

THE ANALYSIS OF THE PUBLIC SENIOR HIGH SCHOOL (SMAN) ENGLISH TEACHERS' SELF EFFICACY IN KUANTAN SINGINGI DISTRICT ON THE USE OF ICT

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Abstract: *The objectives of this quantitative research are to find out self-efficacy of SMAN English teachers in using ICT, barriers they face, as well as the way they overcome the barriers. Using cluster random sampling, 20 teachers were taken as the sample. The data were collected through questionnaire. The questionnaire was adapted from Bandura (1997) and Catarina player-koro (2012). The result of the data analysis showed that the self-efficacy of the teachers on using ICT in teaching and learning activities in SMAN Kuansing in general was at a high category level. The highest percentage (80%) in believe of the ability and knowledge possessed agreed this statement. And the highest percentage (95%) in 'believe of the ability on the use of ICT in learning process' strongly agreed this statement. But teachers still have problem on the use of ICT because of several factors: Such as fear of making mistake, feeling under pressure dealing with people, and teachers still lack of ICT ability. Furthermore, several recommendations were given such as finding out the factors contribute to their problem on the use of ICT, finding the best way to cope with their problem, and doing more teaching using ICT. In line with that, government should give more attention to facilities and infrastructure, to help teachers implement the established curriculum. and to be more relaxed to express their ideas through ICT.*

Key Words: *ICT, Self-efficacy, Teacher*

ANALISIS EFIKASI DIRI GURU BAHASA INGGRIS SEKOLAH MENENGAH ATAS NEGRI (SMAN) DI KABUPATEN KUANTAN SINGINGI DALAM PENGGUNAAN TIK

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Abstrak: Tujuan dari penelitian kuantitatif ini adalah untuk mengetahui efikasi diri guru Bahasa Inggris SMAN dalam menggunakan TIK, hambatan yang mereka hadapi, serta cara mengatasi hambatan tersebut. Dengan menggunakan cluster random sampling, diambil 20 guru sebagai sampel. Pengumpulan data dilakukan melalui kuesioner. Kuesioner diadaptasi dari Bandura (1997) dan Catarina player-koro (2012). Hasil analisis data menunjukkan bahwa self-efficacy guru dalam penggunaan TIK dalam kegiatan belajar mengajar di SMAN Kuansing secara umum berada pada kategori tinggi. Persentase tertinggi pada keyakinan akan kemampuan dan pengetahuan yang dimiliki adalah 80% setuju pernyataan ini. Dan persentase tertinggi pada Kemampuan Percaya pada penggunaan TIK dalam proses pembelajaran adalah 95% sangat setuju. Namun guru masih mengalami kendala dalam penggunaan TIK, hal itu terjadi karena beberapa faktor. Seperti takut membuat kesalahan, merasa tertekan berurusan dengan orang, dan guru masih kurang memiliki kemampuan TIK. Selain itu, beberapa rekomendasi diberikan seperti mencari tahu faktor-faktor yang berkontribusi terhadap masalah mereka dalam penggunaan TIK, menemukan cara terbaik untuk mengatasi masalah mereka, dan melakukan lebih banyak pengajaran menggunakan TIK. Sejalan dengan itu, pemerintah harus lebih memperhatikan sarana dan prasarana untuk membantu guru dalam menerapkan kurikulum yang telah ditetapkan. dan menjadi lebih santai untuk mengekspresikan ide-ide mereka melalui TIK

Kata Kunci: Tik, Efikasi Diri, Guru

INTRODUCTION

In Indonesia, the development of ICT in education also changes the policies of education. It can be shown by the change of KTSP into the new curriculum namely the 2013 Curriculum by the Government of the Republic of Indonesia through the Ministry of Education and Culture. In the 2013 Curriculum, as a technology-based curriculum, or it can be said ICT is integrated into all subjects. It means that the skill to use ICT equipment is needed for a better learning process. However, some causes make the 2013 curriculum unable to be implemented yet, there are the competencies of Indonesian teachers, the appropriateness of using technology in teaching some subjects, and the lack of infrastructure to support this teaching method. This problem is also found in Kuansing District. Many English teachers in Kuansing are not ready to use ICT. Based on the researcher's interview with one of the English teachers from SMAN in Kuansing, the teacher states most of the English teachers were not using ICT in the learning process because the teachers thought that everything was more cleared using oral explanation and discussion. Also, the students had a better ability to use ICT more than teachers. Mostly, the English teachers still used the old method in the teaching process. They explained the materials orally. Many factors influence ICT usage in SMAN Kuansing, for example, facilities, infrastructure, electricity, and network. Not only that, one of the factors of this problem was teachers' self-efficacy.

