THE INFLUENCE OF SELF-EFFICACY AS A MEDIATOR IN IMPROVING STUDENTS' LEARNING MOTIVATION ON PASTORAL COURSES IN THE THEOLOGY STUDY PROGRAM

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ABSTRACT

The purpose of this study was to determine the effect of self-efficacy as a mediator in increasing students' learning motivation for Pastoral courses at the Theology Study Program-Indonesian Christian University Maluku (UKIM). This is done because it sees how the student's learning process for pastoral courses, which are mandatory courses of deepening theology, is used as a field of concentration for students to prepare themselves to become servants of the people (priests) or pastors in the congregation. As part of the compulsory subject in the field of concentration, the author tries to see how the effect of self-efficacy as a mediator in increasing student motivation in Pastoral courses. This research uses a quantitative approach. The data collection technique used a questionnaire with a score ranging from 1 to 5 models Likert used to measure the self-efficacy scale and student learning motivation scale. The sample was taken from students of the theology study program who took pastoral courses totaling 196 students consisting of classes A, B, and C. Data analysis techniques used Structural Equation Model (SEM) and Confirmatory Factor Analysis (CFA). The results showed that there was an effect of self-efficacy as a mediator in increasing student learning motivation, which was very positive and significant. Likewise, the effect of self-efficacy as a mediator on pastoral courses directly has a positive and significant effect. So it can be concluded that through self-efficacy which is used as a mediator there is a positive and significant influence in increasing student learning motivation towards pastoral courses. This can be seen from the behavior of students in showing their ability and ability to complete assignments, exams, and pastoral learning activities well during their education in the theology study program.

Keywords: Self-Efficacy as a mediator, Learning Motivation; Pastoral

1. INTRODUCTION

Pastoral is one of the studies that refers to shepherding (poimenikos). It means that from the word pastoral which comes from the Latin “pastor” and "poimen" Greek which means "shepherd", and the meaning of this word refers to the task of the pastor or pastor who traditionally in ecclesiastical life must be a shepherd for his congregation or his sheep. This of course relates to Jesus Christ and His work as a true pastor or good shepherd which is shown in the context of caring for, guarding, nurturing and protecting others. Pastoral is then understood as an act of shepherding carried out by church servants in caring for, nurturing, guarding and protecting others. So that by studying pastoral, students can be assisted in preparing themselves to serve the people, but also in studying this course, every theology student will learn to act to care for, maintain, protect and protect others, but more than that it is a responsibility and obligation. which can later be used as provisions in the process of serving the people(Beek, 2007).

In line with that, the pastoral course is one of the courses that provides learning motivation for students to explore in depth various problems of the people or congregations who in principle want to show a strong will and determination through learning activities, as well as behaviors that support their calling in the study program. Theology because it is considered as part of the responsibilities and obligations in the process of carrying out duties and services as shepherds and servants of the people later.
Based on the results of observations of students in the theology study program, the various assignments given and the exams given, have shown students' commitment to completing them. To complete the assignments and exams in this pastoral course, the writer then sees that student learning motivation is seen as the center of the process to achieve goals, namely consciously motivating behavior that leads to a learning goal to be achieved. This shows that the goals to be achieved come from the encouragement of student needs, personal values, and perceptions of confidence or self-efficacy that are formed based on experience and socialization.

The various goals of a student will certainly be different in terms of specificity and difficulty. Self-efficacy itself is needed to determine behavior, with effort and persistence levels developed through strategies to achieve goals. Through self-efficacy, achievement and job satisfaction are achieved. This is what then shows the effect of self-efficacy on selected behaviors and goals.

Locke in Meyer et al (2004) states that achievement is influenced by effort, experience, and level of satisfaction as long as a person has a commitment to his organization. This is where students are then connected with their self-confidence to learn and carry out various activities that lead to the realization of their hopes and dreams of becoming a servant of the people. For this purpose, the author tries to use the theory self-efficacy of Bandura (1977), which explains that self-efficacy is not feeling skilled, but believing in one's ability to coordinate and organize skills in situations that are constantly changing and challenging.

