



STUDENTS SELF-EFFICACY IN ENGLISH SPEAKING PERFORMANCE IN
HIGHER EDUCATION

Oleh

Dini Irawati¹, Sitti Hadijah², Kiki Aprianti³
^{1,2,3}UINSI Samarinda

Email: *¹dinisukirno@gmail.com, ²sittihadijah@gmail.com, ³kikiaprianti@gmail.com

Abstract

Self-efficacy is one of the factors that influence English-speaking performance. Self-efficacy is a form of self-confidence in a student's competence that allows the student to assess the amount of effort and perseverance needed to complete their task. The purpose of this study is to show students' self-efficacy in English-speaking performance. This research used a descriptive-qualitative method. The subject of this research was a fifth-semester student in the English department of UINSI Samarinda. The data were collected using a questionnaire, interviews, and documentation. The data gathering analyzed the interactive model of Miles and Huberman. The data were validated using source and technical triangulation. Based on the results, researchers found that the self-efficacy of students in speaking English in the fifth semester of the English Education Department at UINSI Samarinda, both in each dimension and as a whole, showed that the level of self-efficacy was in the moderate category. Researchers also found that the magnitude/level dimension is the most dominant dimension in student self-efficacy.

Keywords: *Students, Self Efficiency, English Speaking*

INTRODUCTION

Self-efficacy in the academic sense plays an important role in learning English. Self-efficacy allows students to assess the amount of effort and perseverance to complete the task. An individual must have confidence and ability to deal with all the problems during learning. Kreitner and Kinicki (in Rin, Asmidir, & Johan) state that confidence in a person's ability to do his job is called self-efficacy.¹ Bandura, states that self-efficacy is one of the most influential components of self-knowledge in everyday life.²

Self-efficacy is how a person feels capable of doing something. Self-efficacy is a form of self-confidence in doing various things. One example is when a student speaks in front of the class, he feels capable of doing so. Self-

efficacy is also very much needed in various ways. One is a person's readiness when speaking English in class to get maximum results. Because often in speaking English, an individual gets difficulty, and in this case self-efficacy is needed. Students' self-efficacy affects their ability to speak. Students who have high self-efficacy will be more courageous in speaking, while students who have low self-efficacy tend to experience more difficulties and anxiety in speaking.

Based on the explanation above, it can be concluded that in speaking English, students often experience difficulties due to several factors, namely anxiety, feeling embarrassed, lack of motivation, and low self-efficacy. In the research, the researcher focused on one of these factors, namely self-efficacy. This

¹Haziqatuzikra and Suci Rahma Nio, "The Relationship of Self-Efficacy with Public Speaking Anxiety in KPI UNIB Padang Students", *Journal of Psychological Research*, No. 1, (2019).

²Farid Yapono and Suharnan, "Self-Concept, Emotional Intelligence and Self-Efficacy", *Indonesian Psychology Journal*, Vol.2, No.3, (2013).



research aims to find out and describe the state of students' self-efficacy in speaking English in fifth-semester of the English Education Department at UINSI Samarinda.

LITERATURE REVIEW

Lauster stated self-efficacy is an attitude toward one's own ability to act, being able to feel free to do things that you like and being responsible for yourself and being polite in interacting with others, being able to accept and respect others, and being able to recognize their strengths and weaknesses.³

Bandura, first introduced self-efficacy; he defined self-efficacy as an individual's belief in the ability to organize and perform an action to produce achievement. Bandura says self-efficacy is characterized as people's beliefs about their ability to create a level of performance that affects events that affect their lives.⁴ The researcher can conclude, based on the theory above, that self-efficacy is a form of a person's confidence in carrying out their duties or work to produce good results.

