

STUDENTS' SELF-EFFICACY IN CONFRONTING CHANGES OF THE FORM ON THE FINAL PROJECT DURING COVID-19 PANDEMIC

Eka Cahya Maulidiyah
Universitas Negeri Surabaya
ekamaulidiyah@unesa.ac.id

Khabibur Rohman
Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung
haabib.rohman@gmail.com

Abstract

Among changes that occur in education, especially in universities, COVID-19 pandemic affects on the change of form on final project as a requirement for student graduation. Some universities no longer require students to write thick and complex thesis as a graduation requirement, but they switch to write articles published in scientific journals. By then, the present study aims to see how is the self-efficacy of final year students in responding to the policy. This study implements quantitative descriptive research design. The researchers measure the student self-efficacy using a scale adapted from academic self-efficacy consisting of 23 items. The results showed that final year students were not familiar enough with reading and writing scientific articles. As many as 50.98% of respondents admitted that they rarely read scientific articles. There were even 29.41% of respondents who had never written scientific papers before. Interestingly, the average score of students' self-efficacy in writing scientific papers is quite high, which is 65.5. The results of this study can be used as a basis for lecturers and policy makers at universities, in order to familiarize students with reading and writing scientific articles.

Keywords: *Article, Self-Efficacy, Thesis*

Abstrak

Di antara perubahan yang terjadi di dunia pendidikan, khususnya di perguruan tinggi, akibat pandemi covid-19 adalah perubahan bentuk tugas akhir sebagai syarat kelulusan mahasiswa. Beberapa perguruan tinggi tidak lagi mewajibkan mahasiswa untuk membuat skripsi yang tebal dan kompleks sebagai syarat kelulusan, tetapi beralih dengan membuat artikel yang dipublikasikan pada jurnal ilmiah. Penelitian ini bertujuan melihat bagaimana efikasi diri mahasiswa tingkat akhir dalam menyikapi kebijakan tersebut. Penelitian ini menggunakan deskriptif kuantitatif, peneliti mengukur efikasi diri mahasiswa menggunakan skala yang diadaptasi dari efikasi diri akademik yang terdiri dari 23 aitem. Hasil penelitian menunjukkan bahwa mahasiswa tingkat akhir tidak cukup familiar dengan aktivitas membaca dan menulis artikel ilmiah. Sebanyak 50,98% responden mengaku jarang membaca artikel ilmiah, bahkan terdapat 29,41% responden yang sama sekali belum pernah menulis karya tulis ilmiah sebelumnya. Menariknya, rata-rata skor efikasi diri mahasiswa menulis karya tulis ilmiah tergolong tinggi, yakni sebesar 65,5. Hasil penelitian ini bisa dijadikan landasan para dosen dan pengampu kebijakan di perguruan tinggi, agar mengakrabkan para mahasiswa dengan aktifitas baca dan menulis artikel ilmiah.

Kata Kunci: *Artikel, Efikasi Diri, Skripsi*

INTRODUCTION

The presence of Covid-19 virus has an impact on almost all sectors, both from health, economy, tourism, industry and education is no exception. In order to reduce the rate or even break the chain of the spread of the COVID-19 virus, health authorities urge the public to implement the 5 policy, namely maintaining distance, wearing masks, washing hands regularly, reducing mobility and avoiding crowds. Several agencies, companies, and educational institutions are no exception taking the WFH (Work from Home) option.¹

¹ Luca Bonacini, Giovanni Gallo, and Sergio Scicchitano, "Working from Home and Income Inequality: Risks of a 'New Normal' with COVID-19," *Journal of Population Economics*, 2020, 303–60, <https://doi.org/10.1007/s00148-020-00800-7>.