Self-efficacy means believing in what one is capable of doing. So it can be said that self-efficacy involves trust, one's ability, and willingness. In this case students who are faced with various difficulties, will still try to overcome them in order to achieve the expected goals. Based on this theory, the writer can see that this research is more focused on student learning motivation which is influenced by self-efficacy as a mediator for pastoral courses. Basically, a lot of theories and research on self-efficacy as a mediator and learning motivation have been carried out, including research conducted by Ika et al (2017), regarding the effect of self-efficacy and achievement motivation on student learning independence in Productive Accounting subjects, as well as research from Dewi (2019) regarding the mediating role of self-efficacy and the influence of learning motivation on student entrepreneurship interest, Monika & Adman (2017) regarding the role of self-efficacy and learning motivation in improving vocational high school student learning outcomes, as well as research from Meiliati et al (2018) regarding the effect of learning motivation, self-efficacy, and self-regulated learning on mathematics learning outcomes. That means that both research on self-efficacy and learning motivation have been widely carried out and widely studied in various fields of science. However, what is interesting for the author is how to see the effect of self-efficacy as a mediation in increasing student learning motivation for pastoral courses, this has not been widely studied, especially in the field of pastoral science. It is this relationship that is interesting for the authors to examine the effect of self-efficacy as a mediator in increasing students' learning motivation for pastoral courses. Presumably with this research, there is something new that can be shown regarding other compulsory theological concentration courses.

II. LITERATURE REVIEW

In this section the author will explain some of the theoretical foundations used as an analytical knife in this research process. The theories consist of:

1. Self-efficacy as a Mediator

Self-efficacy is defined as a form of a person's assessment of his or her ability to organize or regulate or carry out actions to achieve various types of desired achievements (Bandura, 1977). Other sources also define self-efficacy as a belief or belief from a person in managing and carrying out his various abilities to achieve the desired results (Wahyuningsyas & Febrianingsih, 2018). In line with this thinking, Maddux & Kleiman (2016) argue that self-efficacy is a belief in a person's ability to be able to coordinate various abilities and skills that exist in him to achieve goals based on the desired field and of course under certain circumstances as well.

Self-efficacy will basically not be the same as the skills that a person actually has, but rather on beliefs about what can be done with the skills he has. Zimmerman (2000) then suggests that self-efficacy plays a role in motivating students to learn, more specifically in the academic field, namely in the ability to regulate student learning activities themselves. This view then refers to confidence or self-self-efficacy that is able to play an important role in managing student and student activities in an effort to achieve various learning targets. Based on the ability to organize or manage learning activities, this will then help students and students to assess and control the achievement of success in each semester or in each school year.
Thus it can be said that self-confidence, (self-efficacy), is the key that determines success in learning, as well as in other endeavors. Agree with that, it can be explained that self-efficacy in each person can be said to be a motivating force that greatly determines how that person can try hard to do anything well, and it is related to a strength that is determined by effort, perseverance and strategy, as well as achievement when doing training or the next job.

Based on the understanding and views of these experts, it is conceptually defined that self-efficacy is a student's confidence or belief in the abilities and skills of students or students in carrying out various learning tasks. As for the concept of self-efficacy, there are several indicators that need to be considered as a basis for understanding the effect of self-efficacy as a mediator. These indicators consist of three different important dimensions on the implications of efficacy belief that can be implemented.

First, seen from the level. At this first level, one's feeling of efficacy is different from that of other individuals. This is determined by the number of tasks from easy to include difficult tasks, including most of the specific tasks carried out. This is where a person's self-efficacy is measured based on the level of task difficulty that represents various degrees of difficulty that he has succeeded in doing (Schunk et al, 2008).

