# The Influence of Ethnicity on Students' Self-efficacy and Self-Esteem at Sekolah Tinggi Teknologi Dumai

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**Abstract**

Ethnicity and culture are individual characteristics that affect the behavior of each individual. It consists of norms, beliefs, attitudes, and behaviors that incorporate into a person's self-concept. Self-efficacy and self-esteem are the behavioral aspects of how people assess their ability and consider valuable or not valuable in the family or social life. The purpose of this study was to find out, the influence of ethnicity on students' self-efficacy and self-esteem at Sekolah Tinggi Teknologi Dumai. The research was a correlational study conducted at the institution. The participant of this study was 277 students who were selected randomly from 1,054 students. This study used a set of questionnaires. The Multi Group Ethnic Identity Measure (MEIM) by Phinney, J. (1992) was adopted to measure the student's ethnicity. The General Self-efficacy Scale by Schwarzer, R., and Jerusalem, M. (1995) was adopted to measure the students' self-efficacy, and Rosenberg Self-esteem Scale by Rosenberg (1965) was adopted to measure the students' self-esteem. The finding of this study indicated that ethnicity gave a significant influence on students' self-efficacy and self-esteem at Sekolah Tinggi Teknologi Dumai.

**Keywords:** Ethnicity, Self-Efficacy, Self-Esteem

**Abstrak**

Suku bangsa dan budaya merupakan karakteristik individu yang mempengaruhi perilaku setiap individu. Ini terdiri dari norma, keyakinan, sikap, dan perilaku yang tergabung dalam konsep diri seseorang. Efikasi diri dan harga diri adalah aspek perilaku tentang bagaimana orang menilai kemampuan mereka dan mempertimbangkan berharga atau tidak berharga dalam keluarga atau kehidupan sosial. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh etnik terhadap self-efficacy dan self-esteem siswa di Sekolah Tinggi Teknologi Dumai. Penelitian ini merupakan penelitian korelasional yang dilakukan pada institusi. Partisipan penelitian ini adalah 277 siswa yang dipilih secara acak dari 1.054 siswa. Penelitian ini menggunakan seperangkat kuesioner. Multi Group Ethnic Identity Measure (MEIM) oleh Phinney, J. (1992) diadopsi untuk mengukur etnis siswa. The General Self-efficacy Scale oleh Schwarzer, R., dan Jerusalem, M. (1995) diadopsi untuk mengukur self-efficacy siswa, dan Rosenberg Self-esteem Scale oleh Rosenberg (1965) diadopsi untuk mengukur self-efficacy siswa. -menghargai. Hasil penelitian ini menunjukkan bahwa etnisitas memberikan pengaruh yang signifikan terhadap self-efficacy dan self-esteem siswa di Sekolah Tinggi Teknologi Dumai.

**Kata kunci:** Etnisitas, Self-Efficacy, Self-Esteem

## INTRODUCTION

According to the Indonesian Dictionary, ethnicity is an ethnic group, ethnicity, or tribe (often abbreviated as a tribe). It is a group of people who have the same customs, culture, language, physical form, behavior, and others. In practice, each ethnic group lives in the land where the ethnicity belongs. For example, Malay is the origin of Riau, Jambi, and Palembang. The Javanese are the origin of Central and East Java, Bugis is the origin of South Sulawesi, Batak is the origin of North Sumatra, the Minangkabau is the origin of West Sumatra, the Dayak is the origin of West Kalimantan, the Nias is the origin of Nias Island, the Asmat is the origin of Papua and so on.

In the development of the regions and places of residence, people of an ethnic group migrate from their homeland to others for several reasons. (Munir, 2013). Migration means leaving one's land for another to seek a better life. The fact shows that the economy is one of the motives why people migrate from one land to others. It can be seen the areas or land that have good economic growth become a magnet for migrants to get a better life, such as getting a job, business, and education. In addition, Koentjaranigrat (2009: 199) states that the spread of ethnicity, tribe, or culture is in line with the migration of people on earth. When people migrate from their land, they also bring the element of cultures, customs, and history. It understands that the strongest motive for people migrate is the economy. Some areas are not only dominantly inhabited by one ethnic group but have become a pluralistic society consisting of many various ethnicities and cultures..

That is one of the phenomena that occurred in Dumai City, Riau Province in general, especially among the students of Sekolah Tinggi Teknologi Dumai. Since the government of Dumai city has developed the industrial sectors, many migrants come to Dumai with reasons to get a job and business. Dumai lately has become a pluralistic city, and many ethnic groups found in Dumai, the Riau Malay as the local ethnic and the migrant ethnic are Javanese, Minangkabau, Batak, Aceh, Palembang, Nias, Mentawai, Sundanese, Madura, Banjar, Bugis, Lombok, Chinese, and others, ethnic group.

