

CONFIDENCE LEVEL OF COLLEGE STUDENTS' LEARNING ACTIVITY AT UNIVERSITY

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Abstract

This research was motivated by the low level of learning activity in students. The aim is to determine the level of self-confidence in active learning in students of the Faculty of Da'wah and Communication of the State Islamic University of North Sumatra whose research is based on indicators, namely believing in self-competence or ability, having good self-control, having an internal locus of control in responding, daring to accept and face the rejection of others and having a positive perspective on themselves. Students of the Faculty of Da'wah and Communication. Based on the problem under study, the method used in this research is descriptive with a quantitative approach. The population is all Faculty of Da'wah and Communication students in semester VI of 2020, with 460 students. The sample used is 25% of the total population, namely 115 students using the Stratified Random Sampling technique. Data collection using a questionnaire with 20 items deployed using a Google form. The data analysis technique used in this study uses statistical techniques using quantitative analysis. The data analysis technique used is scoring which is assisted by SPSS 27.00 and Microsoft Excel. The results revealed that the level of confidence in a learning activity in students of the Faculty of Da'wah and Communication of the State Islamic University of North Sumatra was in the medium category with a percentage of 44%. In comparison, the very low category was 5%, in the low category 20%, in the high category 23%, and in the very high category 7%.

Keywords

Self Confident, Learning Activity, College Student



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INTRODUCTION

Higher education is seen as significantly influencing national education goals (Sudarmono, 2018). Education is seen as an effort to humanize the younger generation or to elevate young humans to a human scale. Producing quality and globally competitive human resources occurs through the implementation of quality education (Perianto, 2022). Students are students in higher education. Higher education is the pinnacle of formal educational institutions that must continue to improve to produce quality human resources (Sudipa, 2022). Effective and efficient lectures can be built if all learning components run properly.

Class activities are a link between learning activities between educators and students, so it requires activeness from the students themselves. Learning conditions at the research location, namely the Faculty of Da'wah and Communication UINSU, students feel hesitation and fear of being wrong in expressing opinions such as discussing. This creates a feeling of fear that they will look less intelligent in the eyes of their peers and lecturers; students who rarely ask questions or respond in presentations, do not attend learning, do not do the assignments given, are not serious in the learning process and are just silent without responding in discussions. Related to the phenomena that occur in the field, this results in students being unable to get the material delivered properly. If this is done protracted, it will affect student achievement in learning.

Student learning activeness is an important and fundamental case that educators must understand and develop in the learning process so that student activeness needs to be explored from their potential, which they actualize from their activities to achieve learning goals (Hartika, 2019). Active learning is a teaching method that links students themselves actively in the learning process. Active learning permits students to always carry out meaningful learning experiences and consider what they can do (Warsono, 2013). From the above opinion, it can be concluded that learning activeness is an education that invites students always to learn actively learn, enthusiastically, continuously, and efficiently. In learning, students must be active in thinking logically, practicing ideas, solving problems, and instilling concepts. According to Sudjana (Hartika, 2019), student learning activeness can be seen from:

- 1) Active participation in doing their learning tasks.
- 2) Participation in problem-solving.
- 3) Ask other students or lecturers if they do not master the problem.
- 4) Attempting to obtain various information for problem-solving.

- 5) Conduct group discussions, and assess their skills and the results they get.
- 6) Train yourself in solving problems.
- 7) Practicing what he has learned in completing the tasks/problems he faces.

Therefore, researchers want good learning activeness, and it would be nice to know in advance about the level of confidence in learning activeness. Related to the problems that occur in the field, the factors that cause students to be less active in learning are a lack of confidence in the learning process. Therefore, researchers conducted this study to follow up on the lack of student learning activeness.

Various groups have carried out research related to learning activeness. Lestari (2020) explains the improvement in problem-solving skills and student learning activeness, which aims to increase activity in students' learning activeness in achieving good problem-solving skills. Steviana et al. (2022) discuss the effect of learning styles on learning activeness. Learning styles that affect learning activeness are visual learning styles that emphasize students to see, look at, and observe learning objects. Rizky Ananda Pohan (2016) discusses the contribution of self-confidence and perception to responding to activities in learning. The existence of good self-confidence creates a positive perception, and this makes learning activities active. Endah and Eviliyanto (2017) in their research discussed increasing student learning activeness by using a group investigation learning model. From the study results, applying the learning model with this group investigation can increase student learning activeness. And Desak Nyoman Budiningsih (2022) discusses using a problem-based learning lesson study model to increase student learning activeness. The study results are that this model can increase student learning activeness and can also implement creative and innovative learning.

