Research Article

The Influence of Choice of Study Program Concentration in Undergraduate Management and Self-Efficacy on the Study Period of 2020 Students of Undergraduate Management, FEB, Riau University

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Abstract This research aims to empirically prove the influence of Concentration Choice and Self-Efficacy on Study Duration. The research was conducted in the Management Department of the Faculty of Economics and Business at Riau University and used data obtained from the distribution of questionnaires to 172 students as respondents. The sampling method in determining respondents for this study uses the proportionate stratified random sampling technique. (teknik sampling berstrata). This study uses statistical data analysis methods employing SPSS version 27. The research results indicate that 1) The choice of concentration had a positive and significant effect on the student's study period, 2) Self-efficacy had a positive and significant effect on the student's study period, 3) The choice of concentration and self-efficacy have a positive and significant effect on student study period. This means that the influence of these factors interacts with each other, where the choice of concentration and high self-efficacy will have an impact on accelerating a good study period as well.

Keywords: Concentration Choice; Self-Efficacy; Study Period

1. Introduction

Education is a means of improving the quality of human resources, because success in the education sector is one of the key factors in achieving national development goals in the field of education. The success and quality of a person in pursuing education can be measured by assessing their academic achievements and also their Study Period. The number of graduates who complete their studies on time illustrates the quality of a university and the departments within it. Therefore, the number of students who complete their Study Period on time is an important component and needs to be considered (Anggun, 2019). The length of time students complete their studies also varies greatly. Based on the Regulation of the Chancellor of the University of Riau Number 4 of 2021 for the S1 program, students are given a time span of 4 years and a maximum of 6 years with a study load of 144 credits to complete their studies. In the context of higher education, the student's Study Period is one of the things that reflects the ability, performance, and potential of students in completing academic tasks. Not only to meet graduation standards and lecture evaluations, the Study Period is also a consideration in entering the world of work.

The ability of students to complete their education can be seen from the way they learn, which is influenced by two factors, namely internal factors and external factors. Internal factors are simply defined as factors that come from within themselves and are physical or psychological, such as Self-Efficacy, intelligence, independence, and motivation. While external factors such as the social environment, the relationship between students and supervisors and

campus management. Choosing a concentration of study program is mandatory for every student in the management study program when entering semester 5. The S1 Management study program at Riau University has 5 Concentration Options, namely, Human Resource Management, Financial Management, Marketing Management, Operational Management and International Business Management. Each concentration program has its own enthusiasts, has certain considerations before choosing a concentration. Choosing a concentration of majors is not easy for students. Sometimes these students cannot recognize their abilities and strengths, they tend to follow the choices made by their friends. Those who choose without any passion from themselves can of course hinder the smooth running of lecture activities, especially when choosing a theme for their thesis. Students who take a thesis that is not in accordance with their interests tend to take a long time to complete their thesis. The results achieved are not as good as students who take a thesis according to their concentration (Hartatik, 2017). Supported by research by Ulum et al (2022) explaining the academic problems faced by students in completing their studies/learning, one of which is the difficulty in choosing a study program, concentration of course choices that are in accordance with their abilities and the time available.

In addition, it should also be noted that one of the important elements in achieving academic expectations is Self-Efficacy. Internal factors are one of the main capitals for success in achieving learning achievements, which concerns the beliefs and will within the individual themselves in dealing with various things. Someone who solves problems or thinks well tends to have the belief that he is able to achieve his goals, this belief in psychology is known as self-efficacy. Self-Efficacy concerns a person's belief in their ability to mobilize motivation, cognitive resources, and the actions needed to control events in an individual's life (Sri et al., 2020). Based on the results of observations through short interviews conducted, it was found that some of them actually felt unsure about being able to compile and complete their final assignments on time. According to Burhannudin et al (2023), this is indicated by students' feelings of inability to determine research topics, difficulty finding literature and reading materials, not being good at stringing words together, anxiety when facing supervising lecturers, and not being sure of their abilities, even they are still confused about whether they will graduate and graduate this year. This is supported by the opinion of Girli & Öztürk (2017) that someone who has learning difficulties tends to have low Self-Efficacy in academic fields, and leads to low achievement. Conversely, students who have confidence in their abilities tend to have better motivation and academic achievement compared to students who doubt their abilities.