Second, strength or the strength of one's beliefs. Here Self-Efficacy lies in how strong a person's belief is to carry out or complete a given task. This explains that a person can improve and increase assessment efficacy his only by strengthening his belief, even though there are obstacles that are difficult to face. Because basically with a strong belief will make it successful. In other words, a strong belief can determine a person's success in carrying out the demands of a given task.

Third, general. At this level, a person can assess efficacy through more or more general activities, or only function in certain areas. GeneralityThis is what can differ on a number of dimensions, including activity level. Likewise, the sense of ability shown to others through cognitive and affective behavior.

Based on the description of the indicators above, in this study the indicator used is self-efficacy which is more directed to the level or level dimension of the special dimension. Where in this dimension level's on is more used to measure the level of mastery of subjects that require student or student skills. In the pastoral field, self-efficacy will be related to measurement of mastery of skills in understanding feelings that are not said in verbal language from friends or other people in pastoral counseling, especially in an effort to understand problems also focus on problems faced by people who will be assisted in pastoral counseling. Thus, indicators level and specificity indicators can be collaborated in versus generality to measure strength or strength through a belief scale in the ability to carry out tasks with a range of 1 to 5. It means that it can be concluded that clearly self-efficacy is the key to one's success in the learning process, as well as other activities. Therefore, this study shows more on self-efficacy which is used as a mediator that connects student learning motivation to pastoral courses in theology study program.

2. Learning Motivation

The term motivation comes from the Latin verb move (to move), or to move which reflects the idea of motivation as an impulse in a person when doing a job and completing his tasks. This refers to the concept of thought about power, nature, response, influence and belief that takes place so that it is associated with will and will(Schunk et al, 2008).

Student learning motivation in taking pastoral courses in the theology study program is basically a curriculum demand in the theology study program, but in practice this course appears to be more motivating for students to deepen their learning process even with difficult and challenging tasks. coupled with the practice that must be done in the church. This shows that there is a willingness and willingness to be educated with the aim that later they are ready to become servants of the people (pastors) or shepherds who will serve in the congregation.

Motivation is then used as a process to encourage and strengthen activities in achieving learning goals, this is shown through the willingness and willingness to be educated and therefore a teaching-learning process is needed that encourages students' willingness to further strengthen learning activities, in order to achieve the desired goals. - aspire.

A strong will and coupled with high learning motivation towards pastoral courses actually indicates that there is a learning process to produce not only passing grades in the course but also to produce guidelines in carrying out
duties and responsibilities as well as obligations that will later be carried out in the congregation as servants of the people. This relates to one's perspective in seeing the relationship between the education one is engaged in and the work to be done. So the motivation to learn pastoral as part of an effort to prepare yourself as a servant of the people or pastor begins with doing all the learning activities seriously because it has value from yourself. This self-derived value is part of student motivation (Meiliati et al., 2018).

Students' motivation to study for this course is accompanied by a commitment to become a servant or shepherd and this of course will be strengthened by students' experiences in service, for example; involve himself as a Sunday school teacher, administrator of church youth organizations and auxiliary service bodies in the congregation. This means that the experience found at least has helped students in the process of carrying out the basic tricks of herding, so that through this basis it can be seen that the student's learning motivation will be seen from the activities and learning outcomes they get as well as through their daily behavior. This experience is then in line with the view of Côté & Levine (1997), that students who enter a university have previous experience. The previous experience was obtained from within the family and in the previous environment. These various experiences will affect students' learning motivation to complete studies in the theology study program. Therefore, if student motivation is associated with activities in the learning process, students will find mutually beneficial relationships. And if the forms of readiness of the two-sided relationship between students and course instructors are identified correctly, it will be useful to predict the performance of the theology study program as input in improving students' abilities and skills in pastoral courses.

The abilities and skills of these students can show learning outcomes accompanied by good behavior. so that students who have a strong learning motivation, then these students will continue to maintain it as an effort to carry out their learning duties and responsibilities well. In this study, the understanding of student learning motivation to take pastoral courses in the theology study program is an encouragement based on the student's willingness to be educated and fostered in order to achieve its goal of becoming a servant of the people (priests) or pastors.