Self-efficacy is a result of cognitive processes that determine the decisions, beliefs, behaviors, and attitudes of each individual in responding to challenging situations. Bandura stated that the self-efficacy of each individual is based on several indicators, namely how each individual assesses their abilities (cognitive), the desire to complete tasks to realize the expected desires, the ability to express feelings,

emotions, and moods, as well as the ability to be able to see and choose social situations by adjusting one's own abilities.⁵ Meanwhile, according to Gist and Michell (Ghufron), self-efficacy can lead to different behavior between individuals who have the same ability because self-efficacy affects choices, goals, problem solving, and persistence in facing obstacles.⁶

Individuals who have high self-efficacy in carrying out their duties and actions will tend to be easier to achieve their goals because they believe they will be able to face all the challenges that will weaken them. Self-efficacy allows students to assess how much commitment, persistence, and stamina to face challenges in an academic context. From the various opinions of the experts above, it can be concluded that self-efficacy is a self-assessment of self-confidence in all situations or challenges it faces to achieve a goal.

According to Baron and Bryne, there are three types of self-efficacy,⁷ as follows:

- a. Self-Regulation of Self-Efficacy Alwisol states that self-regulation is the ability to think possessed by humans.⁸ Zimmermann also defines self-regulation as the management of thoughts, emotions, and behaviors to achieve a goal.⁹ so that it can be interpreted that self-regulation is a person's ability to regulate their thoughts, behaviors, and emotions.
- b. Social Self-efficacy

³Claudia Verra Lisianas, et.al., "The Relationship Between Confidence and Public Speaking Anxiety for the SWCU Salatiga History Education Study Program Students", *Counseling Psychology Journal*, Vol.15, No.2, (2019).

⁴Jaap J.Van der bijl, "The Theory and Measurement of The Self -Efficacy Construct", *Scholarly Inquiry for Nursing Practice*, Vol.15, No.13, (2001).

⁵Arya Firmanu Jendra and Sugiyo, "Pengaruh Efikasi Diri Terhadap Kecemasan Presentasi Siswa Kelas XI di SMA Negeri 1 Wuryantoro", *Journal of Guidance and Counseling*, Vol. 4, No. 1 (2020): 154

⁶Sofwan Adiputra, "The Relation of Self Efficacy and Self Esteem to Student Learning

Outcomes", *Journal of Counseling Focus*, Vol. 1, No.2, (2015).

⁷Milla Anifatul Rosada, et.al., "Effect Of Self Regulatory Learning, Personal Goal, Setting And Perceptions Of The Teaching Profession On Literacy Of Vocational Teachers", *Jurnal Pendidikan Teknologi dan Kejuruan*, Vol.24, No.2, (2018).

⁸Milla Anifatul Rosada, et.al., "Effect Of Self Regulatory...", p. 288

⁹Siti Nur Laila, "Study of Academic Self Efficacy, Social Support an learning Self-Regulatory of Student Guidance and Counseling", *Jurnal Ilmu Pendidikan, Psikologi, Bimbingan, dan Konseling*, Vol. 6, No.2, (2016).



Social self-efficacy (Iskender and Akin) said that one of the components of social skills, social self-efficacy, refers to the willingness to facilitate action in social situations and expectations of individuals that they are capable of initiating social interactions.¹⁰

c. Academic Self Efficacy

According to Satici and Can, academic self-efficacy reflects the student's personal belief in his or her capacity to achieve educational tasks up to the expected level.¹¹

d. According to Bandura, individuals form self-efficacy beliefs by interpreting information regarding their capabilities. This information stems from four sources: mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective states.¹²

e. Mastery Experience

Mastery experience provides information about a person's failures and successes. The experience of mastery is the trigger that can most affect self-efficacy because it is based on personal experience. Experiences of success can increase self-efficacy, while experiences of failure can reduce self-efficacy.¹³

f. Vicarious Experience

Vicarious experience provides information about the achievements of other people's models. As Bandura said, "a representative experience is you thinking or making a model visible".¹⁴ Self-efficacy can be formed by seeing or hearing the experiences of others. When they see someone succeed, their self-efficacy tends to increase, whereas when they see

