The Relationship Between Gender, Age, and Social Support Factors and Self-Efficacy in Laboratory Practicum Learning Among Nursing Students

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ABSTRACT

The influence of self-efficacy on behavior is significant in mastering situations to accomplish desired objectives. The objective of this research was to determine and investigate the connection between the variables of gender, age, and social support and their impact on self-efficacy in practical laboratory settings within nursing education. A cross-sectional survey among the undergraduate nursing students was conducted in the class of 2022 at a private university in Surabaya, those who participated in the infusion practicum in the laboratory. The population consists of 169 students, with a sample of 63 respondents selected using a random probability sampling technique. Gender, age, and social support are independent variables, with self-efficacy as the dependent variable. The MSPSS (Multidimensional Scale of Perceived Social Support) and GSES (General Self-Efficacy Scale) were the research instruments. Data analysis was conducted using chi-square and Spearman rank tests with a significance threshold of less than 0.05. This study found no significant correlation between gender and self-efficacy in nursing students (0.888), no significant correlation between age and self-efficacy in nursing students (0.212), but a significant correlation between social support and self-efficacy in nursing students (0.000). Nursing education institutions are urged to enhance social support initiatives within the learning environment, encompassing mentoring, peer support, and family participation.

Keywords: *Gender Factor, Age, Social Support, Self-Efficacy*

INTRODUCTION

Indonesia as one of the countries that organizes nursing education continues to strive to organize nursing education into professional education. (Sarah Apriani et al., 2020). Nursing education has the meaning of education organized to produce nurses who are competent in carrying out primary health care. The purpose of nursing education is so that students can learn according to the demands of the nursing profession. (Saman, 2022). Problems that are often faced by students during practicum due to lack of confidence when carrying out practicum in the laboratory, this causes low student efficacy. According to Benner (Sarah Apriani et al., 2020), Nursing education includes classroom teaching, laboratory practicum, and clinical practice. The three types of learning are used to achieve the learning objectives of nursing education, namely producing qualified nurses. In this regard, the role of the laboratory is very important because the laboratory is the center of the teaching and learning process to conduct experiments, investigations, or research in lectures. Self-efficacy has a big effect on behavior because self-efficacy is a belief that individuals have to master situations in order to achieve the desired goals.

As a nursing student, you are required to take practicum in the laboratory. This affects self-efficacy in students because some nursing students have high efficacy and some have low efficacy. In the research written Harefa et al., (2023) with a picture of student self-efficacy in Indonesia found as many as 43.9% of nursing students who had low levels of efficacy. In research written by Magdalena & Siagian, (2023) knowledge and self-efficacy of D3 Midwifery students with anxiety levels in facing objective structured clinical examination (OSCE). Most students have low self-efficacy 77.27%. In East Java and Surabaya city in research written by Nunik Purwanti et al, (2024) with a coaching-based clinical learning method to increase student self-efficacy in the physical examination of the abdomen course found that almost all 83.9% of student self-efficacy was low. Initial data collection regarding self-efficacy was carried out using the General Self-Efficacy Scale (GSES) questionnaire to 10 third and fifth semester students. The results of the first analysis showed that there was a significant difference in the level of self-efficacy between respondents. Eight out of ten students (80%) scored below 30, indicating low self-efficacy. This shows that most students have low self-efficacy, because students lack confidence in their abilities so that the achievement of existing competencies is less than optimal. Only two people (20%) scored above 30, indicating a high level of self-efficacy.