Motivation is the force or power that drives or moves a person's behavior (Hunter, 1990). This view can be regarded as a motivation that can encourage a person's thought process in an effort to form behavior that leads to the process of achieving the expected goals and the expected goals are how prepared the student will be when later in the congregation in carrying out his responsibilities and obligations to serve the people. Thus, student learning motivation is a force or power that encourages students to learn to move their behavior, way of thinking and abilities and skills in order to achieve learning objectives, namely to prepare students to become Pastors, pastors, pastors and servants of the people who are able to serve their congregation well.

3. Pastoral

Pastoral in its meaning in the introduction of this writing has been explained. However, it would be better to explain more about what pastoral means in this research. In pastoral research, it is more focused on the subjects presented in the theology study program for students who are prospective servants of the people (priests) or pastors. Therefore, traditionally Pastoral is the duty of the pastor or pastor in serving the congregation or his sheep.

The term pastor in its practical connotation is defined as caring or nurturing (Beek, 2007). Someone who has a pastoral nature is someone who has traits like a shepherd, who is certainly willing to care for, nurture, protect, and help others (Storm, 2000). This understanding then shows a person who has a pastoral nature and feels that what he should do is a "responsibility and obligation" for him. "Pastoral" is used as an adjective of the noun "Pastor". And the term “pastoral” refers to the act of shepherding. This action is used as motivation by a pastor to develop a strong character and willingness and cannot be separated from a caring and loving attitude towards a person or group of people he faces. Based on this view, pastoral courses are presented as a form of pastoral action in an effort to prepare prospective servants of the people to serve the people well.

III. METHODOLOGY/MATERIALS

This research was conducted using a quantitative approach. The quantitative approach is an approach that is identical to the deductive approach because it departs from general problems to specific matters, so a theoretical foundation is needed (Syahrum., 2014). The quantitative approach is required to use numbers, starting from data collection, interpretation of the data, and the display of the results (Arikunto, 2008). The data collection technique used a questionnaire with a score ranging from 1 to 5 models Likert used to measure the self-efficacy scale and
student learning motivation scale. The sample was taken from the theology study program students who took pastoral courses totaling 196 students consisting of classes A, B and C. The stages of the research consisted of field observations, determining respondents, distributing questionnaires to respondents and collecting questionnaires. After all the data has been collected, it is followed by inputting the data from the questionnaire results from the respondents, which is then processed and calculated using statistical methods using the SPSS program (Chariri, 2009) and LISREL 8.7 (Joreskog & Sorbom, 1996). The data analysis technique uses the Structural Equation Model (Ramadiani, 2010) and Confirmatory Factor Analysis (Lewis, 2017).

IV. RESULTS AND FINDINGS

In this section, the research results and findings obtained from this study will be explained. The presentation of the results of this study is expected to be able to answer each of the hypotheses presented in this study, and based on the results of the hypothesis testing, there are findings that can be used as references for further research.

V. RESULTS

In this section, the results of the analysis of the collected research data are described, using a measuring instrument scale, namely: self-efficacy and motivation. Analysis of research data using the Structural Equation Model (SEM), the processing of which is carried out through the software LISREL from (Joreskog & Sorbom, 1996), consists of two stages whose steps are CFA and SEM (Lewis, 2017).