someone fail, their self-efficacy will decrease. The experiences of others can both increase and reduce a person's confidence in his abilities. Vicarious experience influences one's self-efficacy beliefs by demonstrating and transferring competencies (learning models) and by providing a reference point for social comparison.¹⁵

g. Verbal Persuasion

Verbal persuasion by "significant others" can convince people of their abilities. According to Usher-Pajares, verbal persuasion refers to the feedback and judgment of others towards a person, where the assessment can affect a person's self-efficacy. The support of those around us is one of the sources of one's self-efficacy.¹⁶ A person who is given the encouragement and support of those closest to him will gain the strength to believe in his abilities. In the opposite situation, negative words from others can be stressful, so it has a negative impact on self-efficacy beliefs, which means that it can reduce one's self-efficacy.

h. Physiological and Affective States

The psychological and emotional state of a person under certain circumstances can indicate a person's behavior. Psychological and affective states are of great importance in influencing a person's attitude or behavior. A person who has high self-efficacy tends to be able to control their behavior and emotions in various situations. A person with low self-efficacy tends not to be able to control their

¹⁰Adevia Andriana, "The Correlation Between Students' Self-Efficacy and Their Speaking Anxiety" (Thesis, UIN-Suska Riau Year ,2021)

¹¹Iffah Adlina Ibrahim and Tan Kock Wah, "The Academic Self-Efficacy Among Undergraduates: The Role of Gender, CGPA and Trait Emotional Intelligence", *Trends In Undergraduate Research* (Malaysia), 2020, p.7.

¹²Franziska Pfitzner, " Why Do I Feel More Confident ? Bandura's Sources Predict Preservice Teachers' Latent Changes In Teacher Self-Efficacy ", *Frontiers* (Berlin, Germany), 19 October 2016, p.4.

¹³Lianto, "Self-Efficacy: A Brief Literature Review" *Jurnal Manajemen Motivasi*, No.15, (2019):58

¹⁴Lianto, "Self-Efficacy...", p.58

¹⁵Lianto, "Self-Efficacy...", p.59

¹⁶Lianto, "Self-Efficacy...", p.59



emotions and behavior. They easily feel stress, anxiety, and worry.¹⁷

Methodology

The design of this research is qualitative research method. Sukidin stated that qualitative research methods are research that seeks to reveal the uniqueness that exists in individuals, groups, or organizations in everyday life in detail and can be scientifically accounted for.¹⁸ This research method is often referred to as a "naturalistic" research method because the research is carried out in natural conditions. On the other hand, Mantra (in Moleong's book), a qualitative method is a research procedure that generates descriptive data in the form of words or utterances derived from the behavior of the observed person.¹⁹ The researcher analyzed the data using descriptive qualitative with a case study approach. Descriptive research is a research method that seeks to describe objects as they are without manipulating variables. The data obtained by the researcher is in the form of original data according to the events that were taking place at that time.²⁰

The research was conducted at the Faculty of Teacher Training and Tarbiyah at UINSI Samarinda because the researcher wanted to describe the state of student self-efficacy in the learning process of speaking in the field as a study material so that students could see and find improvements to improve the quality of students and education, especially at UINSI Samarinda. The subject of this research was a fifth-semester student in the Department of English Education Department.

A research instrument is a measuring instrument used to collect data in research. In this research, there are some instruments that the researcher uses to collect the data, they are namely : Questionnaire, Interview and Documentation.

¹⁷Lianto, "Self-Efficacy...", p.59

¹⁸Sandu Siyoto and Muhammad Ali Sodik, *Dasar Metodologi Penelitian*, (Yogyakarta: Literasi Media Publishing, 2015) p.28

Research Finding and Discussion

Researchers have found some important data related to the study through instrument questionnaires, interviews, and documentation. The data is as follows:

Students' Self-Efficacy In Speaking English

This research focused on three dimension of self-efficacy : magnitude/level, strength, and generality to show how the students' Self-Efficacy In Speaking English.