As a meeting place for many people, schools are certainly places that are vulnerable to transmission of the virus. Therefore, the Ministry of Education and Culture decided that all learning activities from all levels of education, from preschool to university, be carried out remotely. This is of course done on the basis of considerations of public health and safety in order to suppress the growth of the virus which is spreading very quickly.²

Changes in learning activities from face-to-face to distance learning have brought many changes.³ Among the changes in education in response to the COVID-19 pandemic is the change in the form of student final assignments. Some campuses issue a policy that the graduation requirements for students are no longer required to write a thesis, but may be replaced by writing articles which will be published in scientific journals. One of these policies is based on the argument that writing a thick and complex thesis during a pandemic like the current one is too heavy and difficult to do. Although theses and articles both belong to the clump of scientific writing, articles are more concise and specific.⁴

As a new policy, changing the final project from a thesis to a scientific article has the potential to cause several obstacles. Not only for students, but also for supervisors and examiners. This policy was released when lectures took place online, so socialization could only be done through the campus website. In addition, another impact is the guidance process in the process of writing the article itself. It is widely known that the online mentoring model allows for many obstacles when compared to the face-to-face mentoring model.

² Callum J. Jones, "Optimal Mitigation Policies in a Pandemic: Social Distancing and Working from Home," *NBER Working Paper Series*, no. October (2020): 34.

³ Efrat Shadmi et al., "Health Equity and COVID-19: Global Perspectives," *International Journal for Equity in Health* 19, no. 1 (2020): 1–16, <https://doi.org/10.1186/s12939-020-01218-z>.

⁴ M Bhaumik, A Hassan, and S Haq, "Covid-19 Pandemic, Outbreak Educational Sector and Students Online Learning in Saudi Arabia," *Journal of Entrepreneurship Education* 23, no. 3 (2020): 23.

At first glance, making scientific articles seems easier than writing a thesis. The information presented in the thesis is more complete and complex, while scientific articles are presented in a more concise and compact format. The length of scientific articles is in the range of 3500 to 6000 words. While in the thesis the amount can be up to many times that amount. Even so, making scientific articles is not without problems. As a new policy, there is quite a lot of information that is not yet understood by students and even the supervisors themselves. Not to mention if the graduation requirements set by the college are not just making scientific articles, but also submitting and even publishing these articles in journals.⁵

Students are the ones who most feel the change in the format of graduation requirements from theses to articles published in this scientific journal. How students respond to this policy is interesting to study. Do the students have enough confidence to be able to complete the writing and publication of scientific articles as a graduation requirement or not. In the study of Psychology, a person's belief in his ability to succeed at something is called self-efficacy.

Thus, this study measures students' self-efficacy and their attitudes in compiling scientific articles as a graduation requirement. Of course, there have been many studies related to student self-efficacy, both specifically related to final project writing⁶, as well as student self-

⁵ Wahyudin Darmalaksana, "Kelas Menulis: Penguatan Kapasitas Mahasiswa Dalam Penulisan Artikel Ilmiah," *Pre-Print Kelas Menulis UIN Sunan Gunung Djati Bandung*, 2021; Putri Hana Pebriana, Muhammad Fendrik, and Natasya Nazirah, "Pelatihan Submit Artikel Ilmiah Melalui OJS Bagi Mahasiswa PGSD Universitas Pahlawan Tuanku Tambusai," *Journal Of Human And Education (JAHE)* 2, no. 2 (2022): 38–42.

⁶ Niken Saraswati et al., "Hubungan Efikasi Diri Dengan Kecemasan Menyusun Skripsi Pada Mahasiswa Keperawatan," *Holistic Nursing and Health Science* 4, no. 1 (2021): 1–7, <https://doi.org/10.14710/hnhs.4.1.2021.1-7>; Sitti Hadijah Ulfa, "Efikasi Diri Mahasiswa Yang Bekerja Pada Saat Penyusunan Skripsi" (Universitas Muhammadiyah Surakarta, 2010); Adelia Tania Sari, "Efikasi Diri Skripsi Dan Kemampuan Menulis Skripsi Pada Mahasiswa Universitas Islam Indonesia" (Universitas Islam Indonesia, 2018), <https://dspace.uui.ac.id/handle/123456789/11365>.

efficacy in lectures.⁷ However, no research has been found that specifically examines student efficacy related to the preparation of articles as a final project. This is partly because this policy is relatively new. For this reason, this research is important.

