



Original Article

Description Self-Efficacy of Students Who Experience Fatherlessness (Death) at SMP Aceh Besar

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Abstract:

The absence of a father in the family (fatherless) can affect a person's development patterns, especially in terms of their self-efficacy regarding their own ability to achieve specific goals. The purpose of this study was to determine the self-efficacy of students who experienced fatherlessness (death) at Aceh Besar Junior High School. The researcher used a quantitative approach with a descriptive research design. The research population consisted of all students at SMP Aceh Besar who experienced fatherlessness, totaling 94 individuals. The sampling technique used was total sampling. The data collection technique used the self-efficacy scale developed by Bandura. The data analysis technique used was quantitative descriptive analysis. The results of this study indicate that almost all students have a moderate level of self-efficacy, with a percentage of 94.7% (89 students) with sufficient and adequate self-confidence, but not consistently stable, because it is influenced by certain situations. A small number of students were in the high category, namely 5.3% (5 students), with stable and positive self-esteem. No students had self-efficacy levels in the very high, low, or very low categories. The results of this study can be used as a reference for creating guidance and counseling programs for fatherless students so that they can have more optimal self-efficacy in preparation for the next level.

Keywords: Self-efficacy, Fatherless, Students.

Introduction

The family is the first and foremost environment in shaping a child's character, personality, and abilities. In this case, the role of parents, especially fathers, is very important as providers of emotional support, guidance, and role models. However, the phenomenon of fatherlessness, namely the physical and emotional absence of a father

figure, is increasingly common in various segments of society. This condition can have a significant impact on children's psychological development. This is an important issue, especially for junior high school students who are in a transitional phase of development towards adulthood. The phenomenon of fatherlessness is not only found in Indonesia but also in various parts of the world, such as the United States, Africa, Europe, Asia, and Latin America (Alfasma et al., 2022; Zarkasyi & Badri, 2023). Indonesia even ranks third in the world as the country with the highest number of fatherless or father hunger cases (Putri & Kusmiati, 2022; Rachmanulia & Dewi, 2023).

Data from the Central Statistics Agency (2022) shows a 15.31% increase in divorce cases from 2021 to 2022, with a total of 516,344 cases. Divorce, death, or economic factors are the main causes of broken families. In Aceh Besar, the phenomenon of fatherlessness due to the death of the father is a reality faced by many students, especially at the junior high school level. Based on data released by the Aceh Besar District Social Service in March 2025, there were 1,762 orphans spread across various regions receiving social assistance. This figure shows that the permanent loss of a father is a significant social issue in the region (Dinsos Aceh Besar, 2025).

The absence of a father figure can have an impact on children's emotional and psychological aspects. Fathers play a role as role models, sources of security, and motivators in shaping children's identities and self-efficacy. The loss of a father, especially during adolescence, such as junior high school age, can hinder the process of building children's self-confidence in facing academic and social challenges. This is in line with Albert Bandura's (1997) theory of self-efficacy. According to Bandura (Ningsih & Hayati, 2020), Self-efficacy is a self-confidence of the extent to which an individual estimates their ability to execute a task or action required to achieve." Bandura (Ningsih dan Hayati, 2020). which states that self-efficacy is formed through four main sources: mastery experience, vicarious experience, social persuasion, and emotional and physiological states. In the context of fatherlessness, where children lose their father figure, the fourth source, emotional and physiological states, is the most affected aspect.

Initial observations at a junior high school in Aceh Besar show that a number of students are fatherless. They have lost their fathers due to death, divorce, or other factors, such as their fathers working far from home. Some students show a lack of motivation to study, difficulty facing academic challenges, and an inability to manage their time and set learning goals. This low self-efficacy is a particular concern, given that self-efficacy is an important factor in learning success. No researchers have studied self-efficacy in learning among junior high school students who have experienced fatherlessness in Aceh Besar. Therefore, further research is needed to understand the extent to which this condition affects students' self-efficacy in learning. Through research entitled Self-Efficacy Profile of Junior High School Students Experiencing Fatherlessness in Aceh Besar, it is hoped that a deeper understanding of the psychological condition of students in the context of education can be obtained. The results of this study are expected to contribute in the form of concrete recommendations to schools, counselors, and families, so that children continue to have a strong academic drive despite the loss of their father figure.

Methods

This study uses a quantitative approach. Quantitative research methods can be defined as research methods based on the philosophy of positivism (relying on empiricism), used to study a specific population or sample, collecting data using research

instruments, and quantitative/statistical data analysis, with the aim of testing predetermined hypotheses (Sugiyono, 2021). The type of research used in this study is descriptive. Descriptive research aims to accurately describe the characteristics of an individual, a situation, or the frequency of a certain relationship between one phenomenon and another in society.