Magnitude/ Level

The Result of the Questionnaire

Out of the 31 students in the TBI 1, only 25 filled out the questionnaire. First, the researcher would like to show the questionnaire results about the magnitude/level part. This part refers to the students' self confidence in overcoming adversity. The percentage of the questionnaires is shown in the following table

Table 1. The Percentage Of The Magnitude Dimension

No	Score	Categories	Frecuency	Percentage
1	80-100	High	5	20%
2	65-79	Moderate	17	68%
3	≤60	Low	3	12%
Total			25	100%

The results showed that 5 students (20%) were high, 17 students (68%) were moderate, and 3 students (12%) were low. It was found that students are at the level of a moderate category on this dimension, which means that the most students have a good enough level of confidence in overcome difficulties.

The researcher interviewed students on Wednesday September 14th 2022. The researcher interviewed students individually. The question consists of two questions related to the dimension of self-efficacy magnitude/level. To obtain more valid data, researchers took ten interviewees based on the

¹⁹Sandu Siyoto and Muhammad Ali Sodik, *Dasar Metodologi...*, p. 28

²⁰Cut Medika Zellatifanny and Bambang Mudjiyanto, "The Type Of Descriptive Research In Communication Study", *Diakom*, Vol.1, No. 2, (2018).



level of student self-efficacy from the high, moderate, and low category. The first question relates to how students perceive when faced with a difficult task, whether they find the difficult task scary or challenging. The answers from students' indicated it. Students with high self-efficacy, they can be in two positions. Sometimes scary and sometimes challenging. But even though the task makes them feel scared, they are still confident to do it well. It can be seen in their answers below.

Student 1: *"I feel like I'm in both positions. Sometimes I feel scared, sometimes I feel challenged, but even so, I'll still face it with confidence."*

Student 2: *"I felt scared but became challenged, and I was confident that I could get through it."*

Students with moderate self-efficacy, mentioned that sometimes they feel challenged and sometimes feel scared. Regardless of their feelings, whether challenging or scary, they will still work on difficult tasks until they are completed. it can be seen from their answers below.

Student 3: *"I find it difficult, but I have to keep working on it to hone my skills."*

Student 4: *"I can feel both conditions."*

Student 5: *"I feel challenged and sometimes feel scared"*

Student 6: *"I will tried to feel challenged because, with the difficulty of the task, I will strive to complete it."*

Student 7: *"I feel challenged because, with the difficult task, I can measure and evaluate my ability to deal with difficult tasks so that I can prepare myself for the next task."*

Student 8: *"Sometimes I feel scared, but I believe I can solve it."*

Students with low self-efficacy feel scared of a difficult task, but they think they have to complete the task until it is completed. It can be seen in their answers below.

Student 9: *"I feel scared."*

Student 10: *"If there is a difficult task, I feel scared, but I must still complete the task until it is completed."*

Based on the statement above, showed that overall students with high and moderate self-efficacy can be in two positions when faced with a difficult task: feeling challenged and afraid. However, students with high self-efficacy seem to feel more confident that they can face difficult tasks well. while students with low self-efficacy feel afraid when they have to face difficult tasks.

The second question is about whether they believe they can get through all the difficulties encountered when speaking English. The answers from students' indicated it. Students with high self-efficacy say that they feel confident and believe to get through and overcome difficulties in speaking English. It can be seen in their answers below.

Student 1: *"Although I don't have enough ability yet, I am confident that I can solve the difficulties in speaking English."*

Student 2: *"I am confident in the way I remain calm, not nervous, and concentrated."*

Students with moderate self-efficacy also believe they can get through all the difficulties in speaking English by learning a lot. It can be seen in their answers below.