From the five previous studies above, it can be concluded that learning activeness is needed to achieve success in learning. Being active in learning with a particular model or style can lead to good learning outcomes. Judging from how urgent it is to be active in the learning process, this is the basis for research carried out regarding the level of student confidence in being active in the learning process. As for the phenomenon of learning activeness that occurs in the learning process, there are still many students who find it difficult to respond to learning activities carried out, such as being more silent, less involved in discussions, not serious in the learning process, and not confident in expressing opinions. These things become obstacles in achieving the goal of learning activeness among students and educators due to a lack of self-confidence. Related to the phenomena

that occur and other research, this study's distinctive feature is to discuss the level of self-confidence in learning activeness at the University. Judging from the many researchers who researched self-confidence and learning activeness in students at school and activeness in organizations, this attracted researchers to conduct further research about self-confidence in learning activeness at the University. As students are also learners categorized as higher, namely in college, it is necessary to have confidence in students in the learning process so that it runs effectively and efficiently. The existence of this research helps educators and students at the Faculty of Da'wah and Communication UINSU as well as in other faculties or other universities, to become a reference for how the right method or method for the learning process so that all students play an active role in learning according to the categories resulting from this research, be it high, medium or low categories.

Student activeness during teaching and learning activities indicates motivation to learn or curiosity (Sudipa, 2022). The factors of learning activeness, in general, are internal factors, namely physiological (physical) and psychological conditions, and external factors, namely the environment (Maradona, 2016; Rusno, 2011). Meanwhile, Muhibbin Syah (2012) said that the factors of learning activeness could be categorized into three types, namely the first internal factors in students. The individual, such as intelligence, attitudes, talents, interests, and motivation received, influence these namely factors. Second, external factors in students, namely factors influenced by the environment of students, both social and non-social environments. And third, the learning approach factor is influenced by the strategies, methods, and media used during the learning process.

Guilford (Hakim, 2004; Mirhan, 2016) says that self-confidence is a basic expectation of success. Lectron (Kumalasari, 1997; Deni, 2016) also said that self-confidence is a belief individuals have that can lead to wise decisions. Lauster (2012; Deni, 2016; Hidayati, 2021) explains that self-confidence is an attitude or self-confidence in one's abilities that allows the individual to be free to do what they want and be responsible for everything they do, as well as being friendly and polite in interacting with others.

The main indicators in testing individual self-confidence are believing in one's abilities, being independent in making decisions, having a positive perspective on oneself, and not hesitating to express opinions (Oktariani, 2017; Ningsih, 2021; Pangestu, 2021). According to Fatimah (2010), individual characteristics regarding proportional self-confidence, namely believing in competence or ability in oneself, not being encouraged to display conformist attitudes, daring to accept and face the rejection of others, having good self-control, having an internal locus of control, having a positive

perspective on oneself and having realistic expectations.

The discussion related to self-confidence and previous research above, it can be said that self-confidence is very important in the process of learning activities. The existence of this confidence can make learning activities active and intense in discussing existing material. Self-confidence can also make students active in channeling their opinions and confidence in tasks the lecturer assesses. This research is needed to determine the level of confidence of FDK UINSU students in learning activities. The results of this study are evaluation material for educators and also students to increase self-confidence to revive activeness in learning in class.

METHOD

The approach used in this research is quantitative descriptive research. The research population in this study were all students of the Faculty of Da'wah and Communication (FDK) UINSU class of 2020/2021, totaling 460 people. The sampling technique used was the Stratified Random Sampling technique. Stratified Random Sampling is a procedure or step in determining the sample by dividing the population into several strata so that each stratum becomes homogeneous and does not overlap with other groups (Yusuf, 2017). With this Stratified Random Sampling technique, the researcher took a sample of 25% of the total population of 460, so the sample size in this study was 115 students. Data collection from this study uses a questionnaire of 17 items distributed via Google form to the intended sample. The operational definition of the single variable in this study is self-confidence. The research instrument lattice is presented in Table 1.

