

Relationship between Academic Self-Concept and Construction in Hostel with Independence Students Learning At Al-Islamic Boarding School

Ummi Kalsum Hasibuan^{1*}, Daharnis² 

^{1,2} Guidance and Counseling, Universitas Negeri Padang, Padang, Indonesia

ARTICLE INFO

Article history:

Received May 02, 2024

Accepted July 12, 2024

Available online August 25, 2024

Kata Kunci:

Konsep Diri Akademik;

Pembinaan di Asrama,

Pembelajaran Mandiri

Keywords:

Academic Self-Concept;

Coaching in Dormitories,

Independent Learning



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2024 by Author. Published by Universitas Pendidikan Ganesha.

ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya tingkat kemandirian belajar mahasiswa. Konsep diri akademik dan pembinaan di asrama merupakan faktor-faktor yang diduga mempengaruhi kemandirian belajar mahasiswa. Penelitian ini bertujuan untuk menganalisis hubungan konsep diri akademik dan bimbingan di asrama dengan kemandirian belajar mahasiswa. Penelitian ini dilakukan dengan menggunakan pendekatan kuantitatif bertipe deskriptif korelasional. Populasi penelitian ini adalah mahasiswa kelas VII, VIII dan IX Pondok Pesantren Al-Yusufiyah yang berjumlah 274 mahasiswa dan sampel penelitian sebanyak 163 mahasiswa. Pengambilan sampel menggunakan teknik proporsional random sampling. Instrumen yang digunakan adalah instrumen tentang konsep diri akademik, pembinaan di asrama dan kemandirian belajar dengan model skala likert. Data penelitian dianalisis menggunakan regresi sederhana dan regresi berganda. Hasil penelitian menunjukkan bahwa (1) secara umum konsep diri akademik berada pada kategori sangat tinggi, (2) bimbingan di asrama berada pada kategori sangat baik, (3) kemandirian belajar berada pada kategori tinggi, (4) terdapat hubungan yang signifikan antara konsep diri akademik dengan kemandirian belajar, (5) terdapat hubungan yang signifikan antara bimbingan di asrama dengan kemandirian belajar, (6) terdapat hubungan yang signifikan antara konsep diri akademik dan bimbingan di asrama secara bersama-sama dengan kemandirian belajar. Hasil penelitian dapat digunakan sebagai bahan pertimbangan untuk menyusun program layanan bimbingan dan konseling yang dapat mengoptimalkan kemandirian belajar siswa.

ABSTRACT

This research is motivated by the low level of student learning independence. Academic self-concept and guidance in the dormitory are factors that are thought to influence student learning independence. This study aims to analyze the relationship between academic self-concept and guidance in the dormitory with student learning independence. This study was conducted using a quantitative approach with a descriptive correlational type. The population of this study was 274 students in grades VII, VIII and IX of Al-Yusufiyah Islamic Boarding School and a research sample of 163 students. Sampling used the proportional random sampling technique. The instruments used were instruments on academic self-concept, guidance in the dormitory and learning independence with a Likert scale model. The research data were analyzed using simple regression and multiple regression. The results of the study showed that (1) in general, academic self-concept was in the very high category, (2) guidance in the dormitory was in the very good category, (3) learning independence was in the high category, (4) there was a significant relationship between academic self-concept and learning independence, (5) there was a significant relationship between guidance in the dormitory and learning independence, (6) there was a significant relationship between academic self-concept and guidance in the dormitory together with learning independence. The research results can be used as consideration for compiling guidance and counseling service programs that can optimize students' learning independence.