The population in this study consisted of all students who had lost their fathers (father deceased) in five junior high schools in Aceh Besar Regency. Based on data obtained from the schools, the number of students who met these criteria was 94, spread across SMP Negeri 1 Baitussalam, SMP Negeri 1 Darussalam, SMP Negeri 1 Darul Imarah, SMP Negeri 2 Darul Imarah, and SMP Negeri 2 Montasik. Population research is used when the sample size is limited or small (Mukhid, 2021). Arikunto (Siregar, M. 2019) explains that if the population is relatively small (<100 people), then the entire population must be considered as the research subject. Therefore, this study used a complete total sampling method.

The data collection technique used in this study was a self-efficacy scale administered to the sample to obtain an overview of the self-efficacy in learning of junior high school students who had experienced fatherlessness. The self-efficacy scale instrument used in this study was adopted from that developed by Martunis, M (2024), which had been tested for validity and reliability. This instrument measures three aspects in accordance with Albert Bandura's theory (in Martunis, M, 2024), namely Level, Strength, and Generality. The Self-Efficacy Scale was then modified using a 4-point Likert-type scale, providing four answer options for each question item in a rating scale. The answer options were: Strongly Disagree, Disagree, Agree, and Strongly Agree, arranged with favorable and unfavorable statements.

The data obtained from the questionnaire will be analyzed using statistical techniques. The analysis techniques used in this study are descriptive analysis and score categorization. Descriptive analysis is a research method that collects data as it is, then compiles, processes, and analyzes the data to provide an overview of the existing problems. In presenting descriptive analysis data, the data is examined by looking at the mean, mode, and median of the data. Based on the self-efficacy score, the score category is determined using Azwar's (2022) statistical calculation. The categories are divided into 5, namely very high, high, moderate, low, and very low.

Results

Overview of Self-Efficacy of Junior High School Students Experiencing Fatherlessness

The data in this study were analyzed descriptively, which aimed to explain and describe the characteristics of the variables studied, namely students' self-efficacy in children experiencing fatherlessness. The description of self-efficacy among junior high school students in Aceh Besar can be explained based on the results of descriptive analysis as follows:

Table 1. Descriptive Analysis of Self-Efficacy

Types of Data	Min	Max	Mean	Standard Deviation
Hypothetical Data	34	136	85	51
Empirical Data	72	118	97	8

Based on the results obtained from the Table above, it can be seen that the empirical mean (97) is higher than the hypothetical mean (85). Furthermore, to determine the categorization of self-efficacy, see the Table below:

Table 2. Descriptive Analysis of Self-Efficacy

Variable	Score Range	Category	Frequency	Persen(%)
Self-Efficacy	$X \geq 161.5$	Very High	0	0.0%
	$110.5 < X < 161.5$	High	5	5.3%
	$59.5 < X < 110.5$	Moderate	89	94.7%
	$8.5 < X < 59.5$	Low	0	0.0%
	$X \leq 8.5$	Very Low	0	0.0%
Total			94	100%

Based on Table 4.5 and Figure 4.1 above, it can be seen that 89 (94.7%) junior high school students in Aceh Besar have a moderate level of self-efficacy, then a small portion of 5 (5.3%) junior high school students in Aceh Besar have a high level of self-efficacy, and there are no students with very high, low, or very low levels of self-efficacy in Aceh Besar junior high schools.

Subject Profile Based on Aspects of Self-Efficacy Variables

The self-efficacy of junior high school students in Aceh Besar can be seen through aspects of self-efficacy. There are three aspects of self-efficacy, namely level, strength, and generality.

Table 3. Descriptive Statistics Aspects of Self-Efficacy

Aspects	Min	Max	Mean	SD
Level	26	51	41.2	3.8
Strength	27	43	34.3	3.4
Generality	15	26	21.5	2.3

Based on Table 4.6, it was found that the mean values of the self-efficacy aspects varied, ranging from the smallest, which was generality, at 21.5. to the largest, which is level, at 41.2. These aspects have different standard deviations, ranging from 2.3 to 3.8. Then, categories can be arranged for each aspect of self-efficacy, as follows:

Table 4. Categorization of Aspects of Self-Efficacy

Aspect	Score Range	Category	Frequency	Persen(%)
Level	$X \geq 71.3$	Very High	0	0%
	$48.8 < X < 71.3$	High	3	3%
	$26.3 < X < 48.8$	Moderate	90	96%
	$3.8 < X < 26.3$	Low	1	1%
	$X \leq 3.8$	Very Low	0	0%
	Total		94	100%