2. Literature Review

Study Period

The Study Period is a scheduled Study Period that must be taken by students according to the required time span (Amira, 2016). Meanwhile, according to Atti et al (2021), the study completion period is the length or time required for someone to complete their study at a certain level of education. This means that a person's Study Period is said to have ended if they have fulfilled the study load determined by each educational institution and have completed their final assignment (Anjani, 2018). So it can be concluded that the Study Period is the time needed for someone to take a study program at a certain level of strata which is calculated through semester credit units. According to Pratiwi et al (2016), in measuring the Study Period, an indicator that can be known is needed, namely:

1. Physical and mental conditions
2. Study facilities
3. Teaching and learning process
4. Managing and using time
5. Campus environment

Concentration Choice

Concentration is focusing the mind on a particular object by setting aside things that are not related to the learning and teaching process carried out (Slameto, 2013). Concentration in this study is the concentration of study program choices in the Management Department, where in that concentration there are courses that are the focus of knowledge to study each field of concentration. In measuring the selection of concentration, an indicator is needed that can be known, namely:

1. Like the learning that is of interest
2. Expertise and mastery in concentration courses
3. Want to further develop academic abilities
4. Career prospects in the world of work

Self-Efficacy

Self-Efficacy is a problem of the ability felt by individuals to overcome specific situations in relation to the assessment of the ability to perform an action that is related to a specific task or a specific situation. Self-efficacy is a determinant of learning readiness. According to Agustini (2019) Self-Efficacy is a person's belief in their ability to overcome various situations in the individual. According to Agustini (2019) indicators of self-efficacy refer to the dimensions of self-efficacy, namely level, strength, and generality. By looking at these three dimensions, there are several indicators of self-efficacy, namely:

1. Confident in being able to complete certain tasks

2. Confident in being able to motivate yourself

3. Confident in being able to survive obstacles and difficulties

4. Confident in being able to solve problems in various situations

3. Proposed Method

The sampling method in determining respondents in this study used the proportionate stratified random sampling technique (stratified sampling technique), namely sampling based on the proportion of each student, this technique is used because the number of student populations in each concentration of interest is not the same. The population in this study were all students of the Management Department, Class of 2020, FEB, Riau University, totaling 301 people. Based on a population of 301 people with an error rate of 5%, the determination of the sample in this study was calculated based on the Slovin formula so that the results were 172 people. The data collection technique used was a questionnaire, literature study and through interviews.

4. Results and Discussion

Validity Test

In this study, the purpose of using the validity test is to see whether the instruments in the variables of Concentration Choice, Self-Efficacy and Study Period can be said to be valid or not. An indicator is declared valid if r count > r table and if the significance level is below 0.05 then the question item can be said to be valid.

Table 1. Validity Test

No	Variabel	Item	r count	r table	Exp.
1.	Study Period (Y)	Y.1	0.619	0.149	Valid
		Y.2	0.783	0.149	Valid
		Y.3	0.785	0.149	Valid
		Y.4	0.851	0.149	Valid
		Y.5	0.733	0.149	Valid
2.	Concentration Choice (X1)	X1.1	0.775	0.149	Valid
		X1.2	0.797	0.149	Valid
		X1.3	0.812	0.149	Valid
		X1.4	0.776	0.149	Valid
3.	Self-Efficacy (X2)	X2.1	0.713	0.149	Valid
		X2.2	0.800	0.149	Valid

| | | X2.3 | 0.814 | 0.149 | Valid |
| | | X2.4 | 0.735 | 0.149 | Valid |

Source: Processed Data, 2024

Table 1 shows that R-count> r-table, so it can be said that the statement is in the valid category. It is known that the results of the table show the correlation value of each variable statement score in this study, namely R-count> r-table, which is 0.149, which means that the statement is valid for use as a measuring tool and can be continued to the next analysis.