*Corresponding author

E-mail addresses: ummi94460@gmail.com (Ummi Kalsum Hasibuan)

1. INTRODUCTION

In learning independence, a person takes an active initiative to identify and develop their own learning process. This shows that people have a purpose for learning, regardless of what they want to learn or their reasons for learning (Noermanzah & Suryadi, 2020; Sudyana & Surawati, 2021). To change their own behavior, skills, and knowledge, a person carries out a number of activities or activities known as learning. Learning is the process of acquiring knowledge and changing attitudes or behavior. Students who do not have good study habits at school are easily influenced, not independent and irresponsible (Silalahi et al., 2020; Wulandari et al., 2019). Some factors that influence learning independence are internal and external factors. Internal factors consist of psychological conditions. One of the psychological factors that influences learning independence is academic self-concept (Alamri, 2021; Yildirim, 2017). External factors that influence learning independence are the family environment, school environment and community environment. Among the school environment factors is guidance in the dormitory. Guidance is intended to help the growth of the potential of students physically and spiritually (Budiartha et al., 2021; Gore et al., 2021). Academic self-concept is an individual's depiction of their academic abilities, which include the ability to participate in learning activities, the ability to achieve academic achievements, and activities at school or in class related to a person's perceptions, thoughts, feelings and assessments of their academic abilities (Colmar et al., 2019; Supandi & Senam, 2019). Academic self-concept refers to students' perceptions and feelings about themselves in relation to with academic fields. The results of the data analysis show that the average academic self-concept of students is in the very high category. This means that the academic self-concept of students is quite good (Alenezi, 2020; Yusop et al., 2015). This refers to students who do not have a good perception of themselves in the academic field which results in students being required to think more positively about their academic abilities.

One of the main roles of the guidance counselor is to help students identify factors that influence their academic self-concept, such as experiences of failure, pressure from the environment, and social comparisons that often result in feelings of inadequacy. Through individual and group counseling, guidance counselors can provide a specific approach to building students' academic self-confidence (Martin et al., 2024; Ramdan et al., 2018). In addition, BK services also provide various intervention programs such as learning skills training, time management and development of coping strategies to deal with academic stress. This program aims to make students more effective in managing academic challenges and increase positive feelings about their abilities. BK teachers also play a role in working together with subject teachers and parents to create a supportive learning environment. With this synergy, students can feel more supported and appreciated, so that their academic self-concept develops in a more positive direction (Irmayanti & Yuliani, 2020; Wardiani et al., 2022). Thus, BK services become one of the important keys in helping students overcome academic difficulties, build positive self-concepts, and maximize their learning potential.

Coaching is an action, process, result or statement to become better. In this case, it shows progress, improvement, growth and evolution of various possibilities that develop or improvement of something (Atiah et al., 2020; Carless & Boud, 2018). Coaching is intended as an effort by the dormitory supervisor to provide learning to students that is packaged regularly and implemented well as an effort to help develop the potential of students physically, spiritually and independently so that they become good at certain stages. Guidance in the dormitory refers to students' perceptions and feelings towards the guidance given to them. The results of the data analysis show that the average guidance in the dormitory for students is in the very good category. This means that the guidance in the dormitory given to students is quite good. Guidance in the Islamic boarding school dormitory is a series of activities carried out to shape the character, morals, and improve the religious and academic knowledge of students while living in the Islamic boarding school environment (Ammah et al., 2021; Kadafi et al., 2021). This guidance is important to ensure that students grow with strong religious values, discipline and have social skills and academic skills. In addition, guidance in Islamic boarding schools aims to create a generation that is noble, pious and knowledgeable.

The coaching is carried out by providing systematic and effective learning. Specifically, coaching in the dormitory is aimed at increasing students' learning independence. Coaching in the dormitory is also carried out at the Al-Yusufiyah Islamic Boarding School. Al-Yusufiyah Islamic Boarding School is one of the boarding school concept schools in South Tapanuli Regency, North Sumatra (Cole & Feng, 2015). The boarding school concept is carried out because there are many communities around the school who can provide learning with a longer duration than schools in general to increase students' learning independence (Sabiq et al., 2022; Sofyan et al., 2022). In addition, the boarding school concept is intended to increase students' learning independence. In reality, several problems were found in students, namely being less responsible for the assignments given by the teacher, cheating during exams, lacking confidence

in expressing their own opinions, getting bored easily in learning and only studying after the exam, being lazy in doing exercises at school, not being active during learning, students can only learn when there is direction from the teacher.

These problems must be addressed, including through guidance and counseling services. In order for the guidance and counseling service program to be implemented effectively and efficiently, data is needed on the condition of student independence and the factors that influence it. The novelty of this study focuses relationship between academic self-concept and guidance in the dormitory with student learning independence. Based on the explanation above, it can be concluded that student learning independence is influenced by several factors, including academic self-concept and guidance in the dormitory. This study aims to analyze the relationship between academic self-concept and guidance in the dormitory with student learning independence.