Based on initial observation, the researcher wants to conduct research to analyze the self-efficacy of English teachers in using ICT in the teaching process, and also to find the factors that affect them. SMAN in Kuansing District already equipped with computer, projector, internet, etc. Some teachers say that they cannot use ICT due to lack of Self-efficacy of the ability to use computers and internet as media and learning resources. Therefore, it is necessary to explore the problems regarding the use of ICT by the teachers.

In education, self-efficacy is a key factor that contributed to teachers' success in the teaching process. According to Bandura (2001), "self-efficacy serves a self-regulatory function by providing individuals with the capability to influence their cognitive processes and actions and thus alter their environments". So, it means self-efficacy is an individual's belief or confidence about his ability to organize, perform a task, achieve a goal, produce something, and implement actions to achieve certain skills. Furthermore it is said that teachers who have high self-efficacy are more prepared to accept innovation, believe in their own abilities, commitment to work and show better work performance. Thus, teachers who have high self-efficacy are also more optimistic in dealing with 2013 Curriculum. Some examples of teacher beliefs are their beliefs about how technology must be used in teaching and beliefs about their ability to use technology. Linenbrink and Pintrich (2003) states that academic self-efficacy is significantly associated with students' learning, cognitive engagement, analytical thinking, academic commitment, strategy use, persistence, susceptibility to negative emotions, and achievement. Hadriana (2019) explain that Self-efficacy is not only determined the level of effort, but also its quality as well as how productive the effort is deployed. Bandura (1997) also mentions that there are four factors forming self-efficacy in a person, namely: (1) Mastery experiences. This is related to a person's past experience in doing something; (2) Vicarious experiences. One's level of self-efficacy can be influenced if someone compares the achievements he achieved with the achievements of others; (3) Social persuasion. Social persuasion is also one of the

factors that can have an impact on self-efficacy. The impact can be positive or negative depending on the credibility of the person who gives the persuasion in the eyes of the person who receives the persuasion; (4) Physiological and affective states.

Based on the explanation, it can be synthesized that teachers who have high self-efficacy in the use of ICT in learning activities are teachers who have confidence in their ability to plan, organize, carry out learning activities and carry out assessments by using ICT to achieve a learning goal that has been outlined. Self-efficacy can be seen from: (1) Belief in the abilities and knowledge possessed; (2) Believe of the ability on the use of ICT in the learning process.; (3) Believe of the ability to solve the problems in the use of ICT.

Based on the description, the research problems of this research are: (1) How is self-efficacy of SMAN English teachers at Kuantan Singingi district on the use of ICT?; (2) What are the barriers faced by SMAN English teachers at Kuantan Singingi district on the use of ICT?; (3) How do SMAN English teachers in Kuantan Singingi overcome their barriers on the use of ICT?. Then, the purposes of the research are to discuss (1) To discuss self-efficacy of SMAN English teachers at Kuantan Singingi district on the use of ICT; (2) To discuss the barriers faced by SMAN English teachers at Kuantan Singingi district on the use of ICT; (3) To know how SMAN English teachers in Kuantan Singingi overcome their barriers on the use of ICT.

METHODOLOGY

As stated before, 20 teachers were determined to be the sample of this research. The data of this research are quantitative data, To determine the sample of the research, cluster random sampling technique was used and 6 school out of 16 population were chosen. The research was conducted from Feb - March 2020 at SMAN in Kuantan Singingi.

To obtain the quantitative data, the questionnaires were adapted from Bandura (1997) and Catarina player-koro (2012), consisted of two parts and open-ended question also placed at the end of questionnaire were conducted to find out the factors contributed to it. In this research, the researcher analyzed the data by calculating the response given by respondents to obtain frequencies and percentages which then presented in table and graph.

RESEARCH FINDINGS

The Result of the Questionnaire

a. Believe Of The Ability And Knowledge Possessed

The result of the questionnaire is presented below. The result shows the teachers self-efficacy and knowledge possessed.