Based on the test results of all valid and reliable research instruments, followed by taking research data from the field, and then conducting a construct test of each instrument related to the research, with Confirmatory Factor Analysis (CFA), that each instrument must meet the reliability that has been determined. set above 0.7 both and CFA. The analysis continued to estimate the model fit based on $\chi^2$, df, GFI, and RMSEA with $n = 196$. Based on the results of the analysis of the CFA two variables, the detailed measurement model for fit each research instrument can be seen in the following table:

Table 1. Model fit and significant factor analysis based on CFA ($n=196$)

<table>
<thead>
<tr>
<th>Instrument</th>
<th>$\Sigma$ item</th>
<th>Df</th>
<th>$\chi^2$</th>
<th>P</th>
<th>GFI</th>
<th>RMSEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Efficacy</td>
<td>13</td>
<td>56</td>
<td>117.23</td>
<td>0.00</td>
<td>0.95</td>
<td>0.057</td>
</tr>
<tr>
<td>Motivation</td>
<td>19</td>
<td>140</td>
<td>211.40</td>
<td>0.00</td>
<td>0.94</td>
<td>0.039</td>
</tr>
</tbody>
</table>

Based on the description of the table above, it can be seen that the number of items from the variable is self-efficacy 13 items out of 15 items used in the study (two items were dropped by the process CFA). Likewise, there are 19 empathy items out of 21 items used in the study (two items were dropped by the process CFA).

From the results of the analysis above, it shows that all measurement models have met the criteria fit based on the index fit that has been set, ($\chi^2$, GFI, and RMSEA) and the magnitudes of the numbers have been listed above for each instrument involved in the study. Based on the results of the analysis, it can be concluded that any acceptable measurement model is a model that has the appropriate (fit) with the data obtained from the field. Therefore, the significance test of the model can be carried out.

The results of the significance test of each measurement model related to hypothesis testing are reported in Table 2. Each factor load of each latent variable has a t value $>1.96$ (significance level $p<0.05$). Means that the indicators that are assumed to be able to measure the respective latent variables are tested for suitability (fit) or can be accepted as valid and significant indicators with a probability of error below 5%. This means that the two measurement models whose theoretical constructs have been carried out are fit with data from the field (manifest variables).

The results of the factor load analysis and its significance test can be seen in the following table:

Tabel 2. Result

<table>
<thead>
<tr>
<th>Instrument</th>
<th>N items</th>
<th>t</th>
<th>Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual</td>
<td>10</td>
<td>7.08</td>
<td>0.71</td>
</tr>
</tbody>
</table>

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From the description of the significant test results above, it can be seen that each variable has a dominant indicator. The humanitarian motive indicator contributes significantly to the motivational variable with a factor load of 0.78. While the level indicator (level) contributes quite dominantly to the variable self-efficacy with a factor load of 0.89.

Based on Construct Reliability with the test formula obtained results as shown in the table above, then based on construct reliability both variables have good construct reliability which is above 0.70 (Hair et al, 2006).

From the description of the structural relationship of the two variables, as a theoretical model that has been tested and fits the data. Self-Efficacy as a mediator has a positive and significant direct effect on pastoral subjects, as well as increasing learning motivation on Self-Efficacy, and Self-Efficacy as a mediator in increasing student learning motivation which directly and significantly has a positive and significant effect on pastoral courses. In other words, the effect of self-efficacy as a mediator on pastoral courses and the influence of self-efficacy as a mediator on learning motivation and the influence of both namely Self-Efficacy as a mediator in increasing student learning motivation on the eyes of 54.04% means 45.96% is influenced by variables others who were not involved in this study. Thus, the structural relationship between the variables involved in this study is entirely acceptable.

2. Findings

Based on the results of research on the effect of self-efficacy as a mediator in increasing student motivation to learn about pastoral courses fit with field data, it means that the hypothetical model is accepted. In addition, the structural relationship of each variable shows a positive and significant effect. Based on these results, the clarity of the discussion in this study can be conveyed as follows:

1. There is a direct effect of self-efficacy as a mediator on pastoral courses. This explains that the pastoral course as a compulsory subject of deepening theology is used as a field of concentration for students to prepare themselves to become servants of the people (priests) or pastors in the congregation, of course there are many knowledge and skills that need to be learned related to the pastoral field, so that many duties involve not only knowledge but also practices that must be learned, and understood by a shepherd in serving his people. This then affects the level and ability of students in carrying out their learning process in pastoral courses. Moreover, the ability to be able to apply the shepherding process requires basic and expertise in carrying out herding. The influence of self-efficacy as a mediator in demonstrating this ability makes students will continue to try to concentrate on studying the course until they are finished, whatever the lecture load they will get or meet to study, students will continue to try to finish it because they know that they are able to complete it. the lecture as revealed by Maddux & Kleiman (2016). Therefore, self-efficacy is used as a mediator for students to be able to know more about basic skills and pastoral techniques to serve their people.