Table 1. Research Questionnaire Instrument Grid

Variable	Indicator	Total Item	Item Number	
			Favorable	Unfavorable
Self-Confidence	Believe in your own competence or ability	5	1, 8, 9, 13, and 15	-
	Have good self-control	4	11, 16 and 17	2
	Have an internal locus of control in responding	3	18, 19 and 20	-
	Dare to accept and face the rejection of others in responding	2	6 and 10	-
	Have a positive perspective on oneself	3	12, and 3	14
Total		17	15	2

The categories are outlined in Table 2.

Table 2. Self-confidence Level Categories

No.	Intervas	Category
1.	$M + 1,5 S \leq X$	Very High
2.	$M + 0,5 S \leq X < M + 1,5 S$	High
3.	$M - 0,5 S \leq X < M + 0,5 S$	Medium
4.	$M - 1,5 S \leq X < M - 0,5 S$	Low
5.	$X < M - 1,5 S$	Very Low

The guideline for making a questionnaire is to use a Likert model scale. The alternative answers to the questionnaire or questionnaire are as follows:

Table 3. Alternative Questionnaire Answers

Strongly Agree	Agree	Agree to Enough	Disagree	Strongly Disagree
5	4	3	2	1
1	2	3	4	5

The instrument was tested with the corrected validity test; there was an overall self-confidence variable of 0.549 and the Cronbach Alpha test, which was 0.866. The data analysis technique used in this study uses statistical techniques using quantitative analysis. Quantitative analysis is used by conducting a tendency test to interpret the data. The tendency test was carried out to determine the general description of the variables. The steps are by estimating the average score obtained compared to the ideal score, then the score interval obtained is categorized in a certain interpretation. Data analysis was assisted using the SPSS version 27.00 program and Microsoft Excel.

The data needed in this study are the results of questionnaires and questionnaires regarding the level of self-confidence in the learning activities of students of the Faculty of Da'wah and Communication, State Islamic University of North Sumatra. The data sources used in this study are students of the Faculty of Da'wah and Communication, each of which is from the study programs, namely Islamic Guidance and Counseling, Da'wah Management, Islamic Broadcasting Communication, and Islamic Community Development semester VI stumbling 2020/2021.

FINDINGS AND DISCUSSION

Findings

The validity test is carried out to measure whether the data obtained after research is valid data with the questionnaire used. The question item is considered valid if the validity test on each

statement is greater ($>$) than 0.30. The following is a validity test for the level of self-confidence.

Table 4. Validity Test of Self-Confidence

No.	Statement Items	r-count	Significance Value	r-table	Description
1.	X1	0,642	0,001	0,1816	Valid
2.	X2	0,190	0,042	0,1816	Valid
3.	X3	0,421	0,001	0,1816	Valid
4.	X4	0,619	0,001	0,1816	Valid
5.	X5	0,680	0,001	0,1816	Valid
6.	X6	0,743	0,001	0,1816	Valid
7.	X7	0,655	0,001	0,1816	Valid
8.	X8	0,654	0,001	0,1816	Valid
9.	X9	0,635	0,001	0,1816	Valid
10.	X10	0,750	0,001	0,1816	Valid
11.	X11	0,362	0,001	0,1816	Valid
12.	X12	0,640	0,001	0,1816	Valid
13.	X13	0,545	0,001	0,1816	Valid
14.	X14	0,657	0,001	0,1816	Valid
15.	X15	0,703	0,001	0,1816	Valid
16.	X16	0,634	0,001	0,1816	Valid
17.	X17	0,377	0,001	0,1816	Valid

Based on the test results presented in the table, it can be concluded that all statement items are valid, and the instrument totaling 17 statement items in this study is considered to have been able to measure what should be measured.

The questionnaire items are reliable if someone's answer to the questionnaire is consistent. The questionnaire is said to be reliable if Cronbach's $\alpha > 0.60$ is not reliable if it is equal to or below 0.60. The following are the test results related to the reliability of the questionnaire.