METHOD

This research uses quantitative descriptive design. Researchers describe the data collected and analyzed quantitatively. Researchers measure students' self-efficacy in writing scientific articles as a graduation requirement. The self-efficacy scale used to collect student self-efficacy data in writing scientific articles refers to Bandura's theory which consists of aspects of Magnitude, Generality, and Strength. The efficacy scale consists of 23 favorite question items. Answer responses in this scale consist of four ranges of answers based on the Likert scale, namely Very Sure (VS), Sure (S), Uncertain (U), Very Uncertain (VU). The scoring moves from 1 to 4. For the Very Sure (VS) option, a score of 4 is given. A score of 3 for the Sure answer (S), a score of 2 for the Uncertain (U), and a score of 1 for the Very Uncertain (VU). Furthermore, the researchers examined these findings qualitatively in order to obtain a more in-depth explanation using interview techniques. This study involved 51 final year student respondents from 4 universities by details, 42 are female and 9 respondents are male.

Researchers categorize students' self-efficacy scores in writing articles into 5 categories, namely very high, high, medium, low and very low. This categorization is carried out to place the respondents in

⁷ Mega Eriska Rosaria Purnomo et al., "Efikasi Diri Mahasiswa Pada Perkuliahan Kalkulus Integral," *Jurnal Riset Pendidikan Matematika* 5, no. 2 (2018): 181–89, <https://doi.org/10.21831/jrpm.v0i0.20271>; Sailuddin Azwar, "Efikasi-Diri Dan Prestasi Belajar Statistika Pada Mahasiswa," *Jurnal Psikologi* 23, no. 1996 (1996); Irna Minauli and Imelda Butar-butur Butar-butur, "Hubungan Antara Efikasi Diri Dan Regulasi Diri Dalam Belajar Dengan Prestasi Akademik Mahasiswa," *Analitika: Jurnal Magister Psikologi UMA* 3, no. 2 (2011): 79–84; Intan Prastihastari Wijaya, "Efikasi Diri Akademik, Dukungan Sosial Orangtua Dan Penyesuaian Diri Mahasiswa Dalam Perkuliahan," *Persona: Jurnal Psikologi Indonesia* 1, no. 1 (2012).

separate and tiered groups on a continuum based on their responses. With the following categorization:

Very low	$X < 2$
Low	$2 \leq X \leq 4$
Medium	$4 < X \leq 6$
High	$6 < X \leq 8,4$
Very high	$X > 8,4$

RESULT AND DISCUSSION

Self-efficacy is formed from many factors. Both internal and external factors. Among the factors that are considered to have a considerable influence on a person's self-efficacy are past experiences. A person's success in overcoming a problem in the past will foster confidence in that person to be able to overcome similar problems in the future.⁸ Vice versa, the experience of failure will make a person pessimistic to face similar challenges in the future. For this reason, the best way to learn a new skill or improve in a particular area is to practice diligently.

Regarding the ability to write scientific articles, of course this is greatly influenced by the intensity of reading and writing scientific articles themselves. Someone who has a high intensity of reading scientific articles will be more skilled in writing scientific articles. Likewise with the intensity of someone in writing scientific articles. Writing is an ability that is acquired through practice. The more intensively a person practices writing, the more proficient that person will be in writing articles.⁹

⁸ Bani Mukti and Fatwa Tentama, "Faktor-Faktor Yang Mempengaruhi Efikasi Diri Akademik," in *Prosiding Seminar Nasional Magister Psikologi Universitas Ahmad Dahlan*, 2019, 341–47.

⁹ Dwi Zulaikha and A H Maridjo, "Korelasi Kemampuan Membaca Pemahaman Dengan Menulis Karangan Narasi," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa* 3, no. 4 (2014).

Students Category Based on The Intensity of Reading Scientific Articles

Category	Frequency	Percentage
Very often	3	5,88%
Often	22	43,14%
Seldom	26	50,98%
Never	0	0%

Based on the data above, none of the respondents have never read scientific articles. All of the responses had read scientific articles, even though the intensity was relatively low. The majority of respondents admitted that they rarely read scientific articles, as many as 26 respondents (50.98%), 22 respondents (43.14%) often and only 3 respondents (5.88%) who claimed to read scientific articles very often. In general, it can be concluded that the final year students who were respondents in this study were not familiar enough with the activity of reading scientific articles.