No	Statements	Teachers' Responses			
		SDA	DA	A	SA
1.	I believe that I have enough ability and knowledge to apply the overall on the use of ICT in learning activities.	0%	5%	65%	30%
2.	I believe that I am able to adopt and adapt ICT-based learning activities.	0%	0%	70%	30%
3.	I believe that I am able to use a word processor to create, edit or format documents for a learning activity	0%	15%	30%	55%
4.	In learning activities, I believe that I am able to guide students to use technology for enrichment and remedial	0%	0%	80%	20%
5.	In learning activities, I believe that I am able to guide students to use technology to be able to work independently and work collaboratively.	0%	0%	75%	25%
6.	I believe that I am able to find new ideas so that the students can learn by using ICT.	0%	0%	70%	30%
7.	I am sure that at my school I am one of the best teachers in using ICT in learning activities.	5%	15%	75%	5%
8.	I believe that I am able to create opportunities to use appropriate ICT tools in accordance with learning approach	0%	10%	80%	10%
9.	The more challenges and obstacles I face, the more excited I am to apply the use of ICTs in learning activities.	0%	15%	40%	45%

The table shows that 65% teachers believe that they have enough ability to apply the overall on the use of ICT in learning activities, 30% Strongly agree and only 5% Disagree with the statement. 70% agree that they able to adapt and adopt ICT-based learning activities and 30% strongly agree with the 2nd statement. On the 3rd statement, 55% teacher believe that they able to use a word processor to create, edit or format documents for learning activities. Other than that, 80% teachers believe that they can guide students to use technology for enrichment and remedial, also 75% teachers believe that they can guide student to use technology to be able to work independently and work collaboratively. Its means that, teachers really confidents with their ability in use technology, they confident that they can use ICT in their daily teaching process. Then, 70% agree and 30% strongly agree that the teachers can find new ideas for the students, so they can learn by using ICT. In this point, no one choose disagree or strongly disagree, its means that the teachers also confidence with their ability to find new ideas for their teaching activity. Teachers also agree that they able to create opportunities to use appropriate ICT tools in accordance with learning approach, as much 80% agree and 10% strongly agree, only 10% disagree with the statement. In the last statement, 45% teachers choose strongly agree, 40% agree and 15% disagree about the more challenges and obstacles they face, the more excited they apply ICT in learning activities. Overall, teachers in Kuantan Singingi have high self-efficacy in their knowledge and ability on the use of ICT.

b. Believe of the ability on the use of ICT in learning process.

Self-efficacy of Kuansing District Senior High School teachers related to aspects believe of the ability on the use of ICT in learning process can be seen on the table below.

No	Statements	Teachers' Responses			
		SDA	DA	A	SA
1	I believe that I am able to search, evaluate and choose ICT devices that are appropriate to support my learning activities.	0%	5%	65%	30%
2	I am sure, if I continue to use ICT in learning activities, students' learning achievement will be better	0%	5%	40%	55%
3.	I feel confident when I using ICT in learning activities.	0%	0%	65%	35%
4.	I believe that I am able to use Presentation Software such as: Microsoft word, Power point or excel in learning activities.	0%	0%	5%	95%
5.	I believe that I am able to use ICTs such as movies, animation, CD / VCD, e-mail, blogs, smart phones etc. in learning activities	0%	0%	40%	60%
6.	I believe that I am able to organize ICT-based learning activities in a computer laboratory / language laboratory	5%	20%	50%	25%
7.	I believe that I am able to adopt and adapt the use of ICTs to assess students' learning and provide direct and constructive feedback.	0%	0%	70%	30%
8.	I am satisfied that I have applied the using of ICT in my learning activities	0%	5%	40%	55%
9.	I like to use ICT in my learning activities because I can see good results and benefits	0%	15%	40%	45%
10.	I believe that I can continue to integrate ICT in my learning activities in the future.	0%	0%	45%	55%

The table show that 65% agree and 35% strongly agree that the teachers confident when they are using ICT in learning activities. 95% teachers able to use Presentation Software such as: Microsoft word, Power point or excel in their learning activities. Not only that, 60% choose strongly agree and 40% agree that they are able to use ICTs such as movies, animation, CD / VCD, e-mail, blogs, smart phones etc. 70% teachers also can adopt and adapt the use of ICTs to assess students' learning and provide direct and constructive feedback and 30% choose strongly agree. And 55% teachers sure that they can continue to integrate ICT in their learning activities in the future. But there are only 50% agree and 25% choose strongly agree that teachers able to organize ICT-based

learning activities in a computer laboratory / language laboratory. It is because some school don't have language laboratory. Besides that, 55% strongly agree and 40% teachers really satisfied that they have applied the using of ICT in their learning activities. They are also believe that they are able to search, evaluate and choose ICT devices that are appropriate to support their learning activities, it can be seen that 65% of the teacher choose agree and 30% choose strongly agree. And 55% choose strongly agree and 40% agree if they continue to use ICT in learning activities, students' learning achievement will be better. 55% teachers choose strongly agree and 45% agree that teachers like to use ICT in their learning activities because they can see good results and benefits. Overall, SMAN English teachers' self-efficacy in Kuansing District related to their believe of the ability on the use of ICT in learning process is in high position. They are very confidence with their ability in using ICT.

c. Believe of the ability in solve the problem on the use of ICT

Self-efficacy of Kuansing District Senior High School teachers related to aspects believe of the ability on the use of ICT in learning process can be seen in Table.