In the social activities, the students of Sekolah Tinggi Teknologi mostly stay connected and maintain their ethnic and cultural roots, this can be found in almost all ethnic groups in the city of Dumai have the organization of social, cultural, religious, and entrepreneurial-based on ethnic similarities, such as Malay ethnic organization, Javanese ethnic organization, Minangkabau ethnic organization, Batak ethnic organization, Aceh ethnic organization, Palembang ethnic organization, Nias ethnic organization, Mentawai ethnic organization, Sundanese ethnic organization, Madura ethnic organization, Banjar ethnic organization, Bugis ethnic organization, Lombok ethnic organization, Chinese ethnic organization and others.

Most the students also involved in the ethnicity organization activities to maintain their culture. As Soekanto (2012) states that ethnic communities in Indonesia have succeeded in maintaining their cultural identity by activating customary practices in their social lives as their identity, with this the ethnic community can recognize members of their ethnic group and become a differentiator of their ethnicity from other ethnic groups.

Ethnicity and culture give influence the behavior of each individual as Vacek, Coyle, Stinson, Mull, Buchheit, and Gorman 2018 (in Moningka, Owena, and Herlita 2020) stated, Ethnic identity is an individual characteristic obtained based on ethnicity and culture which is incorporated into a person's self-concept so that it can influence a sense of belonging to his ethnicity. In addition, Borero and Yeh (in Moningka, Owena, and Herlita 2020) said that the characteristics of an identity consist of certain norms, beliefs, attitudes, and behaviors that originate from cultural values that are ingrained in their ethnicity.

One of the self-concept is Self-efficacy. Bandura (1997) said, Self-efficacy refers to beliefs about one's ability to learn or do something at a predetermined level. Bandura (1997) also adds that self-efficacy refers to how people assess their ability to organize and carry out a job, intending to achieve the specified performance. Another opinion, Bandura also added that self-efficacy refers to one's belief in completing a work (Bandura, 1997). Overall it concludes that self-efficacy is how a person assesses his belief in his ability to do a job and his competence to complete it on time.

Bandura (2005) explained that a person's self-efficacy is influenced by several sources. They are mastery experiences. If an experience is a pleasant experience, it will increase self-efficacy, and if there is an unpleasant experience, then the level of self-efficacy will decrease. Arousal is where a person feels happy and excited, and this feeling will increase self-efficacy. On the other hand, if there is a feeling of tension or anxiety, this will decrease self-efficacy. Vicarious experience is where a person identifies himself to other people, so if the person works well, it will increase his self-efficacy, but if the work is unwell. Then it will reduce their self-efficacy. Modeling is about changing a person's behavior, thoughts, and emotions influenced by someone who is considered a role model in his life. Social Persuasion is how someone feels his work is valued or not appreciated by others.

Another self-concept is self-esteem. It can define as follow. Coopersmith (1981), self-esteem is a set of attitudes and beliefs that a person brings when a baby is born into the world. Blascovich & Tomaka (1991) explained that self-esteem refers to an individual's feelings in assessing himself or the extent to which a person appreciates, approves, or likes himself. Rubio (2007) states that self-esteem is a psychological and social phenomenon when an individual evaluates their competence which can lead to different emotional states. Furthermore, Edmond (2011) said self-esteem is defined as a complication of feelings about oneself that guide behavior, influence attitudes, and drive one's motivation, as conclusion self-esteem is how a person considers himself valuable or not valuable in their family or social environment and, it will affect a person's attitude, behavior, and self-concept. Skager and Kerst 1989 (in Rubio 2007) explain that there were thousands of studies reporting the effect of self-esteem on human behavior. Where feelings of inadequacy, worthlessness, increased anxiety, depression, suicide, child abuse, mental disorders, and other negative phenomena related to low self-esteem.

Self-esteem is affected by several reasons. Cooley (1922) explained that self-esteem is about the social environment, a person's seeing himself in a mirror, where self-assessment is inseparable from the people around. Meanwhile, Mead (1972) added that self-esteem is a process in which people internalize ideas and attitudes influenced by important figures in their environment and life. Based on the explanation, clearly understand that the environment and figures of the people around give a strong influence on self-efficacy.

