



Adaptation and Validation of General Self-Efficacy Scale for Higher Education

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DOI: <https://doi.org/10.46245/ijorer.v6i2.780>

Sections Info

Article history:

Submitted: January 25, 2025

Final Revised: March 1, 2025

Accepted: February 28, 2025

Published: March 30, 2025

Keywords:

Confirmatory Factor Analysis;

General Self-Efficacy Scale;

Higher Education;

Validity Construct.



ABSTRACT

Objective: Self-efficacy is a psychological factor that plays a crucial role in students' academic success. However, its measurement instruments need to be adapted to the cultural characteristics and local population. This study aims to adapt and validate the General Self-Efficacy Scale (GSES) within the context of higher education in Indonesia. **Method:** This study involved 748 third-semester students from various faculties at the State University of Surabaya. The adaptation process followed the five stages proposed by Beaton et al. (2000), which include translation, synthesis, back translation, expert committee review, and pretesting. The validation test was conducted using Confirmatory Factor Analysis (CFA). **Results:** After a successful adaptation process, the scale demonstrated high reliability, ranging from 0.760 to 0.801. The CFA results showed a Kaiser-Meyer-Olkin (KMO) score of 0.949, indicating that the data met the requirements for factor analysis. Strong factor loadings (0.752–0.810) were observed for each item, confirming their alignment with the self-efficacy construct. Cross-cultural comparisons with countries such as Germany, Spain, and China further affirmed the validity of the GSES in the Indonesian context, despite minor differences in certain items. **Novelty:** The cultural adaptation of the GSES for higher education in Indonesia provides a valid and reliable measurement tool, making this study a novel contribution to the field.

INTRODUCTION

Every student encounter various challenges throughout their higher education journey, whether related to assignments, exams, or other academic demands. Their responses to these challenges vary, depending on their belief in their own abilities. When faced with difficulties, students assess themselves—determining whether they feel capable of overcoming them or instead doubting their own capacity. Self-efficacy was first introduced by Bandura (1977) as an individual's belief in their capacity to regulate and execute the actions necessary to achieve specific goals. This belief plays a crucial role in shaping how individuals think and act when facing various situations. In the context of higher education, self-efficacy is particularly important, as students' ability to cope with academic pressure, complete assignments, and adapt to evolving learning environments is often influenced by their confidence in their own skills (Bhati & Sethy, 2022; Maharani & Purnama, 2023). Evidence suggests that low self-efficacy can be a significant barrier preventing students from reaching their full potential, leading to difficulties in managing stress, low learning motivation, and academic failure (Sari & Budiyan, 2020; Honicke et al., 2023; Liu et al., 2023).

Self-efficacy plays a significant role in supporting students' academic and personal development (Muchtar et al., 2023). In higher education, students face challenges that

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