

Self-Esteem and Self-Efficacy of Students Attending Online Courses Through MBKM Program

Sahril Nur¹, Nofvia De Vega², Anugrah Puspita Ayu Muhammad³

¹English Language Education, Universitas Negeri Makasar, Indonesia

Email: sahrilfbsunm@unm.ac.id

²English Language Education, Universitas Borneo Tarakan, Indonesia

Email: nofviadevega@borneo.ac.id

³English Language Education, Universitas Halu Oleo, Indonesia

Email: anugrah.p.ayu@uho.ac.id

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Abstract. This study aims to analyze the students' self-esteem and self-efficacy in attending online courses of an MBKM exchange program. It was organized by three participating universities using SPADA DIKTI. Quantitatively, the study employed an online questionnaire to collect the data from 80 participating students. The total number of students was 80, and the total sample size was obtained using the total sampling technique. The statistical analysis, which included multiple regression analysis, was performed using SPSS 26. The findings indicate that the variables self-esteem and self-efficacy have a significant and beneficial effect on students enrolled in concurrent online courses. Statistically, the study used an F test and a T-test to identify the considerable impact of the measured variables. The results show that both variables have a substantial and beneficial impact on students enrolled in concurrent online courses. The students' self-esteem excels academically, primarily through the online teaching and learning system. Meanwhile, the students with mastery experience subcomponents accepted new challenges and succeeded in doing them. Based on hypothesis testing, there is a significant effect between self-esteem and self-efficacy in students who attended online courses. However, self-esteem and self-efficacy regression coefficients also positively affect online lectures. Therefore, it is sensible to modify the program to improve students' awareness of online courses. Researchers have not undertaken a study on self-efficacy and self-esteem for students cross-universities through online learning. Some researchers at their universities discovered offline learning. These studies also fill in gaps where students' self-efficacy and confidence in lecturers from other universities will be superior.

Keywords: Self-Esteem; Self-Efficacy; Students' Exchange; Online Courses; MBKM Program

INTRODUCTION

Learning processes in different fields and at different levels of knowledge and skill can now be done in online or distance education environments. As a result of the COVID19 epidemic, online learning has substantially

increased in popularity (Martín et al., 2021). It impacted people's lifestyles in general and learning in particular (Peñarrubia-Lozano et al., 2021), (Nikou, 2021). Online learning has a significant impact on student teachers' attitudes

and behaviors, created due to their experiences with online learning. Student teachers need the proper infrastructure and support to get the most out of online learning (N. D. Vega & Eppendi, 2021). It will help them have a good attitude about online learning, which will help them have positive self-esteem (Rameli et al., 2020). Self-esteem is defined as "a person's belief in their ability to organize and carry out the courses of action necessary to achieve specified goals."

The "Kampus Merdeka" method is a critical component of student-centered instruction. There are a lot of challenges and opportunities for learning at "Kampus Merdeka." These challenges and opportunities can help students grow in their ability to be innovative and creative and their independence when it comes to discovering and learning new things. They can also grow in their ability to work with others and manage their own time. Students' hard and soft abilities will be effectively sculpted (Direktorat Jenderal Pendidikan Tinggi, 2020).

Students and teachers who have much self-esteem will probably figure out what they should do to help them improve and support their online learning independently, rather than the students with low self-esteem (Adam-Turner & Burnett, 2018). Students and teachers will be motivated, guided, and supported in their learning processes if they have a positive attitude about online learning. A self-directed strategy toward virtual education activities such as downloading or uploading learning resources, participating in discussion forums, and reviewing documents is supposed to help students achieve their academic goals and promote their self-directed online courses (Rameli et al., 2020; N. De Vega & Arifin, 2016). Other fundamental features and behaviors are encompassed under the term "self-esteem." According to Fiske (2018), In psychology, self-esteem is described as a person's subjective appraisal of one's self-worth, emotions of self-respect and self-confidence, and the degree to which the person has either positive or negative views toward himself or herself. A person's sense of self-worth is mostly derived from their professional and social networks. Self-esteem can also be thought of as a global self-assessment indicator that includes both cognitive assessments of general self-worth and emotional self-experiences that come from these assessments (Stefanile et al., 2021). In line with Lyu et al. (2019), Self-esteem is defined as a self-evaluation followed by an emotional

reaction to oneself. Every definition contains evaluative and affective components, and the theory of self-esteem evolved.