Bandura (Alifia, N. N., & Rakhmawati, 2020) stated that student self-efficacy can be influenced by several factors, namely the experience of having success, the experience of observing others around, verbal persuasion, emotional and physiological conditions. Other factors that affect self-efficacy in students are also caused by gender, age, education level, experience, social support, motivation, facilities and infrastructure, physical health, competence, intention, disciplinary attitude and sense of responsibility. Efendi (Khair, 2021) . From the above factors, it can be concluded that one of the causes of low efficacy in students is because students doubt their abilities. Students' doubts about their ability to carry out practicum or an action to achieve the desired results are an indication of the low self-efficacy of these students. As a result of low self-efficacy, students will easily experience difficulties in doing practicum in the laboratory because these individuals feel that everything is considered a threat or obstacle. So it will be very good if students have high self-efficacy because they will not feel burdened in doing practice in the laboratory. Efforts to increase self-efficacy can be done by motivating themselves, convincing themselves of their ability to carry out certain tasks and are expected to maintain stable so that each individual has high self-efficacy. (Muzakki, 2023)

METHODS

This research uses a type of correlational quantitative research with a Cross Sectional approach. This research method uses correlational methods, namely research methods to find the relationship between two or more variables. Arikunto Suharsimi, (Falah et al., 2024). The sampling technique used in this study uses Probability Sampling Technique with Simple random Sampling. Probability Sampling technique is a sampling method where all members of the population have the same opportunity to be selected as a sample while Simple Random Sampling is a sampling technique from a population where each member of the population has the same opportunity to be selected as a sample (Firmansyah & Dede, 2022). The number of samples in this study were 63 people. The variables in this study are gender, age, social support as independent variables, and self-efficacy as the dependent variable. The instruments used in this study were the respondent characteristics questionnaire, MSPSS (Multidimensional Scale of Perceived Social Support) social support, and GSES (General Self-Efficacy Scale) self-efficacy. Data analysis used Chi-Square and Rank Spearman test.

RESULTS

General research data includes respondent characteristics based on gender, age.The research results are as follows:

Table 1. Characteristics of respondents based on gender.

Variables	F	%
Gender		
Male	7	11,1%
Female	56	88,9%

Based on the results of table 1, it shows that almost all respondents (88.9%) as many as 56 respondents were female.

Table 2. Characteristics of respondents based on age.
Based on the results of table 2, it shows that most respondents (63.5%) as many as 40 respondents aged
20 years. Specific research data as follows:

Variables	F	%
Age		
19 Years	1	1,6 %
20 Years	40	63,5 %
21 Years	22	34,9 %

Table 3. Distribution of respondents based on the level of social support.

Social Support Category	F	%
Low Social Support	0	0 %
Medium Social Support	6	9,5 %
High Social Support	57	90,5 %

Based on the results of table 3, it shows that almost all respondents (90.5%) as many as 57 respondents
have high social support.

Table 4. Distribution of respondents based on self-efficacy level

Self-Efficacy Category	F	%
Low Self-Efficacy	6	9,5 %
High Self-Efficacy	57	90,5 %

Table 4 shows that almost all respondents (90.5%) as many as 57 respondents have high self-efficacy.

Table 5. Cross tabulation data of the relationship between gender and self-efficacy

Gender						
Gender	Self-Efficacy Low		Self-Efficacy High		Total	
	F	%	F	%	∑	%
Male	2	28,6 %	5	71,4%	7	100%
Female	4	7,1%	52	92,9 %	56	100%
Total	63	9,5 %	63	90,5 %	126	100%
Spearman Rank Statistical Test Results	**Sig0,888**		**ρ : 0,018**			

Table 5 shows that the Spearman rank significance value is 0.888 with a ρ value of 0.018 where there
is no relationship between gender and self-efficacy of practicum learning in the laboratory in nursing
students at Nahdlatul Ulama University Surabaya.

Table 6. Cross tabulation data of the relationship between age and self-efficacy

Age	Self-Efficacy Low		Self-Efficacy High		Total	
	F	%	F	%	∑	%
19 Years	0	100 %	1	100 %	1	100 %
20 Years	5	12,5 %	35	87,5 %	40	100 %
21 Years	1	4,5 %	21	95,5 %	22	100 %
Spearman Rank Statistical Test Results	**Sig = 0,212**		**ρ : 0,095**			

Table 6 shows that the Spearman rank significance value is 0.212 with an ρ value of 0.095 where there is no relationship between age and self-efficacy for practicum learning in the laboratory for nursing students at Nahdlatul Ulama University Surabaya.