No	Statements	Teachers Respon			
		SDA	DA	A	SA
20.	Although there are obstacles in using ICT in learning activities, I believe that I can find ways to solve these obstacles	0%	0%	80%	20%
21.	I am not stress to overcome the obstacles that I encounter when carrying out learning activities.	0%	0%	60%	40%

Table 3 shows that teachers choose 80% agree and 20% strongly agree in their believe on their ability in solve the problem on the use of ICT, teachers believe that they can find the ways to solve these obstacles. Not only that, 60% agree and 40% strongly agree that teachers are not stress to overcome the obstacles that they encounter when carrying out learning activities. They are sure that they can find the way in solving the problem.

The Results Of Open-Ended Question

Open-ended question was conducted to find out the barriers face by the teachers and how the teachers overcome their barriers. One of the questions asked on the question was "what are the barriers faced by SMAN English teachers at Kuantan Singingi district on the use of ICT?" This question was intentionally asked to explore the barriers face by the teachers on the use of ICT in teaching process. When asked about the question, the teachers gave relatively similar answers. Generally, the factors can be classified into some main issues: (1) Poor quality of internet network that often caused problems. (2) Electricity problems. (3) infrastructure which do not support like infocus and computer. (4) The school does not have a computer laboratory. (5) The school does not have a language laboratory. (6) Teachers have limited time to design or

find interesting learning media through the internet due to lots of teaching load. (7) It is difficult to get learning materials, pictures, films or videos that are in accordance with the topics that will be taught. (8) Limited knowledge of the teachers.

In the field of education, ICT has the potential to accelerate, enrich and deepen skills, to motivate and engage students, to help connect school experience with work practices, and strengthen the teaching system (Davis and Tearle, 1999; Lemke and Coughlin, 1998, as cited in Yusuf, 2005). Nonetheless, applying ICT in the teaching and learning activities is not as easy as it seems. It is due to some obstacles, they often faced. According to the result findings, the researcher found that the obstacles often faced by teachers of SMAN 1 Pangean are still in the form of classical problems, namely the obstacles related to the availability of facilities and infrastructure as well as limited time to design creative teaching media and learning processes. The following are problems encountered by the teachers on ICT utilization while the teaching and learning activities.

(PM and JA) *Kendala yang di rasakan adalah ketidak cukupan fasilitas yang digunakan dalam proses mengajar. Contohnya seperti jumlah fasilitas TIK tidak cukup untuk setiap guru dan kapasitas listrik yang rendah.*

(facilities are not enough to use in the teaching process. For example the quantity of ICT facilities are not enough for each teacher and the capacity of electricity is low.)

As PM and JA stated above, it is clear enough that the most common problem teachers often faced in this school is the availability of electricity. Most of the teachers agreed with that. R2 further clarifies that the electricity is not only used for school but also for other building which is available around the school.

Not only that, in SMA N 1 Kuantan mudik, they have same problems.

As (RD) stated, *penggunaan TIK dalam proses belajar mengajar terus terganggu dengan masalah jaringan, penggunaan waktu yang tidak pas dalam penggunaan TIK dan proses pembelajarannya.*

(the use of ICT in the teaching and learning process continues to be disrupted by network problems, there are not enough time in the use of ICT and the learning process is also the problem).

As RD stated above, beside an electricity problem, the problem that the teachers face are there is not enough time to teach with ICT in learning process. And all English teacher in SMAN 1 Kuantan Mudik agree with that.

SMAN 1 Benai has similar problem, the teachers stated, infrastructure which do not support like infocus and computer is also the problem to that school. Not only that, the lack of awareness from the student individually to apply ICT in learning process make the student difficult to use an ICT.

(MSY) *Jika infocus yang akan digunakan rusak, ini menjadikan proses pembelajaran tidak berjalan dengan lancar.*

(If the infocus that will be used is damaged, this makes the learning process not going well.) And almost all the English teachers write the same point in the questionnaire.

SMAN 1 Sentajo Raya has their own problem. The teachers stated that the problem happens when there is new hardware or software that they don't know to use.