Student 3: *"I believe I can if I learn a lot and practice."*

Student 4: *"With much learning, I am confident that I can get through my difficulties in speaking English."*

Student 5: *"I'm sure."*

Student 6: *"I am convinced that I am able to get through all my difficulties in speaking English."*

Student 7: *"Yes, I'm sure I can get through all the difficulties."*

Student 8: *"God willing, I am confident that I can get through it by continuing to try and learn from the class."*



Students with low self-efficacy feel not so believe to be able to get through it because they feel nervous. It can be seen in their answers below.

Student 9: *"I'm not too sure"*

Student 10: *"I'm not too sure because there must be a sense of nervousness in the face of adversity."*

Based on the above statement, it concluded that students with high self-efficacy feel confident and confidently able to get through all the difficulties in speaking English, and students with moderate self-efficacy also feel confident that they can get through the difficulties in speaking English with a lot of learning and practice. Moreover, students with low self-efficacy feel not so believe that they can get through difficulties in speaking English because they feel nervous.

Students with high self-efficacy will finish their speaking to the end despite having difficulties when speaking. Students with moderate self-efficacy will also finish their speaking to the end, even if they have difficulty speaking, by trying to remember the vocabulary to finish speaking. Students with low self-efficacy will also try to finish the sentence to the end by looking for alternatives to end it immediately.

Does the second question deal with how the students strengthen themselves to believe that they can face fears and difficulties in speaking English?. The answers from students' indicated it. Students with high self-efficacy state that their way of convincing themselves to face fears and difficulties is to feel confident, not be afraid of the other person's gaze, and stay calm and concentrate. It can be seen in their answers below.

Student 1: *"I think and convince myself not to be afraid even though people judge me when I speak wrong English."*

Student 2: *"stay calm, concentrate, be confident, and not be afraid."*

Students with moderate self-efficacy have various ways to strengthen themselves in the face of fear and difficulties in speaking English, such as by continuing to learn, adding vocabulary, trying to calm down, and encouraging oneself to get through it. It can be seen in their answers below.

Student 3: *"Assume that this is nothing."*

Student 4: *"I will continue to learn and remember some vocabulary that is difficult for me as well as learn new vocabulary."*

Student 5: *"With much to learn."*

Student 6: *"I learned to memorize vocabulary to make it easier for me to speak using"*

Student 7: *"By suggesting to myself that I am able to resist the fears and difficulties I face."*

student 8: *"I try to calm down and repeat what I am going to say."*

Students with low self-efficacy strengthen themselves in the face of fears and difficulties in speaking English simply by trying to believe that they can get through it. But actually, they haven't found a way to deal with those fears and difficulties.. It can be seen in their answers below.

Student 9: *"I haven't found it yet."*

Student 10: *"Usually, I convince myself that I can get through it well."*

Based on the above, it is concluded that students have different ways of reinforcing their beliefs in the face of fears and difficulties in speaking English. Students with high self-efficacy usually try not to be afraid of others, stay calm, and concentrate. Students with moderate self-efficacy are trying to keep learning, adding vocabulary, trying to calm down, and pushing themselves to get through it, whereas students with low self-efficacy have not found a way to strengthen themselves; they are just trying to be sure that they can.

CONCLUSION

Based on the findings and the discussions from above, the researcher drew some conclusions as follows :



- 1) The students self-efficacy in speaking English in fifth semester of the English Education Department at UINSI Samarinda, both each dimension and the whole, showed that the level of self-efficacy was in the moderate category. Students with the moderate category of self-efficacy showed when they are faced with difficult tasks in speaking English, they are quite confident in their ability to face and overcome difficulties by learning a lot, improving vocabulary, as well as try to stay calm and concentrate, even some of them are also quite confident that they can get through difficulties in all situations.
- 2) The most dominant dimension in students self-efficacy in the fifth semester of the English Education Department is the magnitude/ level, which refers to the student's confidence in his ability to overcome difficulties.

