Training on Improving Self-Efficacy towards Motivation Regulation in CPNS CAT Participants

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ABSTRACT

The application of motivational regulation strategies depends not only on the underlying motivational problem but also on individual dispositions, such as cognitive abilities. Therefore, the findings and literature reported in this study may be useful for practitioners who aim to reinforce self-efficacy in managing negative emotions when solving problems or dealing with problems through the application of training programs. Sabjek studied as many as 20 people. This is a trainer designed based on four questions, namely the initial stage of listening to the complaints of the participants, the second stage of designing solutions, the third stage of applying designs, techniques, and learning materials, and the fourth stage of conducting evaluations. This training lasted for 18 meetings. The instruments in this study used modifications from Maike Trautnera and Malte Schwinger. After all the materials designed were carried out, the trainees were asked to return to fill out the self-efficacy questionnaire on learning motivation for civil servant CAT preparation, and results showed that 40% of participants had high motivation, 45% had moderate motivation, and 15% had low motivation. This showed a 55% increase in self-efficacy in motive regulation.

ABSTRAK

Penerapan strategi regulasi motivasi tidak hanya bergantung pada masalah motivasi yang mendasari, tetapi juga pada disposisi individu, seperti kemampuan kognitif. Oleh karena itu, temuan dan literatur yang dilaporkan dalam penelitian ini mungkin berguna bagi praktisi yang bertujuan untuk memperkuat efikasi diri dalam mengelola emosi negatif ketika menyelesaikan soal atau berhadapan dalam masalah, melalui penerapan program pelatihan. sabjek penelitian sebanyak 20 orang. Ini merupakan pelatiha yang dirancang berdasarkan empat tapahan yaitu tahap awal mendengarkan keluhan para peserta, tahap kedua merancang solusi, tahapan ketiga menerapkan rancangan, teknik, dan materi pembelajaran, dan tahap keempat melakukan evaluasi. Pelatihan ini berlangsung selama 18 kali pertemuan. Intrumen dalam penelitian ini menggunakan modivikasi dari Maike Trautnera dan Malte Schwinger. Setelah seluruh materi yang dirancang terlaksana, para peserta pelatihan diminta untuk kembali untuk mengisi angket efikasi diri terhadap motivasi belajar untuk persiapan CAT PNS dan menunjukkan hasil 40% peserta memiliki motivasi yang tinggi, 45% memiliki motivasi sedang, dan 15% memiliki motivasi rendah. Ini menunjukkan terjadi peningkatan sebesar 55% terhadap efikasi diri pada regulasi motifasi.

1. INTRODUCTION

Self-efficacy in managing negative emotions during exams is important for those who take the CAT exam in managing stress related to anxiety about time, questions and expectations. Sothat those interested in reducing the symptoms of stressful anxiety should take this variable into account. The belief of self-efficacy in managing negative emotions of volatile cognitive structures (Alessandri et al., 2018). The literature on social cognitive theory offers some advice on how to promote an individual's positive beliefs in managing negative emotions and dysphoric influences. Therefore, the findings and literature reported in this study may be useful for practitioners who aim to reinforce self-efficacy in managing negative emotions when solving problems or dealing with problems, through the application of training programs.

When it comes to self-efficacy and solving problems about it, then proses the regulation

of motivation will be considered important. Although the regulatory process is influenced by individual factors such as cognitive abilities, personality traits, and motivational dispositions that can influence how often and how effectively certain motivational strategies are used (Miele & Scholer, 2018; Smit, de Brabander, Boekaerts, & Martens, 2017). Self-efficacy in motivational regulation, that is, self-confidence whether it can effectively apply measures to successfully regulate one's own motivation even in bored or difficult conditions (Trautner & Schwinger, 2020). Self-efficacy has been shown to affect the value of learning (Honicke & Broadbent, 2016) especially for those who have tried to solve a problem but are still in the failed category and only have the last chance to try.

The application of motivational regulation strategies depends not only on underlying motivational problems, but also on individual dispositions, such as cognitive abilities (Miele & Scholer, 2018), goal orientation, and task value (Wolters & Benzon , 2013; Wolters & Hussain, 2015). One important individual disposition refers to the belief in self-efficacy that is the subjective certainty of a person in the face of difficult or new situations taking into account the competencies available to oneself (Bandura, 1977; Honicke & Broadbent, 2016). So that the training held is not only in the cognitive improvement process of the participants like most other trainings that promise each participant to pass the CAT CPNS but also on sensitive things. Because researchers argue that there are several factors that can be identified as influencing cognitive processes. These factors are useful information arising from enactive, representative, advice, and emotional sources (Bandura, 1977). For example, a person can have a high confidence of self-efficacy with respect to his symbolic abilities, but a low confidence of self-efficacy with respect to the process of reading and understanding a long reading text or his confidence of self-efficacy is too high that emotional control cannot be carried out.