Based on the preliminary study at Sekolah Tinggi Teknologi Dumai. The lecturer found several problems. The problems were, firstly, the students with strong ethnic identities had difficulty changing their ethnic dialect even if they spoke Indonesian or English during the lesson. For example,

they felt awkward and uncomfortable speaking in front of the class, and the students found it difficult to adapt in a group discussion. Secondly, they also had awkward getting along with students of different ethnicities. The students tended to prefer to be friends with students of the same ethnicity..

## METHOD

This research was a correlational study to investigate the influence of Students' ethnicity on their self-efficacy and self-esteem at Sekolah Tinggi Teknologi Dumai.

The total population was 1,054 students, and the number of samples in this study was 277 students taken randomly from three study programs, Industrial Engineering, Informatics Engineering, and Civil Engineering the academic year 2022/2023.

To collect the data. This study used a set of questionnaires. The Multi Group Ethnic Identity Measure (MEIM) by Phinney, J. (1992) was adopted to measure the students' ethnicity. The General Self-efficacy Scale by Schwarzer, R., and Jerusalem, M. (1995) was adopted to measure the students' self-efficacy, and Rosenberg Self-esteem Scale by Rosenberg (1965) was adopted to measure the students' self-esteem.

The students were randomly selected to fill out questionnaires. The ethnicity questioner consisted of 12 statements, self-efficacy questioner consisted of 10, and self-esteem questioner consisted of 10, each questionnaire administered by using a five-point Likers Scale. In filling out the questionnaires, the students were asked to decide whether they strongly agree, agree, undecided, disagree, or strongly disagree with the statements.

## RESULT AND DISCUSSION

Simple regression was applied to measure the influence of ethnicity on students' self-efficacy and self-esteem at Sekolah Tinggi Teknologi Dumai. The analysis of this study was done by using SPSS 22 program. The result is shown in the table below.

*Deskriptive Statistic of Students' Ethnicity*

Tabel 1. Descriptive Statistic of Students' Ethnicity

| Category | | Frequency | Percentage |
|---|---|---|---|
| Very strong | 81 - 100 | 85 | 31% |
| Strong | 61 - 80 | 164 | 59% |
| Moderate | 41 - 60 | 27 | 10% |
| Weak | 21 - 40 | 1 | 0,3% |
| Very weak | 0 - 20 | 0 | 0% |
| Total | | 277 | 100% |
| Means = 75,55, SD = 10,803 | | | |

There are five categories of ethnicity; very strong 81-100, strong 61-80, moderate 41-60, weak 21-40, and very weak 0-20. Table. 1 shows 85 (31%) students categorized into the very strong, 164 (59%) students into the strong, 27 (10%) students into the moderate, 1 (0.3%) students into the

weak, and there is no student into the very weak ethnicity. The standard deviation value is 10.803, and the mean score is 75.55, categorized into the strong category. In conclusion, The students of Sekolah Tinggi Teknologi Dumai in the academic year 2022/2023 are in a high sense of ethnicity.

***Deskriptive Statistic of Students' Self-Efficacy***

Tabel 2. Descriptive Statistic of Students' Self-Efficacy

| Category | | Frequency | Percentage |
|---|---|---|---|
| Very strong | 81 - 100 | 105 | 38% |
| Strong | 61 - 80 | 161 | 58% |
| Moderate | 41 - 60 | 11 | 3% |
| Weak | 21 - 40 | 0 | 0% |
| Very weak | 0 - 20 | 0 | 0% |
| Total | | 277 | 100% |
| Means = 77,94, SD = 10,177 | | | |

Self-efficacy consists of 5 categories. Very strong 81-100, strong 61-80, moderate 41-60, weak 21-40, and very weak 0-20. Table. 1 shows 105 (38%) students categorized into very strong self-efficacy, 161 (58%) students into strong self-efficacy, 11 (3%) students into moderate self-efficacy, and there is no student categorized into weak and very weak self-efficacy. The standard deviation value is 10.177, and the mean score is 77.94, categorized into the strong self-efficacy. In conclusion, The student of Sekolah Tinggi Teknologi Dumai in the academic year 2022/2023 are in strong self-efficacy.