It is common knowledge that the reading interest of the Indonesian people is very low. Based on UNESCO data, out of 1000 Indonesian people there is only 1 person who really has a good interest in reading. Unfortunately, this low interest in reading also occurs among students.¹⁰ This is corroborated by the data above. Students are not familiar enough with the activity of reading scientific articles. The facts above show that most students come to class unprepared and have sufficient information related to the lecture theme. Students still use lecturers as their main learning resource. This is of course a concern, when access to open quality reading sources is very wide, easy and cheap, students do not use them well.¹¹

¹⁰ Sukirman Sukirman et al., “Pengaruh Beberapa Faktor Determinan Terhadap Peningkatan Minat Baca Mahasiswa,” *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra* 7, no. 1 (2021): 46–61; Atikah Mumpuni and Rizki Umi Nurbaeti, “Analisa Faktor Yang Mempengaruhi Minat Baca Mahasiswa PGSD,” *DWIJA CENDEKIA: Jurnal Riset Pedagogik* 3, no. 2 (2019): 123–32.

¹¹ Muhammad Abdul Ghofur and Wahjoedi Wahjoedi, “Preferensi Sumber Belajar Online Mahasiswa Pendidikan Ekonomi,” *Jurnal Ekonomi Pendidikan Dan Kewirausahaan* 6, no. 1 (2018): 105–14; Erik Fahron Setiadi, Alia Azmi, and Junaidi

Students Category Based on The Intensity Of Writing Scientific Articles

Category	Frequency	Percentage
Very often	1	1,96%
Often	6	11,76%
Seldom	29	56,86%
Never	15	29,41%

Based on the data above, it is found that there are quite a number of final year students who have never written a scientific article, namely 15 respondents (29.41%). The majority of respondents admitted that they rarely write scientific articles, as many as 29 students (56.86%). The rest there are 6 respondents (11.76%) who often and only 1 respondent (1.96%) who admits to very often write scientific articles.

Several studies have stated that students are not only less familiar with the activity of writing scientific articles, but also writing activities in general. In fact, the ability to write is one of the most important language skills for an academician to have. With this ability, academics can express and convey ideas to the public. Having good writing skills will not only help students to graduate on time, but will also boost their potential. The development of various social media platforms also has an impact on students' interest in reading and writing. Through their gadgets, students can easily access reading resources. But students read more popular articles than scientific articles, likewise with writing activities. The students wrote more chat or short comments than writing full and systematic ideas.

The data on the intensity of reading and writing articles for students above are not surprising at all. There have been quite a number of studies that have succeeded in exposing that students' interest in reading and writing is generally low.¹² Especially for reading and writing scientific articles that are presented in a strict and rigid manner.

Indrawadi, "Youtube Sebagai Sumber Belajar Generasi Milenial," *Journal of Civic Education* 2, no. 3 (2019): 313–23.

¹² Nafri Yanti, Suhartono Suhartono, and Fina Hiasa, "Keterampilan Menulis Akademik Mahasiswa S-1 Program Studi Pendidikan Bahasa Dan Sastra Indonesia

One of the factors that are considered to affect the low intensity of reading and writing scientific articles among students is that lectures designed by lecturers do not bring students closer to scientific articles. Meanwhile in lecturing, reading and writing scientific articles should be attached to higher education. Scientific articles are learning resources which credibility is maintained, because in the process of publishing them through a review scheme.¹³

Categorization of Student Self-Efficacy Scores Writing Scientific Articles

Category	Score	Frequency	Percentage
Very low	$X < 37$	0	0%
Low	$37 \leq X \leq 50$	1	1,96%
Medium	$51 \leq X \leq 64$	12	23,52%
High	$65 \leq X \leq 78$	35	68,63%
Very high	$79 \leq X \leq 92$	3	5,89%
Total		51	100%

Based on the data above, it is found that the majority of respondents have high self-efficacy scores in writing scientific articles, 35 respondents or 68.63% of the total respondents. Meanwhile, there are 12 students (23.52%) who are in the moderate category, 1 person