2. METHOD

This study uses a quantitative approach with a correlational method. This method aims to determine the relationship between the variables studied (Creswell, 2013). The study was conducted on students in grades VII, VIII, and IX at the Al-Yusufiyah Islamic Boarding School, South Tapanuli Regency, North Sumatra, with a population of 274 students. The research sample consisted of 163 students selected using the proportional random sampling technique in accordance with the guidelines. Data collection was carried out using a research instrument in the form of a Likert scale-based questionnaire. The instrument has been tested for validity through an assessment process by experts (expert judgment), as well as analysis of the total number of items. In addition, a reliability test was carried out to ensure the consistency of the measurement results. The test results showed that the academic self-concept instrument had a reliability coefficient of 0.928, guidance in the dormitory of 0.905, and learning independence of 0.995. The collected data were analyzed using simple regression correlation analysis and multiple regression methods. Simple regression correlation analysis is used to determine the relationship between two variables, while multiple regression is used to measure the relationship between several variables at once. This analysis process was carried out to obtain conclusions regarding the extent to which variables such as academic self-concept, dormitory guidance, and learning independence influence each other in the context of the study.

3. RESULTS AND DISCUSSION

Result

Academic Self-Concept

Description of the results of the academic self-concept data of students with a sample of 163 respondents can be seen in Table 1.

Table 1. Description of Average Academic Self-Concept

No	Aspect	Ideal	SUM	Mean	Max	Min	% of Mean	Description
1	Self confidence	30	4447	27.28	30	17	90.94	ST
2	Self defense	35	5005	30.71	35	19	87.73	ST
3	Self esteem	45	6363	39.04	45	21	86.75	ST
Total		110	15624	95.85	110	58	87.14	ST

Table 1 above shows that, on average, the academic self-concept data of Al-Yusufiyah Islamic Boarding School students is in the very high category, namely with a percentage of 87.14% of the ideal score. The results of this analysis provide an illustration of the importance of a good academic self-concept, especially in each indicator that is in the very high category. A good academic self-concept can increase students' learning independence. Description of the results of the academic self-concept data of students with a sample of 163 respondents can be seen in Table 2.

Table 2. Academic Self-Concept Data

No	Aspect	Ideal	SUM	Mean	Max	Min	% of Mean	Description
1	Competence Personality	125	18203	111.67	125	77	89.34	SB
2	Competence Social	35	5001	30.68	35	22	87.66	SB
Total		160	23204	142.36	160	106	88.97	SB

Table 2 shows that, on average, the data on guidance in the dormitory of Al-Yusufiyah Islamic Boarding School students is in the very good category, namely with a percentage of 88.97% of the ideal score. The results of this analysis provide an illustration of the importance of good guidance in the dormitory for students, especially for each indicator that is in the very good category. Good guidance in the dormitory for students can increase student learning independence. Description of the results of student learning independence data with a sample of 163 respondents can be seen in Table 3.

Table 3. Description of Average Learning Independence

No	Aspect	Ideal	SUM	Mean	Max	Min	% of Mean	Description
1	Instruction Self	35	4120	25.28	35	11	72.22	T
2	Behavior	60	7316	25.28	60	30	74.81	T
3	Motivation	70	8311	50.99	70	26	72.84	T
Total		165	19747	121.15	158	69	73.42	T

Table 3 shows that, on average, the learning independence data of Al-Yusufiyah Islamic Boarding School students is in the high category, namely with a percentage of 73.42% of the ideal score. The results of this analysis provide an illustration of the importance of high academic self-concept and guidance in the dormitory, especially in each indicator that is in the high category, so that students are able to overcome things that happen in their daily lives, especially in student learning problems.

Data Analysis Requirements Testing

Before conducting research hypothesis testing, research data is tested first to determine the type of data analysis technique. Data analysis requirement testing is conducted to determine the type of data analysis technique used in hypothesis testing. Hypothesis testing in this study uses statistical formulas, namely multiple analysis techniques. The analysis requirement tests carried out on this research data are normality tests, linearity tests and multicollinearity tests. The relationship between Academic Self-Concept and Learning Independence can be seen in Table 4.