Self-efficacy and anxiety in the face of a problem such as exams are so far still closely related to an individual's academic ability. Academic self-fiction affects achievement either directly or indirectly through effort regulation, which is often operationalized as academic self-discipline (Honicke & Broadbent, 2016). However, in all these studies, academic self-efficacy beliefs were assessed at the global level. Then we can understand that if a student who believes in his ability to regulate motivation will be more dedicated, creative, and involved when applying motivational setting strategies. This higher self-efficacy may stem from more frequent regulatory successes in the past, for example, since they are better able to implement strategies in a qualitatively effective way. Previous research has found a higher quality of strategy application to improve the effectiveness of motivational regulation beyond the frequency of strategy use (Engelschalk, Steuer, & Dresel, 2017), however its application is limited to students. But in this study, self-efficacy towards motivation regulation will be applied to lecturers and teaching staff. So it is expected to get the same effect as in previous studies.

2.   MATERIAL AND METHODS

The methodology of this study is descriptive qualitative. With the number of research projects as many as 20 people. This is a trainer designed based on four questions, namely the initial stage of listening to the complaints of the participants, the second stage of designing solutions, the third stage of applying designs, techniques, and learning materials, and the fourth stage of conducting evaluations. This training lasted for 18 meetings. The instruments in this study used modification from Maike Trautnera and Malte Schwinger. The instruments are as follows:

Table 1. Self-Efficacy Measurement Instruments against Motivation Regulation

No Item	Items
1.	When I feel bored in learning about civil servants, I can almost always motivate myself
2.	When I'm not in the mood to learn, I usually look for ways to make what I'm learning more interesting

3.	After attending the training, I strive to motivate myself to learn
4.	After attending the training, I can understand the purpose and how to solve the problem
5.	After attending the training, I managed to find enough reasons to learn
6	If I don't want to learn, I can't think of anything to change my thinking.
7.	When I feel like a difficult question, the coaches know exactly what to do to fully motivate me for a long time

This research instrument consists of seven items, all items are tools to measure self-efficacy against motivation regulation with the scale used by the linkers scale and then the scale is transformed into a number 0 – 100. Achievement indicators are as follows:

Table 2. Category

No	Interval	Category
1.	76 – 100	Tall
2.	51 – 75	Keep
3.	26 – 50	Low
4.	0 – 25	Very Low

3.   RESULT AND DISCUSSION

This training is divided into four stages, in the initial stage of listening to the complaints of the participants, the second stage of designing solutions, the third stage of applying designs, techniques, and learning materials, and the fourth stage of conducting evaluations. In the early stages of the meeting, all students were asked to fill out a self-efficacy questionnaire on learning motivation for civil servant CAT preparation and showed that 70% of participants who took part in the training had low self-efficacy against motivation. Theself-efficacy for motivation regulation can vary and therefore can be assessed more precisely with regard to the causes of motivational problems (Engelschalk, Steuer, & Dresel, 2016). On this basis, question and answer was carried out, with the results that many of the participants who took part in the training felt saturated with the existing questions and felt disappointed because they had taken the exam many times but did not pass there were also those who said that they had answered well but the time there was not enough to answer all the questions, there were also those who complained that the questions that came out, especially the TPA were too diverse so that they became confused, And some say that the questions or text of the reading given are always long and make it difficult to understand the reading while it is too short. From the results of the interview, the researchers concluded that the obstacles faced by the participants were (1) low time management ability; (2) disappointed; (3) lack of understanding of the concept.

In the second stage, the researcher designs the material to be delivered and delivery techniques. The material designed is 12 materials consisting of number reasoning, analytical reasoning, logical reasoning, rows and series, quantitative abilities, algebra, verbal reasoning, linguistic reasoning, paragraph types, main ideas, Indonesian national histories, and a single bhineka ika. The material is prepared to improve the ability to understand concepts. The presentation of the material will be carried out by the method of discussion and guided exercise. This method was chosen so that participants who do not understand the training material can immediately ask questions. The guided exercise method was chosen in order to be an experience for the participants so that the participants were expected to become familiar with the questions at hand, because the experience was more reliable, so the greater the change in self-efficacy felt (Bandura, 1977).