FKIP Universitas Bengkulu,” *Silampari Bisa: Jurnal Penelitian Pendidikan Bahasa Indonesia, Daerah, Dan Asing* 1, no. 1 (2018): 1–16; Nurul Rofiqo, Agus Perdana Windarto, and Anjar Wanto, “Penerapan Metode VIKOR Pada Faktor Penyebab Rendahnya Minat Mahasiswa Dalam Menulis Artikel Ilmiah,” in *Seminar Nasional Sains Dan Teknologi Informasi (SENS.ASI)*, vol. 1, 2018; Bayu Firmansyah, “Kompetensi Literasi Mahasiswa Dalam Pembelajaran Mata Kuliah Seminar Di Prodi Bahasa Dan Sastra Indonesia,” *Jurnal Ilmiah Edukasi & Sosial* 8, no. 1 (2018): 12–17; Esti Swatika Sari and Setyawan Pujiono, “Budaya Literasi Di Kalangan Mahasiswa FBS UNY,” *Litera* 16, no. 1 (2017); Katarina Retno Triwidayati and Tresiana Sari Diah Utami, “Kemampuan Menulis Mahasiswa Universitas Katolik Musi Charitas,” 2019; Heni Listiana, “Penerapan Model ‘Baca, Tulis, Dan Bagi’ Dalam Penguatan Literasi Pada Mahasiswa Pendidikan Guru Madrasah Ibtidaiyah Stain Pamekasan,” *ELEMENTARY: Islamic Teacher Journal* 6, no. 1 (2018): 143–69.

¹³ Ghofur and Wahjoedi, “Preferensi Sumber Belajar Online Mahasiswa Pendidikan Ekonomi”; Angga Hadiapurwa, Rayhan Musa Novian, and Noviandi Harahap, “Pemanfaatan Perpustakaan Digital Sebagai Sumber Belajar Elektronik Pada Masa Pandemi COVID-19 Di Tingkat SMA,” *Jurnal Penelitian Pendidikan* 21, no. 2 (n.d.): 36–48.

has a low self-efficacy score, and there are 3 respondents who have a very high efficacy score. From 51 research respondents, the average self-efficacy score of students writing scientific articles was 65 which was in the high category. This means that students have high confidence in being able to complete the final task of making an article to be published in scientific journals.

This result is quite surprising, the respondents admitted that they rarely (and some even never) read and write scientific articles. However, having high self-efficacy can write scientific articles as a graduation requirement. The respondents had confidence in themselves that they could write scientific articles even though they were not familiar with reading and writing scientific articles.

Student Intensity of Literacy and Self-Efficacy In Writing Scientific Articles

There is a correlation between reading interest and writing ability¹⁴. Those who like to read and diligently practice writing will have good writing skills, likewise with the ability to write scientific articles. Only those who have a good reading tradition and the perseverance to practice writing intensively will have the ability to write good scientific articles.

Research findings show that writing and reading scientific articles is not something that is commonly done by students. Writing scientific articles as a graduation requirement will be a foreign experience for most final year students. The majority of respondents (50.98%) are in the category of rarely reading scientific articles. In fact, 29.41% of respondents stated that they had never written access to articles in scientific journals. So what makes final year students so

¹⁴ Hartinah Hartinah and Suparman Ibrahim Abdullah, "Pengaruh Minat Baca Dan Persepsi Atas Perpustakaan Sekolah Terhadap Keterampilan Menulis Narasi," *Diskursus: Jurnal Pendidikan Bahasa Indonesia* 1, no. 02 (2019): 127–35; Fitra Afrida Amna Riki Zakaria, "Kontribusi Kebiasaan Membaca Dan Motivasi Belajar Terhadap Kemampuan Menulis Teks Eksposisi Siswa Kelas X SMA Negeri 2 Padang," *Menara Ilmu* 12, no. 6 (2018); Sisilia Indriani and Falina Noor Amalia, "Kebiasaan Membaca, Penguasaan Diksi, Dan Kemampuan Menulis Teks Eksposisi," *Jurnal Didactique Bahasa Indonesia* 1, no. 1 (2020).

confident that they can write scientific articles even though they are not familiar with the activity?

Based on the type, student self-efficacy in writing scientific articles has the same character as academic self-efficacy¹⁵. There are at least 2 factors that affect academic self-efficacy, namely factors from within the student her/himself (internal) and from outside the student (external). Among the internal factors are character, motivation, interest, resilience and patience. Meanwhile, external factors include goal orientation, verbal persuasion, enactive mastery experiences, warmth and attachment style¹⁶.