Table 5. Self-Confidence Reliability Test

Reliability Statistics	
Cronbach's	
Alpha	N of Items
.866	17

Based on the test results presented above, it is concluded that the questionnaire can be said to be reliable or reliable.

The results of distributing questionnaires carried out at the Faculty of Da'wah and Communication, each from the study program, obtained results, namely 28 students from the Islamic Guidance and Counseling Study Program, 40 students from Da'wah Management, 33 students from Islamic Broadcasting Communication, from 14 students from Islamic Community

Development in the VI semester of 2020/2021, obtained an overview of sample data totaling 115 students consisting of 85 female students and 30 male students where the questionnaire was distributed randomly or randomly. The following will discuss the conditions of each classification of respondents.

Table 6. Respondent Classification

Gender	Number of Respondents	Percentage (%)
Male	30	26
Female	85	74
Total	115	100

The research data were obtained from processing using the SPSS version 27 program. This data collection is from 5 indicators. Of the five indicators, there are 17 items with five answer choices. The level of student confidence in learning activeness includes five factors, namely believing in competence or self-ability, having good self-control, having an internal locus of control in responding, daring to accept and face the rejection of others in responding, and having a positive perspective on oneself.

The results of the statistical description of the research obtained a minimum value of 25, a maximum weight of 85, a median of 66, a mean of 66, a standard deviation of 9, and a range of 60. The statistical data results are ideally put into the frequency distribution table listed in Table 7.

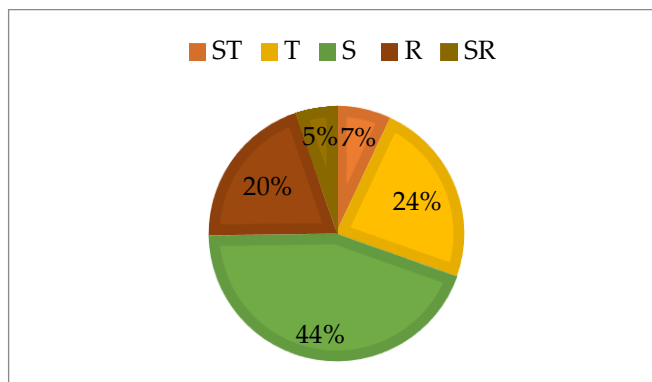
Table 7. Frequency Distribution of Student Confidence Level in Learning Activity

No.	Intervals	Category	Frequency	Percentage (%)
1.	$80 \leq X$	Very High	8	7
2.	$71 \leq X < 80$	High	27	23
3.	$62 \leq X < 71$	Medium	51	44
4.	$53 \leq X < 62$	Low	23	20
5.	$X < 53$	Very Low	6	5

Based on Table 7, it can be concluded that the overall level of self-confidence in learning activities in students of the Faculty of Da'wah and Communication, State Islamic University of North Sumatra in detail there are six students (5%) in the very low category, 23 students (20%) in the low category, 51 students (44%) in the medium category, 27 students (23%) in the high category, and the last eight students (7%) in the very high category. From the above statement, it can be concluded that the level of self-confidence in learning activeness in students of the Faculty of Da'wah and Communication, State Islamic University of North Sumatra, is relatively medium, with a percentage

of 44%.

Figure 1. Category of Self-Confidence Level in Learning Activity



The study's detailed results are the confidence level indicators in learning activeness, following each underlying indicator discussed.

Believe in Competence or Self-Ability

Based on the research results related to indicators of confidence in competence or self-ability, the mean is 19, the standard deviation is 3, the range is 20, the median is 19, the minimum value is 5, and the maximum is 25.

Table 8. Frequency Level of Self-Confidence in Learning Activity

No.	Intervals	Category	Frequency	Percentage (%)
1.	$24 \leq X$	Very High	10	9
2.	$21 \leq X < 24$	High	23	20
3.	$18 \leq X < 21$	Medium	54	47
4.	$14 \leq X < 18$	Low	20	17
5.	$X < 14$	Very Low	8	7

Based on the table above, it can be explained that the level of self-confidence of students in learning activities based on indicators, namely believing in competence or self-ability in detail, there are eight students (7%) in the very low category, 20 students (17%) in the low category, 54 students (47%) in the medium category, 23 students (20%) in the high category, and ten students (9%) in the very high category. Related to the explanation above, it can be concluded that the level of student confidence in learning activities regarding a person's belief in competence or ability in himself is more dominant in the medium category.

