

# Early Childhood Self-Efficacy in The Book "Alia Juga Berani" by Liza Erfiana

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## Abstract

This research aims to examine the psychological factors important for early childhood development, namely self-confidence or self-efficacy. The purpose of this study is to analyze Self Efficacy in the book "Alia Also Brave" by Liza Erfiana. The method used is a qualitative approach with a type of descriptive qualitative research. Based on the research results, the level of self-confidence in early childhood in the book "Alia Also Brave" by Liza Erfiana tends to be good or has positive characteristics. This condition is evident from the research findings in the book "Alia Also Brave" by Liza Erfiana. The research findings can be seen at the end of the story where the student finds confidence in their abilities by bravely singing in front of the class. That feeling of self-confidence represents a sense of being accepted, a sense of capability, and a sense of worth that has not yet developed due to factors such as successful experiences, previous experiences, and also mood.

**Keywords:** Self Efficacy, Early Childhood, Story Book

## 1. Introduction

Self-efficacy, is very important in psychology to understand how people behave. In the area of education, self-efficacy is applied to develop teaching techniques (Montcalm, 1999) and academic achievement (Zimmerman, Bandura, and Martinez-Pons, 1992), among others. (Lianto, 2019). Self-efficacy refers to a person's belief that they have abilities that can be used effectively in certain situations. Self-efficacy is important, for one can drive, take action, face challenges, and strive to achieve goals.

Early childhood is an individual who is undergoing a developmental process for the next life. Early childhood education basically includes all efforts and actions taken by educators and parents in the process of caring, nurturing, educating children by creating an atmosphere and learning environment where children can explore experiences that provide opportunities for them to know and understand the learning experiences they get from the environment through observing, imitating and experimenting which takes place repeatedly and involves all the potential and intelligence of children. Children (Wahyuni, Anisa Puti Manik, Nurhayani, Anismar, 2022).

In the psychological development of children, especially at an early age, self-efficacy, or self-confidence is the ability to achieve goals. Children who are confident tend to be stronger, proactive and able to overcome fears and anxieties that may arise in new situations. This is especially relevant today, where children face many problems in social and school environments. When dealing with a condition, an individual may feel and believe that they are able / unable to overcome the condition. This belief in self-ability is what is associated with the term self-efficacy. The concept coined by Albert Bandura emphasizes the role of learning, social experience, and

reciprocal determination for personality development (Lunenburg, 2011). (Lianto, 2019) According to Luthans and Peterson (2001), self-efficacy is a better predictor of performance than traditional workplace attitudes (e.g., satisfaction and commitment), personality type, education level, training, goal setting, and feedback. Self-efficacy influences an individual's learning ability, motivation, and performance, as individuals will strive to learn and perform only those tasks that they believe they can successfully do.

Self-efficacy in early childhood is a condition when children are able to show courage to do something even though they are afraid. The fear arises when children think of various bad risks that might occur. The fear felt is actually created by the child's own mind. The storybook titled "Alia is also brave" shows the side of Alia's fear when she is about to sing. The fear that Alia experiences only revolves around the bad risks that she will experience. However, Alia is able to dialogue with the fear in her mind by comparing the risks that her friends have experienced. The imperfections of Alia's friends' appearance made her brave and do her best.

This topic is important to discuss because at an early age, children have many fears that only dwell in their minds. If children are able to dialogue with the fears in their minds, then children will be able to fight these fears. Children's ability to manage the fears in their minds must be managed well, so that children are able to express their feelings without fear of other people's judgment. Children will develop their abilities better if they have confidence in their abilities. This condition encourages children to be calmer and more adaptable, so that they can actualize their potential more optimally.

In this study, it will explore early childhood self-efficacy as reflected in the character of Alia. Qualitative methods allow researchers to gain a better understanding of children's subjective experiences and how they act towards the situations they face. This research aims to discover the factors that influence the development of self-efficacy in children through storybook texts and how Alia's story can be used to encourage discussion and reflection on courage and self-confidence among children.

This research will discuss the concept of self-efficacy and offer knowledge and insights for parents and educators on how to help children develop self-efficacy. By gaining a better understanding of Alia's journey and the learning process she went through, it is hoped that useful methods can be found to help children become more courageous and confident people, who are ready for the future.

## **2. Research Methods**

Data analysis requires effort and creativity to find solutions to research problems. Every research has a different way. It is impossible to equalize research between researchers. So the methods used will definitely differ. This study uses primary data sources in the form of a children's storybook entitled "Alia is also brave". and books, or other research findings that support this research process. Data analysis techniques in the form of content analysis (Azhari et al., 2023). This research is descriptive-qualitative. This research is related to data collection to provide an overview or confirmation of a concept or problem. Data analysis is inductive / qualitative, and qualitative research results emphasize meaning rather than generalization (general conclusions from an event). (Ulkhomatul Aini et al., 2023).. Further explained by Bogdan and Taylor quoted by Moleong (2017: 4) qualitative research produces descriptive data in the form of written or spoken words and observable behavior. (Simangunsong et al., 2024). As explained by McCusker, K., & Gunaydin, S. (2015), qualitative methods are used to answer questions about "what (what)", "how (how)", or "why (why)" of a phenomenon. (Ummah, 2019). This research was conducted using non-experimental research, by not conducting research directly in the field. But using content analysis techniques.