One of the reasons for the high self-efficacy of students is their success in completing previous academic tasks which they are not really good at. The experience of completing assignments only armed with surfing the internet, copying and collecting them easily makes final year students also confident that they can complete scientific papers.

¹⁵ Rayhanatul Fitri and Erin Ratna Kustanti, "Hubungan Antara Efikasi Diri Akademik Dengan Penyesuaian Diri Akademik Pada Mahasiswa Rantau Dari Indonesia Bagian Timur Di Semarang," *Empati* 7, no. 2 (2020): 491–501; Muhamad Uyun, "Orientasi Tujuan Dan Efikasi Akademik Terhadap Kecurangan Akademik Pada Mahasiswa Fakultas Psikologi UIN Raden Fatah Palembang," *Psikis: Jurnal Psikologi Islami* 4, no. 1 (2018): 45–51; Zummy Anselmus Dami and Paula Alfa Loppies, "Efikasi Akademik Dan Prokrastinasi Akademik Sebagai Prediktor Prestasi Akademik," *Kelola: Jurnal Manajemen Pendidikan* 5, no. 1 (2018): 74–85; Iriantika Prihastyanti and Dian Ratna Sawitri, "Dukungan Guru Dan Efikasi Diri Akademik Pada Siswa SMA Semesta Semarang," *Empati* 7, no. 3 (2020): 867–80.

¹⁶ Mukti and Tentama, "Faktor-Faktor Yang Mempengaruhi Efikasi Diri Akademik"; Muhamad Hasan Abdillah, Fatwa Tentama, and Grandikha Faatih Suwandi, "Bullying On Students In Indonesia," *INTERNATIONAL JOURNAL OF SCIENTIFIC & TECHNOLOGY RESEARCH* 9, no. 02 (2020): 3697–3703.

CONCLUSION

The activity of reading and writing scientific articles is not a common activity for final year students. The majority of students admitted that they rarely read (50.98%) and write (56.86%) scientific articles. In fact, there are a quite number of students (29.41%) who have never written a scientific article at all. Interestingly, students' self-efficacy in writing scientific articles as a graduation requirement is fairly high, reaching a score of 65. This means that final year students have high confidence in being able to complete the task of writing scientific articles as a graduation requirement. This confidence is caused by the experience of students in completing a series of lectures and assignments. Writing skills, especially scientific writing, are obtained from reading perseverance and intense writing practice. universities need to bring the activities of reading and writing scientific papers closer to students since the beginning of the lecture.

REFERENCE

- Abdillah, Muhamad Hasan, Fatwa Tentama, and Grandikha Faatih Suwandi. "Bullying On Students In Indonesia." *International Journal Of Scientific & Technology Research* 9, no. 02 (2020)
- Azwar, Sailuddin. "Efikasi-Diri dan Prestasi Belajar Statistika Pada Mahasiswa." *Jurnal Psikologi* 23, no. 1996 (1996).
- Bhaumik, M, A Hassan, and S Haq. "Covid-19 Pandemic, Outbreak Educational Sector and Students Online Learning in Saudi Arabia." *Journal of Entrepreneurship Education* 23, no. 3 (2020)
- Bonacini, Luca, Giovanni Gallo, and Sergio Scicchitano. "Working from Home and Income Inequality: Risks of a 'New Normal' with COVID-19." *Journal of Population Economics*, 2020, 303–60. <https://doi.org/10.1007/s00148-020-00800-7>.
- Bubb, Sara, and Mari Ana Jones. "Learning from the COVID-19 Home-Schooling Experience: Listening to Pupils, Parents/Carers and Teachers." *Improving Schools* 23, no. 3 (2020): 209–22. <https://doi.org/10.1177/1365480220958797>.
- Dami, Zummy Anselmus, and Paula Alfa Loppies. "Efikasi Akademik Dan Prokrastinasi Akademik Sebagai Prediktor Prestasi Akademik." *Kelola: Jurnal Manajemen Pendidikan* 5, no. 1 (2018)
- Darmalaksana, Wahyudin. "Kelas Menulis: Penguatan Kapasitas Mahasiswa Dalam Penulisan Artikel Ilmiah." *Pre-Print Kelas Menulis UIN Sunan Gunung Djati Bandung*, 2021.
- Firmansyah, Bayu. "Kompetensi Literasi Mahasiswa Dalam Pembelajaran Mata Kuliah Seminar di Prodi Bahasa Dan Sastra Indonesia." *Jurnal Ilmiah Edukasi & Sosial* 8, no. 1 (2018)
- Fitri, Rayhanatul, and Erin Ratna Kustanti. "Hubungan Antara Efikasi Diri Akademik Dengan Penyesuaian Diri Akademik Pada Mahasiswa Rantau Dari Indonesia Bagian Timur di Semarang." *Empati* 7, no. 2 (2020)
- Ghofur, Muhammad Abdul, and Wahjoedi Wahjoedi. "Preferensi Sumber Belajar Online Mahasiswa Pendidikan Ekonomi." *Jurnal Ekonomi Pendidikan Dan Kewirausahaan* 6, no. 1 (2018)