REFERENCES

- [1] Acharya, Bidhan. "Questionnaire Design", *Tribhuvan University* (Nepal) June 5, 2010.
- [2] Adiputra, Sofwan. "The Relation of Self Efficacy and Self Esteem to Student Learning Outcomes", *Journal of Counseling Focus*, Vol. 1, No.2, (2015).
- [3] Alhamid, Thalha and Budur Anufia. "Instrument Pengumpulan Data", *Resume*, STAIN Sorong, year 2019.
- [4] Alimuddin, Nur Aulia Amalia, et.al. "Exploring Students' Self-Efficacy In Speaking Performance In Indonesian EFL Classroom", UNM (Makasar) 12 maret 2020.
- [5] Alwiyah, Tutik. "Speaking Self-Efficacy and EFL Studen Teachers' Speaking Achievement", *Pendidikan dan Pengajaran*, Vol.5, No. 1, (2018).
- [6] Amalia, Dinda and Nida Husna, "Introvert Learners' Need Analysis of English-Speaking Activity, *Indonesian Journal of English Education*, Vol. 2, No.6, (2019).
- [7] Amelia M, Rezki. "EFL Learners' Self-Efficacy In The English Public Speaking Domain" (Thesis, Muhammadiyah University of Makasar, 2020).
- [8] Andriana, Adevia. "The Correlation Between Students' Self-Efficacy and Their Speaking Anxiety" (Thesis, UIN-Suska Riau Year ,2021).
- [9] Aristiani, Rina. "Meningkatkan Percaya Diri Siswa Melalui Layanan Informasi Berbantuan Audiovisual", *Konseling Gusjigang*, Vol. 2, No. 2 (2018):183
- [10] Asyari, Muh Hamzah. "Hubungan Antara Efikasi Diri Dengan Kecurangan Akademik Pada Mahasiswa Fakultas Psikologi", (Thesis, Maulana Malik Ibrahim State Islamic Univesity of Malang, 2021).
- [11] Aulia, Dhini et.al. "Meningkatkan Kemampuan Mahasiswa dalam Memahami Grammar dengan Menggunakan Portofolio", *Journal Polingua*, Vol.2, No.2, (2015).
- [12] Bangun, Estorina Br. "Efikasi Diri Penyusun Skripsi (Studi Deskripsi Kuantitatif pada Mahasiswa Bimbingan dan Konseling Univesitas Sanata Dharma Yogyakarta Angkatan 2014)", (Thesis, Sanata Dharma University, 2018).
- [13] Bijl, Jaap J.Van der. "The Theory and Measurement of The Self –Efficacy Construct", *Scholarly Inquiry for Nursing Practice*, Vol.15, No.13, (2001
- [14] Busro, Muhammad. *Teori-teori Manajemen Sumber Daya Manusia*, (Jakarta Timur: Preneda Media, 2018).
- [15] Fauziah, Nida et.al. "Studi Deskriptif Effikasi Diri Akademik pada Siswa Mts. Al Badar", *Fokus*, Vol. 5, No. 2 (2022).
- [16] Harahap, Siti Surinah et.al. "An Analysis On Students' Speaking Skill At Second Grade SMP 8 Rambah Hilir", UPP (Pasir Pengaraian), 24 Februari 2015.