Table 7. Cross tabulation data of the relationship between social support and self-efficacy

Social Support	Self-Efficacy					
	Self-Efficacy Low		Self -Efficacy High		Total	
	F	*%*	F	%	∑	%
Low Social Support	0	0	0	0	0	0
Moderate Social Support	6	100,0 %	6	100,0 %	12	100%
High Social Support	57	100,0 %	57	100,0 %	114	100%
Total	63	9,5 %	63	90,5 %	126	100%
Spearman Rank Statistical Test Results	**Sig = 0,000**		**ρ : 0,562**			

Table 7 shows that the spearman rank significance value is 0.000 with a ρ value of 0.562 where there is a moderate relationship between social support and self-efficacy for practicum learning in the laboratory for nursing students at nahdlatul ulama university in Surabaya.

DISCUSSION

Based on the results showed that table 1 of 63 respondents found that almost all respondents were female (88.9%). This is evidenced by the answers of respondents, almost all of whom answered female, meaning that almost all undergraduate nursing students at Nahdlatul Ulama University Surabaya are female rather than male. Based on research conducted by researchers, there are several things that can affect gender, namely gender stereotypes. Society often has different expectations of the abilities of men and women, this can affect individual self-efficacy. The results of table 4 show that out of 63 almost all respondents (90.5%) have high self-efficacy. Researchers argue that nursing students are generally dominated by women because women are considered to have more caring or concern for patients. This is supported by Rahmawati's (2021) theory in research (Anshori & Sianturi, 2023) This is because in the history of nursing women emerged with a care-taking role in both the family and the community and high interest and motivation in learning is very much related to female students who want to become nurses.

Based on the research results in table 2 of 63 respondents, most of the respondents (63.5%) were 20 years old. This is evidenced by the answers of respondents, most of whom answered the age of 20 years, meaning that most of the 2022 undergraduate nursing students at Nahdlatul Ulama University Surabaya were 20 years old. Based on research conducted by researchers, there are several things that can affect age, namely experience. Older students tend to have more life experiences, including practicum or internship experiences. This experience gives them a better understanding of nursing practicum and increases individual confidence. Table 4 shows that out of 63 almost all respondents (90.5%) have high self-efficacy. At this age range, it is included in the late adolescence age classification of 18-21 years (Farida Isroani et, 2023). Researchers argue that critical thinking skills and clinical decision making are indispensable for nursing students and are important components in the application of basic professional nursing practices. This is supported by the theory of Sahputra (2022) in research (Anshori & Sianturi, 2023) The characteristics of fifth semester students generally recognize themselves well and can think subjectively so as to form a mature and critical way of thinking.

Based on the research results in table 3 of 63 respondents, it was found that almost all respondents (90.5%) had high social support. This is evidenced by the results of the respondent's score, where almost all respondents have high social support, meaning that almost all undergraduate nursing students of

class 2022 at Nahdlatul Ulama University Surabaya have high social support. Based on research conducted by researchers, there are several things that can affect social support, namely motivation. Students who feel supported tend to be more motivated to learn and develop themselves, this will have an impact on student self-efficacy. The results of table 4 show that out of 63 almost all respondents (90.5%) have high self-efficacy. Researchers argue that sufficient support will increase hope and self-efficacy because individuals who get enough support feel that they are valued. This is supported by the theory of Karademas (2006) in research (Mauliddiyah, 2021) which states that high expectations are related to the results of strong support.