Reliability Test

Reliability test is conducted by calculating the Cronbach's Alpha value of each instrument in a variable. The value to determine the reliability of an instrument is the Cronbach's Alpha value > 0.6.

Table 2. Reliability Test

No	Variabel	Cronbach's Alpha	Standar Value	Decision
1.	Concentration Choice (X1)	0,797	0,6	Reliabel
2.	Self-Efficacy (X2)	0,764	0,6	Reliabel
3.	Study Period (Y)	0,811	0,6	Reliabel

Source: Processed Data, 2024

Table 2 shows that the reliability results for the Concentration Choice variable (X1) are Cronbach's Alpha 0.797> 0.6, then the Self-Efficacy variable (X2) also has a Cronbach's Alpha of 0.764> 0.6 and finally the Study Period variable (Y) has a Cronbach's Alpha of 0.811 greater than the standard value set, which is 0.6, so it can be said that all variable statement items are reliable and can be continued to the next test.

Normality Test

The normality test in this study uses the Kolmogorov-Smirnov (K-S) non-parametric statistical test. The basis for taking the normality test, if Sig (significance) > 0.05 then the data is normally distributed but if Sig (significance) < 0.05 then the data is not normally distributed.

Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test			
			Unstandardized Residual
N			172
Normal Parameters[a,b]	Mean		,0000000
	Std. Deviation		2,78382898
Most Extreme Differences	Absolute		,066
	Positive		,039
	Negative		-,066
Test Statistic			,066
Asymp. Sig. (2-tailed)[c]			,065
Monte Carlo Sig. (2-tailed)[d]	Sig.		,069
	99% Confidence Interval	Lower Bound	,062
		Upper Bound	,075

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Source: Processed Data, 2024

Table 3 on the results of the normality test using the Kolmogorov-Smirnov test can be seen that the significance value is 0.065 so that it can be stated as normally distributed. This is because the significance value is greater than 0.05.

Multicollinearity Test

The multicollinearity test aims to test whether there is a correlation between independent variables in the regression model. Decision making based on criteria if the T value is more than 0.10 and the VIF is less than 10, then there is no multicollinearity. Conversely, if T is less than 0.10 and the VIF is more than 10, then multicollinearity occurs.

Table 4. Multicollinearity Test

Coefficients[a]			
Model		Collinearity Statistics	
		Tolerance	VIF
1	Concentration Choice	,982	1,018
	Self-Efficacy	,982	1,018
a. Dependent Variabel: Study Period			

Source: Processed Data, 2024

Table 4 shows that between the variables Concentration Choice (X1) and Self-Efficacy (X2) have a tolerance value greater than 0.10 and a VIF value less than 10. So it can be concluded that the three variables do not experience multicollinearity.

Heteroscedasticity Test

The heteroscedasticity test is intended to test whether there is inequality of variance from the residuals of one observation to another in the regression model. The decision-making criteria for this test are if the significance value is > 0.05, then there is no heteroscedasticity and if the significance value is < 0.05, then there is heteroscedasticity.

Table 5. Heteroscedasticity Test

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4,942	1,124		4,398	,000
	Pilihan Konsentrasi	-,084	,051	-,124	-1,627	,106
	Efikasi Diri	-,080	,053	-,116	-1,513	,132
a. Dependent Variabel: Masa Studi						

Source: Processed Data, 2024

Table 5 significance values of variables X1 and X2 are greater than 0.05. It can be concluded that there is no heteroscedasticity in this regression model.