Having Good Self-Control

Based on the research results related to this good self-control indicator, the mean is 16, the standard deviation is 2, the range is 12, the median is 16, the minimum value is 8, and the maximum is 20.

Table 9. Frequency of Having Good Self-Control

No.	Intervals	Category	Frequency	Percentage (%)
1.	$19 \leq X$	Very High	5	4
2.	$17 \leq X < 19$	High	33	29
3.	$14 \leq X < 17$	Medium	43	37
4.	$12 \leq X < 14$	Low	25	22
5	$X < 12$	Very Low	9	8

Based on the table above, it can be explained that the level of student confidence in learning activeness based on indicators, namely having an internal locus of control in responding in detail, there are nine students (8%) in the very low category, 25 students (22%) in the low category, 55 students (48%) in the medium category, 21 students (18%) in the high category, and five students (4%) in the very high category. Related to the explanation above, it can be concluded that the level of student confidence in learning activities regarding indicators of good self-control is more in the medium category.

Having an Internal Locus of Control in Responding

Based on the research results related to indicators of having an internal locus of control, the mean is 13, the standard deviation is 2, the range is 12, the median is 13, the minimum value is 3, and the maximum is 15.

Table 10. Frequency of Having Internal Locus of Control in Responding

No.	Intervals	Category	Frequency	Percentage (%)
1.	$18 < X$	Very High	0	0
2.	$16 < X < 18$	High	36	31
3.	$14 < X < 16$	Medium	55	48
4.	$12 < X < 14$	Low	12	10
5.	$X < 12$	Very Low	12	10

Based on the table above, it can be explained that the level of student confidence in learning activities based on indicators, namely having an internal locus of control in responding in detail, there are 12 students (10%) in the very low category, 12 students (10%) in the low category, 55 students (48%) in the medium category, 36 students (31%) in the high category, and 0 students (0%) in the very high category. Related to the explanation above, it can be concluded that the level of student confidence in learning activities regarding the internal locus of control in responding is in the medium category.

Dare to Accept and Deal with Others' Rejection in Responding

Based on the results of research related to indicators of daring to accept and face the rejection of others in this response, the mean is 8, the standard deviation is 2, the range is 8, the median is 8, the minimum value is 2, and the maximum is 10.

Table 11. Frequency of Daring to Accept and Face Other People's Rejection in Responding

No.	Intervals	Category	Frequency	Percentage (%)
1.	$12 \leq X$	Very High	17	15
2.	$10 \leq X < 12$	High	11	10
3.	$8 \leq X < 10$	Medium	57	50
4.	$6 \leq X < 8$	Low	21	18
5.	$X < 6$	Very Low	9	8

Based on the table above, it can be explained that the level of student confidence in learning activities based on indicators, namely having an internal locus of control in responding in detail, there are nine students (8%) in the very low category, 21 students (18%) in the low category, 57 students (50%) in the medium category, 11 students (10%) in the high category, and 17 students (15%) in the very high category. Related to the explanation above, it can be concluded that students' self-confidence level in learning activities regarding daring to accept and being able to deal with the rejection of others is in the medium category.

Have a Positive Perspective on Yourself

Based on the research results related to the indicator of having a positive perspective on oneself, the mean is 12, the standard deviation is 2, the range is 12, the median is 12, the minimum value is 3, and the maximum is 15.

Table 12. Frequency of Having a Positive View of Yourself

No.	Intervals	Category	Frequency	Percentage (%)
1.	$19 \leq X$	Very High	8	7
2.	$17 \leq X < 19$	High	36	31
3.	$15 \leq X < 17$	Medium	32	28
4.	$13 \leq X < 15$	Low	33	29
5.	$X < 13$	Very Low	6	5

Based on the table above, it can be explained that the level of student confidence in learning activeness based on indicators, namely having an internal locus of control in responding in detail, there are six students (5%) in the very low category, 33 students (29%) in the low category, 32 students (28%) in the medium category, 36 students (31%) in the high category, and eight students (7%) in the very high category. Related to the explanation above, it can be concluded that the level

of student confidence in learning activities regarding a positive perspective on oneself dominates in the high category.