Based on the results of the study in table 5 cross tabulation data on the relationship between gender and self-efficacy of 63 respondents, it was found that more respondents were female, namely 56 people (88.9%). While for male respondents as many as 7 people (11.1%). From table 5, it is found that the Spearman Rank significance value is 0.888 where there is no relationship between gender and self-efficacy. The researcher argues that there is a stereotype that considers women as more gentle, compassionate, and patient, which is considered suitable for tasks in the field of services and social services, one of which is the nursing profession. Over time, more and more men are interested in working as nurses. Although in society there is still a stereotype that considers men to be attached to their masculinity, so that the role of a nurse is considered less suitable for them. It is clear that there are no rules stating that to become a nurse is limited to a certain gender, must be female and cannot be male. According to Bulfone's theory (2021) in research (Wijayanti & Salsabila, 2024) which suggests that gender has no effect on individual self-efficacy, but based on the results of the study, self-efficacy increases with age. Both women and men have the potential to increase their self-confidence in ways that suit their individual needs and personalities. According to the theory of Rahim & Irwansyah, (2021) in research (Sandiana et al., 2023) In order to become a nurse, the capabilities and dedication in carrying out nursing tasks must be seen. According to research (Sanger et al., 2022) that there is no difference in self-efficacy in women and in men.

Based on the research results in table 6 cross tabulation data on the relationship between age and self-efficacy of 63 respondents, it was found that more respondents were aged 18-21 years (late adolescence). Respondents aged 20 years were 40 people (63.5%), respondents aged 21 years were 22 people (34.9%), and respondents aged 19 years were only 1 person (11.1%). female gender, namely 56 people (88.9%). From table 6, it is found that the Rank Spearman significance value is 0.212 where there is no relationship between age and self-efficacy. Researchers argue that this is because the age difference of respondents is not too much different. Age is not the sole determinant of student self-efficacy during practicum but there are other factors in shaping student confidence. Individuals who have an older age will be more able to overcome obstacles in their lives than individuals who have a younger age, this is also related to the experiences that individuals have throughout their life span. This is not in line with Bandura's (1997) theory in research (Alifia, N. N., & Rakhmawati, 2020) which states that the high and low self-efficacy of a person is caused by age factors.

Based on the results of the study in table 7 of the cross tabulation data on the relationship between social support and self-efficacy of 63 respondents, it was found that none of the respondents had low social support (0%), those with moderate social support were 6 people (9.5%), and those with high social support were 57 people (90.5%). From table 7, it is found that the Rank Spearman significance value is 0.000 where there is a relationship between social support and self-efficacy. Researchers argue that students in their lives cannot be separated from various demands that are increasingly numerous and difficult. High demands are prone to make students feel pessimistic, give up easily, and feel that they are unable to do these demands well. Students with these various demands need support from people around individuals who can help individuals convince themselves that they have the ability to complete these various demands. This support is called social support which can be received from the individual's social environment such as family, friends, or other people around the individual. A person who will later plunge directly into society and an increasingly competitive world of work is required to have high self-efficacy in order to compete with increasingly rapid developments.

Individuals with high support feel comfortable in their social life, feel supported, loved and appreciated so that they can build confidence in their abilities and make individuals not easily give up in difficult situations, and can encourage individuals to increase their efforts in achieving the desired goals. This is different for individuals with low support who feel less comfortable in their social life, lack of support so that they can reduce their confidence in their abilities and make individuals give up

easily and make less effort to achieve the desired goals. This is in line with the theory of Benight & Bandura (2004) in research (Riskia & Dewi, 2020) shows that social support has a function that allows to increase the value of self-efficacy. High support can increase the value of self-efficacy, while low support can reduce the value of self-efficacy.

CONCLUSION

Based on this study, it can be concluded that there is an insignificant relationship between the gender factor and the self-efficacy of nursing students at Nahdlatul Ulama University Surabaya of 0.888, there is an insignificant relationship between the age factor and the Self-Efficacy of nursing students at Nahdlatul Ulama University Surabaya of 0.212, and there is a significant relationship between the social support factor and the Self-Efficacy of nursing students at Nahdlatul Ulama University Surabaya of 0.000.

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