According to Nugrahani (2014) in (Amril & Pransiska, 2021) said that the activity in analyzing the contents of documents is called content analysis, because in this study the researcher not only records the contents expressed in the document, but also explores the meaning implied in the document carefully and critically. Content analysis is carried out by analyzing the results of the story from sentence by sentence in the picture story book "Alia Also Brave" to obtain information about self-efficacy in the picture story book "Alia Juga Berani" which can be used as knowledge about self-belief or self-efficacy in early childhood. In analyzing the data in the form of picture storybooks, researchers try to represent the story into writing, classify the factors that affect self-efficacy in picture storybooks "Alia juga Berani" and finally conclude. From the various definitions above, researchers can conclude that content analysis is a technique used in a structured manner to reach conclusions by identifying specific features contained in a particular message. These features include forms of communication, information written in texts, books, magazines, newspapers, television advertisements, radio news, and all types of objectively documented information. (Ummah, 2019)

### 3. Results and Discussion

#### 3.1 Storybook Overview of "Alia Juga Berani"

This storybook focuses on the main character's self-efficacy and how self-efficacy factors affect the main character in the storyline of the book. In the storybook, the author packs stories about early childhood activities at school with challenging tasks given by the teacher. The storyline and characters in the storybook illustrate the level of anxiety and anxiety of a child in facing the challenge of singing in front of the class.

In this story there are characters who can provide an overview of the importance of self-efficacy to early childhood. Like Alia as the main character who tries to accept and undergo challenges to sing after going through a lot of thought processes and seeing the experiences of her friends. The story is also supported by other characters, namely: Inez, Rian, Alia's classmates and the teacher.

#### 3.2 Self-efficacy factors of Alia's character in the book "Alia is also brave"

Self-efficacy is a person's belief in their ability or potential to behave according to a particular task or situation known as self-efficacy. These beliefs come from the way they see or think about events. According to Bandura in (Hakim, 2021) self-efficacy is formed by 3 factors, namely:

##### 3.2.1 Experience works

In children's lives, self-efficacy will increase if children successfully solve problems. Meanwhile, if the child fails to solve the problem, his/her self-efficacy will decrease. This applies when self-efficacy has not been formed in a child. To foster self-efficacy in children, children must undergo difficult challenges so that they can solve them with perseverance and hard work. Self-efficacy is also determined by successes and mistakes in self-assessment. If children often remember poor performances in daily life and continue to strive to get better, then the conclusion about their self-efficacy will be low. Conversely, if children experience frequent failures and continue to strive to get better, their self-efficacy conclusions will increase.

##### 3.2.2 Previous experience

If a child sees an event and perceives it as their own, this can have an impact on their self-efficacy development. In this process of observation, other "figures" serve as intermediaries. Such figures can be seen in everyday life and in visual media. In more detail, there are two factors that influence the behavior of the figure that can change the behavior of the observer. The first is that the figure has experienced a stressful event and modeled how to act to cope with it, and the second is that the figure offers useful strategies for coping with stressful situations.

##### 3.2.3 Mood

Mood swings can affect a person's level of self-efficacy. In relation to mood, there are three ways to improve self-efficacy, namely: (1) reducing stress (2) changing negative emotions, and (3) correcting incorrect interpretations of the situation at hand. When people feel sad, they tend to have lower (insignificant) self-efficacy. People in a positive mood tend to judge themselves in a more favorable light, and people in a negative mood tend to judge themselves as less worthy or less meaningful. In a positive mood, perceived success will result in high self-efficacy, whereas failure will result in low self-efficacy.

Figure 1. Successful experience factor



By utilizing cognitive representations such as memories of the frequency of success and failure, patterns, and situations in which success and failure occurred, past experiences will determine a child's self efficacy. Understanding the successful experience factor shown by the character Alia in this storybook is one of the

determining factors for increasing self-efficacy in the character. This is in accordance with Bandura's self-efficacy success factor, namely enactive mastery experience, which states that people who have good self-efficacy will learn from their mistakes and will try even harder to achieve the next success. (Guru et al., 2020).

Therefore, in every child's growth and development, successful experiences are needed from the child so that if the child experiences the same difficulties, the child already has high self-efficacy to go through the challenges or difficulties faced.

Figure 2. Previous experience



Alia's understanding as the main character in this storybook in her thinking process is that Alia sees the experience of her friends who perform to sing first. Although Alia's friends made mistakes in their performance, they still managed to complete the task.

This is in line with Bandura's (1997) idea that the experience of others influences the source of information obtained. This has a big effect and allows people to learn from other people's mistakes and try to do better (Rustika, 2016). (Rustika, 2016).

Based on this explanation, it can be concluded that the previous experience factor that Alia looked at, namely how her friends' experiences faced the same conditions, triggered an increase in Alia's self-efficacy, and self-belief appeared then strengthened her self-efficacy to intend to complete her singing task.

Figure 3. Mood



As seen in the picture above, Alia's mood is very influential on the level of self-efficacy of children who are in a sad or anxious mood are more likely to ignore their abilities. Self-efficacy plays an important role as a key determinant to determine people's behavior stimulated by their emotions, such as happiness, sadness, pride, shame, and others. (Anisah, 2020).

Mood swings can affect a person's beliefs about their self-efficacy. Similarly, the character Alia in the storybook "Alia Juga Berani" In relation to mood, Alia has a way of dealing with it, namely by reducing feelings of anxiety in herself and changing negative emotions, which appear, so that the success rate of self-efficacy becomes higher.

## 4. Conclusion

From the results of the analysis conducted on the picture story book "Alia is also brave", it can be concluded how self efficacy affects early childhood which is reflected in the main character of the book, Alia. Some factors that affect self-efficacy in early childhood, especially in this case the main character in the book, include; successful experiences, previous experiences and mood. The identification of factors that influence self-efficacy in Alia's character shows that self-efficacy is very dominant in the storyline played by Alia's character in the book "Alia Juga Berani".

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