Table 4. Results of Simple Regression Analysis of X1 with Y

Variable	R Square	r	Say
X1 - Y	0.334	0.111	0.000

Based on Table 4, it can be seen that the r count of academic self-concept with learning independence is 0.334 with a Sig value (2-tailed) of 0.000 < Alpha 0.05. It can be concluded that the first hypothesis is accepted, this means that academic self-concept has a significant relationship (weak closeness) with students' learning independence. This means that the correlation between academic self-concept and learning independence has a weak closeness. The relationship between guidance in the dormitory and learning independence can be seen in Table 5.

Table 5. Results of Simple Regression Analysis of X2 with Y

Variable	R Square	r	Say
X2 - Y	0.379	0.144	0.000

Based on Table 5, it can be seen that the r count of coaching in the dormitory with learning independence is 0.379 with a Sig value (2-tailed) of 0.000 < Alpha 0.05. It can be concluded that the second hypothesis is accepted, this means that coaching in the dormitory has a significant relationship with student learning independence. This means that the correlation between coaching in the dormitory and learning independence has a weak closeness. The relationship between Academic Self-Concept and Learning Independence can be seen in Table 6.

Table 6. Results of Multiple Regression Analysis X1, X2 with Y

Variable	Sig	r	R square
X1, X2-Y	0.000	0.409	0.167

Based on Table 6, it can be seen that the multiple correlation coefficient between academic self-concept and coaching in the dormitory with learning independence is 0.409 with a significance of 0.000.

This means that academic self-concept and coaching in the dormitory have a significant relationship with students' learning independence. The contribution of academic self-concept and coaching in the dormitory with learning independence is 167%.

Discussion

The Relationship between Academic Self-Concept and Construction in Dormitory with Learning Survival

The results of the study showed that there was a significant relationship between academic self-concept and students' learning independence. This finding was obtained based on data analysis with a coefficient value between academic self-concept and learning independence of 0.111 or 11.1%. This means that overall the academic self-concept is still in the low category. This means that the higher the academic self-concept, the higher the learning independence. Academic self-concept is an individual's description of their academic abilities. Academic self-concept is influenced by learning experiences, feedback given by teachers that can strengthen or weaken academic self-concept, students often compare themselves with their classmates. This is what then makes students' academic self-concept increasingly worse. Academic self-concept is one of the factors that can influence students' learning independence. Children who have a high self-concept will also have high learning independence. This is confirmed by study who stated that the higher the learning independence (Martinez et al., 2015). On the other hand, students who have low self-concept will have lower learning independence. Learning independence is influenced by internal factors, namely factors that come from oneself. Self-concept will show independence in learning. In other words, students who have good self-concept will also have good learning independence. In addition, it is also supported by research conducted which states that self-concept affects learning independence (Kusumawardani et al., 2018). Conversely, students who have low self-concept will have lower learning independence.

Overall, a positive academic self-concept serves as an important foundation for the development of learning independence. When students have good beliefs about their academic abilities, they will be better able to manage the learning process independently, take responsibility for the results and continue to strive to improve their learning abilities effectively.

The Relationship of Construction in Dormitory with Learning Survival

Based on the results of data analysis, information was obtained that there was a significant relationship between coaching in the dormitory and learning independence with a correlation coefficient value of 0.144 or a percentage of 14.4%. This means that overall coaching in the dormitory is still in the low category. This can be interpreted that the higher the coaching in the dormitory, the student's learning independence will also increase. Learning independence is influenced by support in the environment, such as the school environment. The better the guidance in the dormitory, the more learning independence will increase. The results of this study state that guidance in the dormitory has an influence on students' learning independence. School environmental factors greatly influence the development of children's learning independence, such as starting from fun teaching methods, curriculum, teacher-student relationships, adequate student facilities, and adequate facilities and infrastructure to support learning activities (Asmar & Delyana, 2020; Raini et al., 2022). In the teaching and learning activities of students, the school tries to instill various character values and one of them is the character of independence. The formation of an independent character itself can begin from adolescence, because this is the time when someone experiences a transition process from childhood to adulthood. At this stage, children are more required to be able to complete everything independently. Basically, these values of independence are very closely related to the tradition of Islamic boarding schools with their dormitory system. However, in the modern era, many formal educational institutions have adopted this dormitory system to be used as a program with a system that is almost the same, which is often called a boarding school (Sobry & Sa'i, 2020; Srimulyani, 2013). The students here are trained to live independently in several aspects.