- Hadiapurwa, Angga, Rayhan Musa Novian, and Noviandi Harahap. "Pemanfaatan Perpustakaan Digital Sebagai Sumber Belajar Elektronik Pada Masa Pandemi COVID-19 Di Tingkat SMA." *Jurnal Penelitian Pendidikan* 21, no. 2 (n.d.)
- Hartinah, Hartinah, and Suparman Ibrahim Abdullah. "Pengaruh Minat Baca Dan Persepsi Atas Perpustakaan Sekolah Terhadap Keterampilan Menulis Narasi." *Diskursus: Jurnal Pendidikan Bahasa Indonesia* 1, no. 02 (2019)
- Indriani, Sisilia, and Falina Noor Amalia. "Kebiasaan Membaca, Penguasaan Diksi, Dan Kemampuan Menulis Teks Eksposisi." *Jurnal Didactique Bahasa Indonesia* 1, no. 1 (2020).
- Jones, Callum J. "Optimal Mitigation Policies in a Pandemic: Social Distancing and Working from Home." *NBER Working Paper Series*, no. October (2020)
- Listiana, Heni. "Penerapan Model 'Baca, Tulis, Dan Bagi' Dalam Penguatan Literasi Pada Mahasiswa Pendidikan Guru Madrasah Ibtidaiyah Stain Pamekasan." *ELEMENTARY: Islamic Teacher Journal* 6, no. 1 (2018)
- Minauli, Irna, and Imelda Butar-butur Butar-butur. "Hubungan Antara Efikasi Diri Dan Regulasi Diri Dalam Belajar Dengan Prestasi Akademik Mahasiswa." *Analitika: Jurnal Magister Psikologi UMA* 3, no. 2 (2011)
- Mukti, Bani, and Fatwa Tentama. "Faktor-Faktor Yang Mempengaruhi Efikasi Diri Akademik." In *Prosiding Seminar Nasional Magister Psikologi Universitas Ahmad Dahlan*, 341–47, 2019.
- Mumpuni, Atikah, and Rizki Umi Nurbaeti. "Analisa Faktor Yang Mempengaruhi Minat Baca Mahasiswa PGSD." *Dwija Cendekia: Jurnal Riset Pedagogik* 3, no. 2 (2019)
- Pebriana, Putri Hana, Muhammad Fendrik, and Natasya Nazirah. "Pelatihan Submit Artikel Ilmiah Melalui OJS Bagi Mahasiswa PGSD Universitas Pahlawan Tuanku Tambusai." *Journal Of Human And Education (JAHE)* 2, no. 2 (2022)
- Prihastyanti, Iriantika, and Dian Ratna Sawitri. "Dukungan Guru Dan Efikasi Diri Akademik Pada Siswa SMA Semester Semarang."

Empati 7, no. 3 (2020): 867–80.

Purnomo, Mega Eriska Rosaria, Christina Kartika Sari, Sri Rejeki, and Isnaeni Umi Machromah. “Efikasi Diri Mahasiswa Pada Perkuliahan Kalkulus Integral.” *Jurnal Riset Pendidikan Matematika* 5, no. 2 (2018): 181–89.
<https://doi.org/10.21831/jrpm.v0i0.20271>.