At the stage of implementing the training, all participants are given motivation and encouragement to be confident in themselves so as to increase perseverance. Due to thehigh confidence of self-efficacy for motivational regulation, the more likely a person is to actually use motivational regulation strategies, which in turn increases effort and perseverance so that the effect of self-efficacy on effort expenditure is fully or partially mediated by the use of motivational regulation strategies (Trautner & Schwinger, 2020). This mechanism makes sense because higher self-efficacy beliefs can generally improve positive behavior as well as exert effects (Bandura, 1977; Bandura, Barbaranelli, Caprara, & Pastorelli, 1996; Bandura, Caprara, Barbaranelli, Gerbino, &

Pastorelli, 2003). After the speaker was sure that all participants had good learning motivation, the speaker continued to provide the material that had been designed. All participants listened carefully to the details shown in the image below:

Figure 1. Provision of Materials

The speaker asked participants who did not understand the material they were presented to ask questions. After the material was delivered, the speaker gave an exercise to evaluate the understanding of the trainees. When participants do exercises or tasks, the speaker monitors the process carried out by participants. Exercises are given at the end of the meeting in the hope of improving participants' self-regulation skills. Becauseself-regulation skills will not contribute much if students are unable to apply them continuously in the face of competing difficulties, stressors, and attractions (Caprara et al., 2008).

A strong belief in the effectiveness of one's self-regulation provides endurance. This means that a person will use the motivational strategies he has if he feels confident that he can apply them in a meaningful and successful way. Self-efficacy on the regulation of motivation influences the actions that people choose to pursue, how much effort they put in in a given effort, how long they will last in the face of obstacles and failures, their resistance to adversity , whether their mindset hinders themselves or helps themselves, how much stress and depression they experience in overcoming the burdensome demands of the environment, and the level of achievement they are aware of (Bandura, 1977).

At each meeting the presenters sought to find information about what the trainees felt and thought to improve their expectations of graduation. Researchers assume a lack of motivation due to low expectations of success. If a person has a high motivation towards the goal to be achieved then his hope of success becomes increased by starting a learning task even though it is a boring thing (Engelschalk et al., 2017). Self-efficacy towards motivation must be solved based on the problem facing a person. The selection and application of motivational regulation strategies can be adapted to manage the existing situation.

After all the materials designed were carried out, the trainees were asked to return to fill out the self-efficacy questionnaire on learning motivation for civil servant CAT preparation and showed results 40% of participants had high motivation, 45% had moderate motivation, and 15% had low motivation. This showed a 55% increase in self-efficacy in motive regulation. This improvement is also characterized by improved time management skills, having hopes of graduating and an increased understanding of concepts. This shows that the training to improve self-efficacy against meotivation regulation in CAT CPNS participants is going well. And the final evaluation of this training showed that 8 out of 20 people or 40% of the CPNS CAT trainees organized by the research team passed the CAT CPNS.

4.   Conclusions

This training is divided into four stages, in the initial stage of listening to the complaints of the participants, the second stage of designing solutions, the third stage of applying designs, techniques, and learning materials, and the fourth stage of conducting evaluations. In the early stages of the meeting, all students were asked to fill out a self-efficacy questionnaire on learning motivation for civil servant CAT preparation and showed that 70% of participants who took part in the training had low self-efficacy against motivation. In the second stage, the researcher designs the material to be delivered and delivery techniques. The material designed is 12 materials consisting of number reasoning, analytical reasoning, logical reasoning, rows and series, quantitative abilities, algebra, verbal reasoning, linguistic reasoning, paragraph types, main ideas, Indonesian national histories, and a Bhineka Tunggal Ika. At the stage of implementing the training, all participants are given motivation and encouragement to be confident in themselves so as to increase perseverance. After the speaker was sure that all participants had good learning motivation, the speaker continued to provide the material that had been designed. After all the materials designed were carried out, the trainees were asked to return to fill out the self-efficacy questionnaire on learning motivation for civil servant CAT preparation and showed results 40% of participants had high motivation, 45% had moderate motivation, and 15% had low motivation. This showed a 55% increase in self-efficacy in motive regulation.

Training has a wide scope, but it is still very limited in its preparation. For example, in time management studies, the work on questions that have not been discussed in detail and the achievement of the ability to understand the participants' concepts are not clearly described. In addition the dimensions and structures (hierarchies) of the general and more specific self-efficacy beliefs in the domain of self-regulation deserve further attention to obtain both concepts.

5.   References

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