***Deskriptive Statistic of Students' Self-Esteem***

Tabel 2. Descriptive Statistic of Students' Self-Esteem

| Category | | Frequency | Percentage |
|---|---|---|---|
| Very high | 81 - 100 | 65 | 23% |
| High | 61 - 80 | 157 | 57% |
| Moderate | 41 - 60 | 54 | 19% |
| Low | 21 - 40 | 1 | 0,3% |
| Very low | 0 - 20 | 0 | 0% |
| Total | | 277 | 100% |
| Means = 71,90, SD = 12,420 | | | |

There are five categories of self-esteem; very high 81-100, high 61-80, moderate 41-60, low 21-40, and very low 0-20. Table. 1 shows 65 (23%) students categorized into very high, 157 (57%) students into high, 54 (19%) students into moderate, 1 (0.3%) students into weak, and there is no student into very weak. The mean score is 12.420, and the standard deviation value is 71.90, categorized into the high category. In conclusion, The students of Sekolah Tinggi Teknologi Dumai in the academic year 2022/2023 categorized into high self-esteem.

***The Relationship Between Ethnicity and Students' Self-Efficacy at Sekolah Tinggi Teknologi Dumai***

To answer the first hypothesis whether there is any significant influence of ethnicity on students' self-efficacy at Sekolah Tinggi Teknologi Dumai in the academic year 2022/2023 can be seen in the following table.

Table 4. The Significant of Ethnicity on Students' Self-Efficacy

| N | df | Mean Square | F | Sig. | R Square |
|---|---|---|---|---|---|
| 277 | 1 | 4981.09 | 50.309 | .000 | 0.155 |

Table 4 shows the number of samples is 277 students (N), standard deviation (df) 1, mean square 4981.09, F 50.309, significance value is .000 smaller than .005 or 95% on the confidence interval with R square 0.155 or 15.5% of the contribution. It means that there is a significant influence between ethnicity and self-efficacy which means Ha is accepted and Ho is rejected. In conclusion, there is a significant relationship between ethnicity and students' self-efficacy at Sekolah Tinggi Teknologi Dumai in the academic year 2022/2023

**The Relationship Between Ethnicity and Students' Self-Esteem at Sekolah Tinggi Teknologi Dumai**

The second hypothesis is. There is any significant influence of ethnicity on students' self-esteem at Sekolah Tinggi Teknologi Dumai. It is explained in the following table.

Table 5. The Significant of Ethnicity on Students' Self-Esteem

| N | df | Mean Square | F | Sig. | R Square |
|---|---|---|---|---|---|
| 277 | 1 | 959.704 | 8.446 | .004 | 0.030 |

Table 5 shows the number of samples is 277 students (N), standard deviation (df) 1, mean square 959.704, F 8.446, significance value is .004 smaller than .005 or 95% on the confidence interval with R square 0.030 or 0.30% of the contribution. It means that there is a significant influence between ethnicity and self-esteem which means Ha is accepted and Ho is rejected. In conclusion, there is a significant relationship between ethnicity and students' self-esteem at Sekolah Tinggi Teknologi Dumai in the academic year 2022/2023

**The Influence of Ethnicity on Students' Self-Efficacy and Self-Esteem at Sekolah Tinggi Teknologi Dumai**

To answer the third hypothesis whether there is any significant influence of ethnicity on students' self-efficacy and self-esteem at Sekolah Tinggi Teknologi Dumai in the academic year 2022/2023 can be seen in the table.6

Table 6. The Influence of Ethnicity on Students' Self-Efficacy and Self-Esteem

| N | df | Mean Square | F | Sig. | R Square |
|---|---|---|---|---|---|
| 277 | 2 | 2492.657 | 25.088 | .000 | 0.155 |

Table 6 shows the number of samples is 277 students (N), the standard deviation (df) 2, the mean square is 2492.657, F is 25.088, and the significance value is .000 smaller than .005 or 95% on

the confidence interval with the R square is 0.155 or 15.5% of the contribution. It means there is a significant influence of ethnicity on students' self-efficacy and self-esteem which means Ha is accepted and Ho is rejected. Finally, it concludes that there is a significant influence of ethnicity on students' self-efficacy and self-esteem at Sekolah Tinggi Teknologi Dumai in the academic year 2022/2023. In addition, ethnicity contributes a higher influence on students' self-efficacy than self-esteem.

## CONCLUSION

The result of this study shows that ethnicity is one of the influencing factors on the students' self-efficacy and self-esteem at Sekolah Tinggi Teknologi Dumai, and ethnicity had a more significant influence on self-efficacy than self-esteem. Based on this study. It is suggested to lecturers and institutions to support the ethnic activities of the students, such as organizations, cultures, languages, arts and other ethnic activities. Both were carried out outside and inside the campus. So that students can learn more about the root of their ethnicity and develop positive values. As a result, these students can improve their abilities optimally to achieve the purpose of education and the goal of their life.

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