Discussion

According to Mulya and Agustriyani (2020), strong self-confidence is essential for personal development. This suggests that students' confidence level is vital in promoting active participation in classroom learning. For example, to participate in class discussions, students must be active and critical, as well as be able to complete assignments well and on time and attend lectures on time, all of which contribute to students' activeness in learning.

Based on data from questionnaires distributed through Google Forms with 17 item statements on a scale of 1-5, the ideal score is 53-80. After assessment and analysis, it was found that six students (5%) were categorized as very low, 23 students (20%) were classified as low, 51 students (44%) were classified as medium, 27 students (23%) were classified as high, and the remaining eight students (7%) were classified as very high. The highest frequency is moderate, followed by high and low. This shows that most Faculty of Da'wah and Communication students are in the medium category with a mean value of 66, a standard deviation of 9, a range of 60, a median of 66, a minimum value of 25, and a maximum value of 85.

Based on the research analysis results, it can be concluded that overall, students' self-confidence in learning activities is moderate. This self-confidence consists of several indicators, namely believing in one's abilities, self-control, internal locus of control, ability to accept rejection, and positive views of oneself, all of which are also classified as moderate. When associated with previous studies that have been listed, self-confidence affects the mindset and behavior of individuals in carrying out the learning process. Sahputra's research (2016) explains that there are still students who lack confidence in their abilities which causes behavior, namely tending to withdraw and not be active in the learning process, so there needs to be an effort to increase student confidence to achieve better learning outcomes.

Based on the category of each indicator, it is known that students have a highly optimistic view of themselves so that students can be active in the learning process optimistically. However, the results show that other indicators are only in the moderate category, so attention needs to be given to educators and other students. One of them is self-confidence in individual abilities, where some students still feel afraid, nervous, and unsure of their abilities. In addition, educators must also pay attention to aspects of self-control in dealing with situations and conditions and dealing with

rejection from others. All of these aspects aim to create good learning activeness for students. Therefore, special attention needs to be given by educators to train and provide learning that can develop students' abilities related to the problem of lack of confidence in the indicators discussed.

The description above realizes that self-confidence is vital in bringing out good learning activeness in students. Learning activeness is the ability of students to be active independently in the learning process (Perdana, 2019). Self-confidence is a combination of belief in one's skills and self-esteem, an essential aspect of individuals (Perdana, 2019). If students believe in their abilities and have a favorable view of themselves independently, they will find it easier to attend lectures well and achieve good results. Research on the level of student confidence in learning activeness can be an evaluation for educators and other students to increase self-confidence related to activeness in learning.

They are related to the current research and other research, namely regarding the relationship between self-confidence, educator/teacher attention, and peer support with student learning activeness pioneered by Monica and Ignatius (Pramesty, 2021). In this study, the results show a significant relationship between self-confidence and student learning activeness in class. This is also relevant to research conducted by Aini et al. (2018) regarding the contribution of subject-teacher reinforcement and student confidence to student activeness in learning. This study also said that there was also a significant relationship related to student self-confidence and class learning activeness. Self-confidence has an essential role in increasing students' learning activeness in learning. In this study, student self-confidence was generally categorized as moderate and learning activeness as high. And subject teacher reinforcement and self-confidence independently or together contribute positively to student learning activeness. With these two studies, it is continuous with the research conducted by researchers that self-confidence and learning activeness have a close relationship. Therefore, the research results related to the relationship between self-confidence and student learning activeness in the classroom strengthen the research conducted on the level of self-confidence in learning activeness at the University.

CONCLUSION

Based on the results of research conducted by conducting data processing and analysis results, it is obtained that regarding the level of self-confidence in learning activeness in students of the Faculty of Da'wah and Communication, namely in the very low category 5%, in the low category

20%, in the medium category 44%, in the high category 23%, and in the very high category 7%. So it can be concluded that the average level of student confidence in learning activities is included in the moderate category with 51 students.

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