Multiple Linear Regression Analysis Results Test

This regression analysis is used to calculate the magnitude of the influence between the independent variables, namely Concentration Choice (X1) and Self-Efficacy (X2) on the dependent variable, namely Study Period (Y).

Table 6. Multiple Linear Regression Analysis Results Test

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12,514	1,996		6,269	,000
	Pilihan Konsentrasi	,249	,091	,203	2,729	,007
	Efikasi Diri	,234	,094	,185	2,497	,013
a. Dependent Variabel: Masa Studi						

Source: Processed Data, 2024

Table 6 shows the regression equation with a t table value of Concentration Choice 6.269 and a t table of Self-Efficacy 2.497 with the equation:

$Y = a + b_1x_1 + b_2x$

$Y = 12.514 + 0.249\ X1 + 0.234\ X2$

The explanation of the equation above is as follows:

1. The constant coefficient is 12.514. This shows that if the Concentration Choice (X1) and Self-Efficacy (X2) values are assumed to be zero, then the Study Period (Y) will be 12.514.
2. The coefficient value of Concentration Choice (X1) is 0.249 and the coefficient of the Concentration Choice variable (X1) is positive, meaning that the higher the level of Concentration Choice (X1) will result in an increase in the acceleration of the Study Period (Y).
3. The coefficient value of Self-Efficacy (X2) is 0.234 and the coefficient of the Self-Efficacy variable (X2) is positive, meaning that the higher the level of Self-Efficacy (X2), the greater the acceleration of the Study Period (Y).

Simultaneous Hypothesis Test (F Test)

In the first hypothesis test, the F test was conducted to determine whether the independent variables, namely Concentration Choice (X) and Self-Efficacy (Y) have a simultaneous influence on the dependent variable, namely Study Period (Y) with a significance level of 0.005.

Table 7. F Test Results

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	123,917	2	61,958	7,901	,001[b]
	Residual	1325,199	169	7,841		
	Total	1449,116	171			
a. Dependent Variabel: Masa Studi						
b. Predictors: (Constant), Pilihan Konsentrasi, Efikasi Diri						

Source: Processed Data, 2024

Table 7 shows that the significance value in the F count is less than 0.05, which is 0.001. In the F distribution table, a value of 3.049 is obtained with a probability of 0.05. So that the

F count is 7.901> F table 3.049. Thus, it can be concluded that H1 which states that Concentration Choice (X1) and Self-Efficacy (X2) have a significant influence simultaneously on the Study Period (Y) can be accepted.

Partial Hypothesis Test (T-Test)

In the second hypothesis test, the test was conducted to determine whether the independent variables, namely Concentration Choice (X1) and Self-Efficacy (X2) have a partial influence on the dependent variable, namely Study Period (Y).

Table 8. T-Test Results

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12,514	1,996		6,269	,000
	Pilihan Konsentrasi	,249	,091	,203	2,729	,007
	Efikasi Diri	,234	,094	,185	2,497	,013
a. Dependent Variabel: Masa Studi						

Sumber: Data Olahan, 2024

Tabel 8 dapat dilihat masing-masing nilai t hitung dan signifikansi variabel bebas. Diketahui nilai t tabel (uji 2 sisi pada alpha 5%) diperoleh hasil sebagai berikut:
1. Uji t antara Pilihan Konsentrasi (X1) dan Masa Studi (Y) menunjukkan t hitung = 2.729 sedangkan t tabel = (α = 0.05 ; df residual = 170) adalah sebesar 1.974. Karena t hitung sebesar 2.729 > t tabel 1.974 dan nilai signifikansinya 0,007 < 0,05. Artinya, secara parsial Pilihan Konsentrasi (X1) memiliki pengaruh positif dan signifikan terhadap kinerja (Y).
2. Uji antara Efikasi Diri (X2) terhadap Masa Studi (Y) menunjukkan t hitung = 2.497 sedangkan t tabel = (α = 0.05 ; df residual = 170) adalah sebesar 1.974. Karena t hitung sebesar 2.497 > t tabel 1.974 dan nilai signifikansinya 0,013 < 0,05. Artinya, secara parsial Efikasi Diri (X2) memiliki pengaruh positif dan signifikan terhadap Masa Studi (Y).