Strength	$X \geq 61.8$	Very High	0	0%
	$42.3 < X < 61.8$	High	1	1%
	$22.8 < X < 42.3$	Moderate	93	99%
	$3.3 < X < 22.8$	Low	0	0%
	$X \leq 3.3$	Very Low	0	0%
	Total		94	100%
Generality	$X \geq 33$	Very High	0	0%
	$23 < X < 33$	High	29	31%
	$12 < X < 23$	Moderate	65	69%
	$2 < X < 12$	Low	0	0%
	$X \leq 2$	Very Low	0	0%
	Total		94	100 %

Based on Table 4.7 above, it can be seen that each aspect has different percentage variations. In terms of level, almost all junior high school students in Aceh Besar have a moderate level of self-efficacy, namely 90 students (96%). In terms of strength, almost all junior high school students in Aceh Besar have a moderate level of self-efficacy, namely 93 students (99%). In terms of generality, almost all junior high school students in Aceh Besar have a moderate level of self-efficacy, namely 65 students (69%).

Discussion

This study shows that of the total sample of 94 junior high school students in Aceh Besar who experienced fatherlessness, almost all students were in the moderate category, namely 94.7% of all respondents. A small proportion of students were in the high category, namely 5.3%, and no students were in the very high, low, or very low categories.

Most students fall into the moderate self-efficacy category, which indicates a sufficient level of self-confidence but one that is not always stable due to the influence of certain situations. This condition can be caused by various factors, such as family support, especially from mothers or other family members, a supportive school environment, and personal experiences that shape students' perceptions of their abilities.

Meanwhile, a small number of students fall into the high category, which indicates good and stable self-confidence. They are able to complete tasks independently and are not overly affected by the loss of a father figure due to strong support from their social and family environments. The absence of students in the low category also shows that they still have sufficient psychological and social resources to maintain moderate self-efficacy.

Overall, these findings indicate that the self-efficacy of fatherless students is mostly at a moderate level, although some students are at a high level. However, this still requires more attention, with a good approach and support from family members other than the father, peers, teachers, and the social environment. All students are expected to be able to develop better self-efficacy so that they can face educational and life challenges in a more positive and productive manner.

Self-efficacy has three aspects: level, strength, and generality. Each aspect describes a different characteristic of self-efficacy. The results of this study indicate that

the majority of students have sufficient self-efficacy, especially in terms of level and strength, but surprisingly, students still have a fairly good level of generality despite losing their fathers. These findings have several important implications for schools, especially guidance counselors, in developing guidance and counseling programs for students who are fatherless. Students' self-efficacy levels should be improved by providing services that support and give students confidence in their ability to complete tasks and challenges, both academically and in their daily lives.

Research by Utarini (2023) suggests that although some children experience fatherlessness and exhibit low self-efficacy because they feel it is impossible to achieve their dreams without a father, there are also other children who maintain good self-efficacy with high optimism. This is related to the support they receive from their social environment outside of their father figure. Another study also confirms that the absence of a father has an impact on decreased self-confidence, emotional disturbances, and social difficulties in children and adolescents, but emotional support from mothers, other family members, peers, and teachers is an important factor in reducing these negative effects.

Furthermore, Sundari & Herdajani (2013) state that other male figures in the family, such as grandfathers or uncles, can replace the role of the father so that the child's need for love and affection is still fulfilled, helping to minimize the impact of fatherlessness on the child's self-efficacy and psychological development. In addition, research shows that the presence of a father figure contributes significantly to children's academic resilience, with an influence of around 14.4%, but support from other social environments is also crucial to children's success in maintaining self-efficacy.

The findings in this study confirm that the loss of a father figure affects a student's self-efficacy. However, other factors also influence self-efficacy, such as social support from family members other than the father, peers, teachers, and their social environment. With the right support, students are expected to be able to realize and believe in their abilities to face tasks and challenges, both academically and in their daily and personal lives.

Conclusion

Based on the results of the research process that has been carried out, the self-efficacy of students experiencing fatherlessness at Aceh Besar Junior High School is in the moderate category. This means that students have sufficient self-confidence, but it is unstable depending on the situation they are experiencing. Students can complete tasks and face challenges, such as completing exercise questions and presenting material in front of the class, but their performance often declines when faced with pressure, such as during exams and individual assignments, without guidance. It can be concluded that fatherlessness can have an impact on students' self-efficacy, but other factors, such as social support from family members, peers, teachers, and the social environment, also have an impact on a student's self-efficacy.

Suggestion

This study on the self-efficacy of fatherless students in Aceh Besar Junior High School has been conducted to the best of our ability, but it would be even better if future studies used different research approaches or methods, such as qualitative or mixed methods, in order to provide a deeper understanding of the subjective experiences of fatherless students and the factors that influence their self-efficacy. In addition,

researchers can also provide other variables to see their relationship with self-efficacy. Researchers can also conduct research with subjects from different schools and regions, so that there is data that can be used as a comparison for developments in both research and scientific knowledge.

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