W. C., Yip, B., Tso, S., Cheng, B. S., & Tam, W. (2009). Evaluation of a psychoeducation program for Chinese clients with schizophrenia and their family caregivers. *Patient education and counseling*, 75(1), 67-76. <https://doi.org/10.1016/j.pec.2008.08.028>
- Deshields, T. L., McDonough, E. M., Mannen, R. K., & Miller, L. W. (1996). Psychological and cognitive status before and after heart transplantation. *General hospital psychiatry*, 18, 62-69. [https://doi.org/10.1016/S0163-8343\(96\)00078-3](https://doi.org/10.1016/S0163-8343(96)00078-3)
- Dewi, N. C., & Aslan, A. (2015). Psikologi Belajar Pada Pendidikan Anak Usia Dini. *Madinah: Jurnal Studi Islam*, 2(1).
- Faysali, H., Zarea, K., & Dashtebzorgi, B. (2017). Impact of Group Psycho-education on Self-Efficacy in Patients With Intestinal Stoma. *Jundishapur Journal of Chronic Disease Care*, 6(4).
- Heye, M. L., Foster, L., Bartlett, M. K., & Adkins, S. (2002). A preoperative intervention for pain reduction, improved mobility, and self-efficacy. *Applied Nursing Research*, 15(3), 174-183. <https://doi.org/10.1053/apnr.2002.34146>
- HIMPSI (2020). Kode Etik Psikologi Indonesia | HIMPSI [WWW Document]. Himpunan Psikologi Indonesia. URL <https://himpsti.or.id/organisasi/kode-etik-psikologi-indonesia> (accessed 7.5.20).
- Kartikasari, R., Yusep, I., & Sriati, A. (2017). Pengaruh Terapi Psikoedukasi Keluarga terhadap Self Efficacy Keluarga dan Sosial Okupasi Klien Schizophrenia. *Jurnal Keperawatan Padjadjaran*, 5(2). <https://doi.org/10.24198/jkp.v5i2.450>
- Kulik, J. A., Kulik, C. L. C., & Bangert-Drowns, R. L. (1985). Effectiveness of computer-based education in elementary schools. *Computers in human behavior*, 1(1), 59-74. [https://doi.org/10.1016/0747-5632\(85\)90007-X](https://doi.org/10.1016/0747-5632(85)90007-X)
- Lopez, S. J., & Snyder, C. R. (2011). *The Oxford Handbook of Positive Psychology* (2e éd.).
- Maesaroh, Akbar, B., Murwitaningsih, S., Elvianasti, M., Aslan. (2020). Understanding Students Characteristics of Graduates in Biological Education Department (A Case Study Done in Muhammadiyah University Prof. Dr. Hamka). *International Journal of Psychosocial Rehabilitation* 24, 1839–1845. <https://doi.org/10.37200/IJPR/V24I6/PR260177>
- McGillion, M. H., Watt-Watson, J., Stevens, B., LeFort, S. M., Coyte, P., & Graham, A. (2008). Randomized controlled trial of a psychoeducation program for the self-management of chronic cardiac pain. *Journal of pain and symptom management*, 36(2), 126-140. <https://doi.org/10.1016/j.jpainsymman.2007.09.015>

- Nugraheni, R. F., El Hafiz, S., & Rozi, F. (2016). Hubungan antara Kesabaran dan Academic Self-efficacy pada Mahasiswa. *Jurnal Ilmiah Penelitian Psikologi: Kajian Empiris & Non-Empiris*, 2(2), 15-23. <https://doi.org/10.22236/JIPP-17>
- Nurhasanah, N. (2017). Pengaruh psikoedukasi terhadap koping orang tua dalam merawat anak dengan Thalasemia Di Kota Banda. *Idea Nursing Journal*, 8(2), 56-62.
- Owen, S. V., & Froman, R. D. (1988). Development of a College Academic Self-Efficacy Scale.[Washington, DC]: Distributed by ERIC Clearinghouse.
- Rachmaniah, D. (2012). Pengaruh Psikoedukasi Terhadap Kecemasan dan Koping Orang Tua dalam Merawat Anak dengan Thalasemia Mayor di RSUD Kabupaten Tangerang Banten. *Universitas Indonesia: Tesis*.
- Rambe, Y. S. (2017). Hubungan Self Efficacy Dan Dukungan Sosial Dengan Kecemasan Siswa Menghadapi Ujian Nasional Berbasis Komputer (UNBK) Di SMK Swasta PAB 12 Saentis. *Analitika*, 9(1), 60-67. <https://doi.org/10.31289/analitika.v9i1.740>
- Shimazu, A., Kawakami, N., Irimajiri, H., Sakamoto, M., & Amano, S. (2005). Effects of web-based psychoeducation on self-efficacy, problem solving behavior, stress responses and job satisfaction among workers: A controlled clinical trial. *Journal of occupational health*, 47(5), 405-413. <https://doi.org/10.1539/joh.47.405>
- Siegel, S., Suyuti, Z., & Simatupang, L. (1997). *Statistik nonparametrik untuk ilmu-ilmu sosial*. Penerbit PT Gramedia.
- Singh, A., & Parmar, D. S. (2016). A comparative study of psychological factor among female athletes. *International research journal of engineering, IT & scientific research*, 2(1), 8-21.
- Smith, L., Sinclair, K. E., & Chapman, E. S. (2002). Students' goals, self-efficacy, self-handicapping, and negative affective responses: An Australian senior school student study. *Contemporary educational psychology*, 27(3), 471-485. <https://doi.org/10.1006/ceps.2001.1105>
- Snyder, C. R., & Lopez, S. J. (Eds.). (2001). *Handbook of positive psychology*. Oxford university press.
- Solomon, P., Draine, J., Mannion, E., & Meisel, M. (1996). Impact of brief family psychoeducation on self-efficacy. *Schizophrenia Bulletin*, 22(1), 41-50. <https://doi.org/10.1093/schbul/22.1.41>
- Suryatama, M. A. D., Dharmayana, I. W., & Syahrman, S. (2014). *Hubungan Self-Efficacy Dan Self-Regulation Learning dengan Kecemasan Dalam Menghadapi Ujian Nasional Pada Siswa Kelas XII SMA Negeri 1 Ketahun* (Doctoral dissertation, Universitas Bengkulu).
- Yusuf, M. (2011). The impact of self-efficacy, achievement motivation, and self-regulated learning strategies on students' academic achievement. *Procedia-Social and Behavioral Sciences*, 15, 2623-2626. <https://doi.org/10.1016/j.sbspro.2011.04.158>