The Influence of Concentration Choice and Self-Efficacy on Study Period

Based on the results of the simultaneous test that has been conducted, it was found that Concentration Choice and Self-Efficacy have a positive and significant influence on the Study Period of Management Department students, Class of 2020, FEB, Riau University. It is known that the positive and significant influence that occurs in Concentration Choice and Self-Efficacy is also strengthened by the results of previous research by (Pratiwi et al., 2016) entitled "Factors Affecting the Study Period of Building Engineering Education Students, State University of Jakarta that Internal factors and external factors in students influence the process of completing the Study Period. Also added with research from (Amira, 2016) which explains that internal and external factors, namely completion of studies through campus regulations and the student's own willingness, have a positive and significant influence.

The impact of effective Concentration Choice according to student interests and needs has been proven to play an important role in helping the process of completing studies on time. People who are interested in an activity will pay great attention. Interest gives birth to spontaneous attention that allows concentration to be created for a long time (Hasanah, 2023). The suitability of career interests with the decision to choose a major in college will increase students' motivation and enthusiasm in pursuing their knowledge.

In addition, according to the results of this study, it is also supported by research from (Lidiawati et al., 2020) which explains that there is an influence of Self-Efficacy and intelligence on student achievement. Self-Efficacy plays an important role in helping the process of completing students' studies where the higher the level of Self-Efficacy of

students, the greater the effort expended to complete their tasks. The efforts and tasks completed will certainly have an impact on learning outcomes and can improve the development of academic achievement.

The Influence of Self-Efficacy on Study Period

Based on the results of the description of the Self-Efficacy variable data, it can be seen that the impact of Self-Efficacy on the Management Department of FEB, Riau University is included in the good category. The results of this study indicate that there is a positive and significant influence of Self-Efficacy on the Study Period of students which is supported by previous research by (Alam et al., 2023) entitled "The Influence of Religiosity and Self-Efficacy on Academic Achievement of Students Living in Islamic Boarding Schools" in their research showed that the Self-Efficacy variable partially has a positive influence on academic achievement. This connects that Self-Efficacy has an important role in completing the Study Period of students that students with high Self-Efficacy tend to have the belief that they are able to overcome academic challenges, including heavy study loads and complexity of tasks.

Positive thinking can be interpreted as a thought process that directs individuals to build and strengthen character so that they can become mature individuals and ready to pursue their dreams. By thinking positively, a person is able to obtain new things in life (Anggreani, 2020). A person with high efficacy is more active in participating, working harder, persisting longer, and having fewer negative emotional reactions (doubting one's own abilities) when they face difficulties (Sufirmansyah, 2015) because self-efficacy and self-management are very important for developing achievement motivation for students.

5. Conclusion

Based on the results of the research discussion that has been described previously, several conclusions were obtained as follows:

1. There is a positive and significant influence of the variables of Concentration Choice and Self-Efficacy on the Study Period of Undergraduate Students of Management, FEB, Riau University simultaneously. From the respondents' answers, the students' study period is not in accordance with the ideal time that has been determined. This condition is caused because students are not able to manage their time well in pursuing study targets.

2. There is a positive and significant influence of the variable of Concentration Choice on the Study Period of Undergraduate Students of Management, FEB, Riau University. In choosing a concentration, students are not fully guided by their self-confidence in their talents or potential.

3. There is a positive and significant influence of the variable of Self-Efficacy on the Study Period of Undergraduate Students of Management, FEB, Riau University. The results of this study indicate that students do not have high self-confidence to complete their studies on time because of their inability to overcome the problems faced in lectures.

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