2. There is a positive and significant effect in increasing students' learning motivation towards pastoral courses. This is shown through the participation of students in attending education at the theology-UKIM faculty, which of course is related to their goal to become servants of the people (priests) or pastors. Learning motivation, which also involves goals in acting or carrying out activities to achieve learning goals, shows that there is value that comes from oneself which is part of the motivation in every student learning process, as expressed by Meiliati et al (2018), of course requires confidence and strong self-confidence to learn and form the attitudes and behaviors needed as a prospective servant of the people (priests) or shepherds. It is said that because a person will not have a strong learning motivation if he does not have the confidence and self-confidence to carry out or realize his motivation but also his commitment to become a servant of the people (priests) or shepherds. This learning motivation is related to the duties and services of being a servant of the people (priests) or shepherds. Therefore, learning activities must continue to be developed for personal intellectual development, especially in the field of concentration from Pastoral courses. This is considered important because someone who becomes a pastor needs to develop his knowledge continuously in line with the development of science and the
development of the community he serves. In other words, the ministry of the clergy cannot be separated from the context of the development of science and society.

3. There is a direct positive and significant effect of the influence of self-efficacy as a mediator in increasing student learning motivation for pastoral courses. This is of course related to the confidence, self-confidence and ability of the students who are used as mediators in increasing learning motivation for pastoral courses. As we know that having pastoral skills and skills means understanding and living the vocation to serve fellow human beings. And for a servant of the people (priest) or pastor, this is related to the motivation to learn to improve that ability even though there is actually a humanitarian motivation that underlies his calling as a pastor or shepherd. This may indicate that becoming a priest means understanding the work he is doing which of course is related to humanitarian issues that require seriousness or seriousness in its implementation. The motivation to study for pastoral courses is one part of it which shows that to become a pastor it is necessary to be accompanied by a strong belief from students to realize their hopes. In other words, in increasing student learning motivation so that the desire to become a servant of the people (priests) can be carried out, it is necessary to have self-efficacy as a mediator so that their hopes are fulfilled in serving the people well.

Thus it can be said that based on the results obtained, the implications of the above discussion indicate that the presence of self-efficacy as a mediator will directly affect students' learning motivation for pastoral courses to realize their goals or hopes to become servants of the people (priests) or shepherd.

VI. CONCLUSION

The results of this study are not only sufficient to make a positive contribution to students who have a goal or hope to become servants of the people (priests) or pastors. However, this research also increases learning motivation for students in pastoral courses who are directly involved in ministry activities as part of the practice of pastoral courses, which also contributes to teaching and learning activities that increase and strengthen student service skills in preparation to become servants of the people or pastor in the congregation. The practice of these skills includes counseling practice, namely the ability to listen to people's problems and how to solve them, pastoral practice, namely assessing empathy abilities and skills, so that these various skills can show students' abilities later in preparing themselves to become servants in the congregation.

Based on that, in this study it was found that the pastoral course is actually a concentration course from one of the compulsory subjects in the field of theology, which requires skill’s to understand the feelings and thoughts of others. Associated with the main task of the servant of the people (priests) which is to communicate or relate to the congregation, therefore, not only communication skills but also empathy are the main demands in their ministry duties. This means that pastoral courses are also the main concern of several theological subjects because they will relate to the skills and empathy skills, communication and relationships for each theology student with regard to his goal to become a servant of the people or pastor.

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