According to psychometric assessments, the State Self-Esteem Scale (SSES) scores are connected with three elements. These are self-esteem in performance, social, and physical appearance (Aiken et al., 2018). Mallette (2022) discovered that emergent adults base their expectations for the future on how well they feel about themselves, not how well they did in the past. It shows how important it is to have high self-esteem. Meanwhile, in online communities, social connections are an essential activity. In the same way, traditional bullying hurts students' self-esteem and psychosocial well-being, cyberbullying (harming or harassing someone through electronic media) also does (Mallette, 2022). The last component is a person's self-perceptions regarding his or her physical appearance and talents (Lee, 2019).

Arsandaux et al. (2021) classified Coopersmith's theory into four categories as life experiences (power, competence, importance, and virtue). Power; An individual's ability to influence the course of events by managing his own and others' conduct is a measure of success in the field of power. The attention and respect an individual receives from others and the weight given to his thoughts and rights show such authority in every context. Competence; Individual mastery of his surroundings is matched by degrees of independent achievement in the domain of competence. This data suggests that intrinsic sources of enjoyment are associated with mastery that is unaffected by extrinsic social incentives and penalties. Success in the domain of significance is assessed by concern, attention, and affection. Acceptance and popularity vs. rejection and isolation are the two extremes of acceptance. Success is described as adhering to a personal code of moral, ethical, or religious values. These will be very different, and they could include both not doing certain things and doing certain things, like giving someone a hug. Learners who self-regulate by following a study and review schedule, setting goals, estimating the work required, and knowing how and whom to ask for help have higher levels of self-efficacy. Highly self-regulated students who put in the extra effort include those who complete bonus problems, work on extra assignments through online tutorials, grasp the topic, and stop engaging in avoidance behavior (Ayllón et al., 2019).

Self-efficacy is linked to self-assurance and a desire to learn more or participate in demanding actions rather than be enjoyable to the individual (Malureanu et al., 2021). Thus, self-efficacy relates to an individual's impression of his or her capacity to complete a task or participate in an activity (Mikels & Young, 2018). When it comes to success, highly efficient individuals believe it results from their hard work, while less efficient people believe it results from external circumstances. There is a difference between very efficient people and those who feel unsuccessful when blaming failures for their lack of personal effort (Mammadov et al., 2018). Higher education institutions attempt to assist their students in developing the necessary knowledge, skills, and communication abilities. Even though competent behavior is mostly dependent on acquiring knowledge and skills, it is clear that students' self-efficacy plays a predictive and mediating function in terms of their successes, motivation, and learning. As a result, it appears critical that higher education institutions pay attention to students' developing self-efficacy (Bai & Wang, 2020). Students' Intercultural communication will be shaped by the MBKM Program, which emphasizes the significance of understanding others' languages and cultural backgrounds to communicate appropriately and effectively (Wello et al., 2017). The importance of Intercultural communicative competence as a transversal learning outcome in higher education cannot be overstated. Graduates prepared to take on global challenges and work within a global system will be better equipped to deal with the growing number of intercultural conflicts that are cropping up around the world (Deardorff & Arasaratnam, 2017). In the context of English as a Foreign Language (EFL), the previous researcher Syam et al. (2020) argued that learning about the individuals in the target culture and their general attitudes isn't enough to incorporate intercultural features into EFL instruction.

With the role of higher education in the development of knowledge, skills, and abilities in communication, this student exchange program is appropriate but not yet fully ready for students, especially in online learning situations and conditions. In line with Vega & Arifin (2022) stated that in order to employ new technology (online learning) properly, it must be integrated with existing knowledge and abilities. Meanwhile, Kharsah (2016) found a strong connection between students' self-esteem and

their GPA. In contrast, there is no correlation between students' GPA and their level of commitment to the university. Regarding the relationship between self-efficacy and how people feel about themselves, Reed & Mel (2018) said that high self-efficacy is linked to high self-esteem, while low self-efficacy is linked to low self-esteem. As a result, it may be deduced that self-efficacy predicts self-esteem (rather than self-efficacy), especially when it comes to procrastination. Research gaps are the relationship between a person's subjective evaluation and MBKM program, which includes self-esteem and self-efficacy, has not yet been resolved in higher educational settings. Therefore, it is unclear which one is dominant in taking online courses.