Rofiqo, Nurul, Agus Perdana Windarto, and Anjar Wanto. “Penerapan Metode VIKOR Pada Faktor Penyebab Rendahnya Minat Mahasiswa Dalam Menulis Artikel Ilmiah.” In *Seminar Nasional Sains Dan Teknologi Informasi (SENSASI)*, Vol. 1, 2018.

Saraswati, Niken, Meidiana Dwidiyanti, Agus Santoso, and Diyan Yuli Wijayanti. “Hubungan Efikasi Diri Dengan Kecemasan Menyusun Skripsi Pada Mahasiswa Keperawatan.” *Holistic Nursing and Health Science* 4, no. 1 (2021): 1–7.
<https://doi.org/10.14710/hnhs.4.1.2021>.

Sari, Adelia Tania. “Efikasi Diri Skripsi Dan Kemampuan Menulis Skripsi Pada Mahasiswa Universitas Islam Indonesia.” Universitas Islam Indonesia, 2018.
<https://dspace.uui.ac.id/handle/123456789/11365>.

Sari, Esti Swatika, and Setyawan Pujiono. “Budaya Literasi Di Kalangan Mahasiswa FBS UNY.” *Litera* 16, no. 1 (2017).

Setiadi, Erik Fahron, Alia Azmi, and Junaidi Indrawadi. “Youtube Sebagai Sumber Belajar Generasi Milenial.” *Journal of Civic Education* 2, no. 3 (2019).

Shadmi, Efrat, Yingyao Chen, Inês Dourado, Inbal Faran-Perach, John Furler, Peter Hangoma, Piya Hanvoravongchai, et al. “Health Equity and COVID-19: Global Perspectives.” *International Journal for Equity in Health* 19, no. 1 (2020): 1–16.
<https://doi.org/10.1186/s12939-020-01218-z>.

Sitti Hadijah Ulfa. “Efikasi Diri Mahasiswa Yang Bekerja Pada Saat Penyusunan Skripsi.” Universitas Muhammadiyah Surakarta, 2010.

Sukirman, Sukirman, Firman Firman, Nurul Aswar, and Mirnawati Mirnawati. “Pengaruh Beberapa Faktor Determinan Terhadap Peningkatan Minat Baca Mahasiswa.” *Jurnal Onoma: Pendidikan*,

Bahasa, Dan Sastra 7, no. 1 (2021)

- Triwidayati, Katarina Retno, and Tresiana Sari Diah Utami. "Kemampuan Menulis Mahasiswa Universitas Katolik Musi Charitas," 2019.
- Uyun, Muhamad. "Orientasi Tujuan Dan Efikasi Akademik Terhadap Kecurangan Akademik Pada Mahasiswa Fakultas Psikologi UIN Raden Fatah Palembang." *Psikis: Jurnal Psikologi Islami* 4, no. 1 (2018)
- Wijaya, Intan Prastihastari. "Efikasi Diri Akademik, Dukungan Sosial Orangtua Dan Penyesuaian Diri Mahasiswa Dalam Perkuliahan." *Persona: Jurnal Psikologi Indonesia* 1, no. 1 (2012).
- Yanti, Nafri, Suhartono Suhartono, and Fina Hiasa. "Keterampilan Menulis Akademik Mahasiswa S-1 Program Studi Pendidikan Bahasa Dan Sastra Indonesia FKIP Universitas Bengkulu." *Silampari Bisa: Jurnal Penelitian Pendidikan Bahasa Indonesia, Daerah, Dan Asing* 1, no. 1 (2018)
- Zakaria, Fitra Afrida Amna Riki. "Kontribusi Kebiasaan Membaca Dan Motivasi Belajar Terhadap Kemampuan Menulis Teks Eksposisi Siswa Kelas X SMA Negeri 2 Padang." *Menara Ilmu* 12, no. 6 (2018).
- Zulaikha, Dwi, and A H Maridjo. "Korelasi Kemampuan Membaca Pemahaman Dengan Menulis Karangan Narasi." *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa* 3, no. 4 (2014).