- [17] Hatta, Hadshabani et.al. "Gambaran Self-Efficacy Siswa di MTs Nurul Hidayah", *Fokus*, Vol.4, No. 5 (2021).
- [18] Haziqatuzikra and Suci Rahma Nio, "The Relationship of Self-Efficacy with Public Speaking Anxiety in KPI UNIB Padang Students", *Journal of Psychological Research*, No. 1, (2019).
- [19] Helaluddin and Hengki Wijaya, *Analisis Data Kualitatif: Sebuah Tinjauan, Teori & Praktik* (Makasar: Sekolah Tinggi Theologi Jaffray, 2019).
- [20] Ibrahim, Iffah Adlina and Tan Kock Wah. "The Academic Self-Efficacy Among Undergraduates: The Role of Gender, CGPA and Trait Emotional Intelligence", *Trends In Undergraduate Research* (Malaysia), 2020.
- [21] Ilham, et.al. "The An Analysis Of Students' Speaking Ability On Specific Purpose Of Learning", *Linguistics and English Language Teaching Journal*, Vol.7, No.1,(2019).
- [22] Irma, "Challenges Encountered By EFL Teachers in Teaching Productive and Receptive Skills at SMPN 2 Mattirobulu, (Thesis, State Islamic Institute Parepare, 2020).
- [23] Jendra, Arya Firmanu and Sugiyo. "Pengaruh Efikasi Diri Terhadap Kecemasan Presentasi Siswa Kelas XI di SMA Negeri 1 Wuryantoro", *Journal of Guidance and Counseling*, Vol. 4, No. 1 (2020).
- [24] Kenpro, "3.0 Research Design and Methodology", Kenpro (Kenya), 30 August 2012.
- [25] Kurniati, Azlina et.al. "A Study On The Speaking Ability Of The Second Year Students", *Journal Article Riau* (Riau), October 2015.
- [26] Laila, Siti Nur. "Study of Academic Self Efficacy, Social Support an learning Self-Regulatory of Student Guidance and Counseling, *Jurnal Ilmu Pendidikan, Psikologi, Bimbingan, dan Konseling*, Vol. 6, No.2, (2016).
- [27] Lianto, "Self-Efficacy: A Brief Literature Review" *Jurnal Manajemen Motivasi*, No.15, (2019).
- [28] Lisantias, Claudia Verra et.al. "The Relationship Between Confidence and Public Speaking Anxiety for the SWCU Salatiga History Education Study Program Students", *Counseling Psychology Journal*, Vol.15, No.2, (2019).
- [29] Permana, Hara. "Hubungan antara Efikasi Diri dengan Kecemasan dalam Menghadapi Ujian pada Siswa Kelas IX MTS Al Hikmah Brebes", *Hisbah*, Vol.13, No. 1 (2016).
- [30] Pfitzner, Franziska. "Why Do I Feel More Confident? Bandura's Sources Predict Preservice Teachers' Latent Changes In Teacher Self-Efficacy", *Frontiers* (Berlin, Germany), 19 October 2016.
- [31] Puspitaningsih, Fiora. "Pengaruh Pendidikan Kewirausahaan dan Lingkungan Keluarga Terhadap Minat Wirausaha Dengan Self-Efficacy Sebagai Variabel", *Dewantara*, Vol. 2, No. 1 (2016).
- [32] Rahmadi, *Pengantar Metodologi Penelitian*, (Kalimantan Selatan: Antasari Press, 2011), p. 66.
- [33] Rijali, Ahmad. "Analysis Data Kualitatif", *Alhadrahah*, Vol.17, No. 33, (2018).
- [34] Rosada, Milla Anifatul et.al. "Effect Of Self Regulatory Learning, Personal Goal, Setting And Perceptions Of The Teaching Profession On Literacy Of Vocational Teachers", *Jurnal Pendidikan Teknologi dan Kejuruan*, Vol.24, No.2, (2018).
- [35] Rozalinda, "Ability Improvement Speaking English Through The Audio Lingual Method With The Utilization of English Video, *Menara Ilmu*, Vol. XV, No.1, (2021).
- [36] Rusidah, "Hubungan Antara Konsep Diri (Self Concept) Dengan Perilaku Konsumtif pada Siswa MA Negeri 3



- Banjar”, (Thesis, Antasari State Islamic University of Banjarmasin, 2019).
- [37] Safitri, Shinta “Hubungan Kepercayaan Diri Dengan Interaksi Sosial pada Mahasiswa Semester III Prodi Bimbingan dan Konseling Pendidikan Islam”, (Thesis, Raden Intan State Islamic University of Lampung, 2019).



HALAMAN INI SENGAJA DIKOSONGKAN