Universitas Negeri Makassar, Universitas Halu Oleo, and Universitas Borneo Tarakan are University in Indonesia which has hosted MBKM program in student exchanges throughout Indonesia. It consists of inbound and outbound programs. The program aims to send students to study beyond the University and receive students beyond the University. It is appropriate with the Ministry of Education program mainly focused on online learning since the Covid-19 pandemic spread. Borneo Tarakan University has hosted student exchange programs for the MBKM program. Student exchanges between departments/study programs throughout Indonesia are part of the MBKM, and this activity reflects the University's commitment to executing the program. They also host a student exchange program and send students to pursue their academic interests elsewhere. It is especially alarming because it is entirely undertaken online due to the Covid-19 pandemic's influence. Based on the issues mentioned above, this study investigates students' self-esteem and self-efficacy perception toward online learning. The current study aimed at analyzing and testing the students' self-esteem and self-efficacy in attending online courses of an MBKM exchange program. The following hypotheses are proposed:

H1: There is a positive effect on self-esteem in online courses through MBKM Curriculum.

H2: There is a positive effect on self-efficacy in online courses through MBKM Curriculum.

H3: There is a positive relationship between self-esteem and self-efficacy related to online courses through MBKM Curriculum.

METHOD

The type of research used in the study is called a quantitative study. The quantitative approach used to study statistical professionals organizes and understands statistics, enabling them to improve operational efficiency (Creswell 2014). Multiple linear regression analysis was employed for the analysis and utilized to explain the relationship and how independent factors influenced the dependent variable (Uyanık and Güler 2013). Using multiple regression analysis had, two independent variables were analyzed in this study.

In order to perform multiple regression analysis, researchers need to adhere to assumptions such as normal distribution, linearity, independence from extreme values, and the absence of many independent variables (Cramer 2003). The SPSS program was used to conduct a hypothesis test utilizing a statistical t-test with a significance level of 0.05. The t-test can be performed in two ways: 1) compare the t-arithmetic value to the t-table value; 2) compare the probability value (Sig) to the alpha magnitude (α). The data was gathered through an online questionnaire that the students themselves completed. It was developed on a five-point Likert scale containing 48 items. The items contain three subcomponents: performance, social, and appearance self-esteem, adopted by Heatherton and Polivy.

Meanwhile, self-efficacy adapted from Jinks and Morgan also had experiential learning, vicarious learning, verbal persuasion, and emotional and physiological states are all examples of mastery learning. Students' satisfactions also asked to get information about online courses. The sample was determined using a total sampling technique, with a total of 80 students, including 42 UNM students, 23 UBT students, and 15 UHO students. The target population was the students exchanged in the MBKM program, who held online classes on various topics of interest.

RESULTS AND DISCUSSION

Resluts

Students' self-esteem in online courses through the MBKM program is in a good category 88.50% of performance sub-components. It can be assumed that university students' self-esteem performed well

academically, primarily through the online system's teaching and learning process. The highest percentage is 91% of mastery experiences sub-components in line with students' self-efficacy. It can be referred to that the students take on a new challenge and are successful at doing so. However, students' self-esteem and self-efficacy also influence students' participation in an online class. The data below is shown to analyze hypothesis testing.

Table 1. Multiple Linear Regression Analysis Testing

Total	Std. Error	t-test	Sig.
X1	0.70	3.603	.001
X2	0.45	6.593	.000

$$Y = 5.789 + 0.253 X1 + 0.296 X2$$

The constant value α means that when Self Esteem ($X1$) is zero or students' attending (Y) in online learning is not influenced by Self Esteem, the average students' attending is 5.789. Similarly, with Self Efficacy ($X2$), there is no influence on students' attendance. Coefficient regression 1 means that if the Self Esteem variable ($X1$) increases by one unit, and students' attending (Y) in online courses were increased by 0.253. The regression coefficient is positive, which means Self Esteem positively influences student attendance in online learning (the higher or stronger Self Esteem, the more student attendance increases in online learning). The regression coefficient 2 means that if the Self Efficacy variable ($X2$) increases by one unit, students' attending (Y) online learning will increase by 0.296. Regression coefficient, the value is positive, which means that Self Efficacy positively influences student attendance in online learning (the higher or stronger Self Efficacy, the more student attendance increases in online learning).

Based on table 1, the value of the t-test is 3.603 for the self-esteem variable and 6.593 for the self-efficacy variable. Because the t-value of the second variable (3.603 and 6.593) and the significance value of 0.001 (less than 0.05), then H_0 is rejected. There is a significant effect between self-esteem and self-efficacy on students attending an online course. Simultaneous test or F test is carried out to determine whether there is a significant effect or not or total independent variables, namely self-esteem and self-efficacy on the student attendance variable.