(MSY and TN) *kesulitan yang sering terjadi adalah ketika ada perangkat lunak atau aplikasi baru yang kurang saya kuasai/tidak bisa saya gunakan.*

(the problem happens when there is new hardware/software or an application that I don't know to use)

DISCUSSION

This study answered the research questions related to the utilization of ICT in teaching and learning activities, as media and learning resources and the obstacles faced by the teachers of SMAN in Kuantan Singingi. After analyzing the data, the researcher found that the teachers' demographic data did not have significant impact on ICT utilization. However, it might have indirect effects regarding to the teaching experience and the level of computer mastery. From the result of close-ended question analysis regarding to what extent the teachers utilized ICT in their teaching and learning activities, the average score of the close-ended question in general was 3.6 which indicated that the ICT utilization was in high level category. Specifically, the teachers average score in terms of ICT utilization in teaching preparation activity such as preparing teaching materials, formulating teaching procedure, formulating coverage and assessment technique, and the teachers' average score in terms of ICT utilization while teaching and learning process such as facilitating questioning activity, collecting information activity, associating activity, and communicating activity by utilizing laptop was in high level category, even the electricity sometimes doesn't support.

It means that the teachers had utilized ICT, but still encountered obstacles while utilizing it or still need to improve the teachers' ability. Then, the teachers average score in terms of the use of ICT in learning activities in believe on the ability and knowledge processed is 30.50. The score indicates that the teachers have already understood and knew how to utilize ICT assessing the students' work properly. but teachers must be more develop their knowledge about ICT. In relation to the finding of research conducted by Hismanoglu (2012), it is also suggested that prospective teachers should be equipped with practical knowledge in using advanced ICT to ensure that they will be able to teach using ICT in the future.

Among the three sections of the questionnaire of this part, Believe on ability on the use of ICT in learning process got the highest mean (32.37) It indicates the teachers have already understood and knew how to use ICT in learning process. The discussion above has already answered the first research question how is self-efficacy of the teachers of SMAN Kuansing district on the use an ICT in teaching activities ?

The following discussion is the answer of the second question to what are the barriers faced by SMAN teachers in Kuantan Singingi District on the use an ICT? ". The answer is based on the result discussed in previous part, the obstacles that the teachers face are lack of electricity, inadequate facilities, infrastructure and network. Not only that, it also difficult for the teacher to use another social media (Facebook, Twitter, Whatsapps) to give information for the students because the school itself which forbid the students to bring any electronic devices such as smartphone and others. it is also supported by another finding by Moslem (2017) that poor internet connection and limited tools were the obstacles for the teachers using ICT.

And how do SMAN English Teachers in Kuantan Singingi District overcome their barriers on the use an ICT? ". I also already explain before that they always have any way to overcome their barriers, for example, the teachers will bring their own laptop to school and copy material that has been prepared. Also, the teachers browsed the materials by themselves and teach their students

CONCLUSION AND RECOMMENDATIONS

Conclusion

The result of the data analysis showed that the self-efficacy of the teachers on using ICT in teaching and learning activities in SMAN Kuansing in general was at a high category level. the average score of the self-efficacy of SMAN teacher in Kuansing related to *Believe of the ability and knowledge possessed in high category*. Meanwhile the average score related to their believe of the ability on the use of ICT in learning process was also in high category.

The obstacles faced by SMAN English teachers in Kuantan Singingi on the use of ICT were still lack of electricity. Another problem is some teachers have not been able to operate the applications in their laptops or computers so that they have difficulty in explaining to students. And the important obstacles that the teachers face are related to the availability of facilities and infrastructure as well as limited time and tools to design creative teaching media and learning processes, but they have their own way of dealing with it.

It can be said that the English teachers in Kuansing district can use ICT in the teaching and learning process. the biggest obstacle is in electricity and infrastructure only. however, teachers have their own way of dealing with these problems

Recommendations

Based on the results found in this research, several recommendations were proposed in order to reduce teachers' self-efficacy on the use of ICT, first, It is recommended that the school should provide computers and projectors for every class to make sure that the class runs effectively. But before that, it is important for the school to add more electricity power. Not only that, it's better for each school to possess wifi so teachers and students will be more effective in using ICT. Second, the teachers need to enrich their knowledge about the use of ICT through self-study. If they have sufficient ability and knowledge, they can direct students to be able to use ICT to achieve the learning objective. Third, the teachers also need to improve their ability on the use of ICT because ICT has been integrated into all subjects. And then Teachers should be more courageous to learn something new in learning process so that students more interested in learning. Then, Students must be aware of the importance of using ICT. Because education is always developing day by day. It's better for students to understand ICT more than the teachers, because students are the next generation who must continue to develop. And the last is the government also has to provide other ICT devices for school.

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