Table 2 The Result of F testing

Model	df	F	Sig.
Regression	2	36.848	.000
Residual	77		
Total	79		

The calculated above f value is 36.848, and the significance values are 0.000. It can be concluded that the F value is $36.848 > 3.12$ (F table), and the significance value is 0.000 (less than 0.05) means H_0 is rejected. Those analyses showed a significant effect between self-esteem and self-efficacy in students attending an online course.

Table 3 Coefficient of Determination Testing

R	R Square	Adjusted R Square	Std. Error of the Estimate
.699	.489	.476	3.901

In table 3, it can be seen that the R square has a value of 0.489. So the coefficient calculation the determination as follows:

$$KD = (0.699)^2 \times 100\%$$

$$KD = 48.9\%$$

The coefficient of determination from the calculation results obtained is 0.489 or 48.9%. It shows that self-esteem and self-efficacy are affected by 48.9% of students attending online courses. Meanwhile, 51.1% was as other variables not investigated in this study influenced the results. This study's findings reveal that each of the three hypotheses put results statistically supported by the data acquired throughout the hypothesis testing. It can be concluded that the hypothesis that presents a positive and significant effect on the self-esteem of students' attending online courses, the positive and significant effect of self-esteem is also accepted. Surprisingly, both self-esteem and self-efficacy are positive and directly related to online courses through MBKM Curriculum.

Discussion

The result of multiple regression testing showed that the self-esteem regression coefficient had a positive effect means that if self-esteem positively influences student attendance in online learning by 0.253, the results of this study are in line with the theory of Fiske (2018), self-esteem is determined by a person's abilities, skills, and social connections. However, being confident in one's abilities is a key factor in the individual's motivation for further education or taking on tasks perceived as difficult rather than enjoyable (Malureanu et al.,

2021). This aspect had increased by 0.296 in students' motivation and confidence. In addition, this positive effect on self-esteem supports the research findings by (Mallette, 2022); what emergent adults hope to achieve in the future is determined by how they feel about themselves, not by their achievements in the past. This finding also supported the notion that learning about individuals and their general views in the target culture is insufficient for incorporating intercultural aspects into EFL training (Syam et al., 2020). It has also contributed to making considerable progress in curriculum development and reform, teaching students with challenges, comprehending variances and preferences among individuals, as well as tailoring teaching methods to meet the needs of individual students. Data collected during the hypothesis testing supports each of the three hypotheses, as shown by the findings of this study. It may be concluded that the hypothesis presenting a positive and substantial effect on the self-esteem of students enrolled in online courses is accepted, as is the hypothesis presenting a positive and significant effect on the self-esteem of students enrolled in face-to-face courses. As a result of the MBKM Curriculum, participants report increased self-esteem and self-efficacy, which are positively associated with the courses. However, it is related to the theory from Adam-Turner & Burnett (2018), stated that students and teachers with high self-esteem will likely find out what they need to do to better their online learning alone, whereas students with low self-esteem will likely be sought for assistance from their teachers or peers.

CONCLUSIONS AND SUGGESTIONS

Based on the study results on self-esteem and self-efficacy in students' attending online courses, the researcher obtained several conclusions to answer several questions. The conclusions obtained by the researchers are as follows Self Esteem for students who take online lectures is in a good category, with subcomponents receiving the highest percentage in the performance subcomponent. Students' self-esteem excels academically, especially through the online teaching and learning system. Students who take online courses are in a good category with mastery experience subcomponents who get the highest percentage. It means that students accept new challenges and succeed in doing them. Based on hypothesis

testing, there is a significant effect between self-esteem and self-efficacy in students who attended online courses, which amounted to 48.9%. Self-esteem and self-efficacy regression coefficient also positively affect students who take online lectures. Although numerous Indonesian academics have investigated self-esteem and self-efficacy in various ways, there is no addition to the current program, the MBKM program, in terms of the students' exchange schema that will be used to evaluate the program afterward. Students from other universities will have higher self-efficacy and confidence in instructors from other universities when they are cross-university participants. Further studies could incorporate more diverse learning evaluations, such as self-esteem and self-efficacy. Students learning English should be aware of their aspects to boost their motivation to improve their English skills.

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