Students are taught how to live without depending on others, especially their parents. The dormitory program itself is one way to improve character education for students, especially in relation to fostering students' independent character. Students are trained to get used to doing everything independently, starting from simple things such as having to sleep alone, getting used to washing their own cutlery, tidying their own rooms, keeping the environment clean and getting used to completing tasks and responsibilities independently (Kartini & Winahyu, 2019; Ulfah & Purwanti, 2020). Thus, coaching in the dormitory provides a conducive environment for the development of learning independence, where students are trained to become more independent, responsible individuals and able to manage their own learning process effectively.

The Relationship between Academic Self-Concept and Construction in Dormitory with Learning Survival

The results of data analysis related to academic self-concept, coaching in the dormitory and student learning independence show that there is a significant relationship between academic self-concept and coaching in the dormitory with student learning independence. The correlation coefficient value is 0.167 or with a percentage of 16.7%. This means that overall the relationship between academic self-concept and coaching in the dormitory with learning independence is still in the low group. This means that academic self-concept and coaching in the dormitory have a relationship with learning independence.

In other words, the higher the academic self-concept and guidance in the dormitory, the learning independence will also increase. Based on the findings above, it can be seen that academic self-concept and guidance in the dormitory are factors that influence students' learning independence. This shows that the relationship between the two variables is positive, meaning that the higher the student's academic self-concept, the higher the student's learning independence, and vice versa, the lower the student's academic self-concept, the lower the student's learning independence (Gupta et al., 2022; Lampropoulos et al., 2019).

Positive academic self-concept and residential coaching work synergistically to foster learning independence. When students feel academically capable, they are more confident in managing their own learning, and residential coaching reinforces the practical skills necessary for that independence. Coaching in the dormitory helps strengthen students' academic self-concept by giving them the opportunity to succeed through independent learning experiences. Each time students are able to independently overcome challenges in the dormitory, whether in academic or non-academic contexts, it will increase their perception of their own abilities, thus forming a more positive academic self-concept.

4. CONCLUSION

There is a significant relationship between coaching in the dormitory and the learning independence of students in grades VII, VIII and IX of Al-Yusufiyah Islamic Boarding School. This means that the high and low achievement of students' learning independence can be explained by the coaching variable in the dormitory, the higher the coaching in the dormitory in the students, the better the students' learning independence. There is a significant relationship between academic self-concept and guidance in the dormitory together with the learning independence of students in grades VII, VIII and IX of Al-Yusufiyah Islamic Boarding School. This means that the high and low learning independence of students can be explained by the variables of academic self-concept and guidance in the dormitory, the higher the academic self-concept and guidance in the dormitory in students, the better the learning independence of students.

5. REFERENCES

- Alamri, M. S. (2021). Measuring University Students' Perceptions and Attitudes toward Sudden Transition to Online Learning and Academic Self- Efficacy. *International Journal of Education and Literacy Studies*, 9(4), 153. <https://doi.org/10.7575/aiac.ijels.v9n.4p.153>.
- Alenezi, A. (2020). The role of e-learning materials in enhancing teaching and learning behaviors. *International Journal of Information and Education Technology*, 10(1), 48–56. <https://doi.org/10.18178/ijiet.2020.10.1.1338>.
- Amma, T., Setiyanto, A., & Fauzi, M. (2021). Problematika Pembelajaran Pendidikan Agama Islam Pada Peserta Didik. *Edification Journal*, 3(2), 135–151. <https://doi.org/10.37092/ej.v3i2.261>.
- Asmar, A., & Delyana, H. (2020). Hubungan Kemandirian Belajar Terhadap Kemampuan Berpikir Kritis Melalui Penggunaan Software Geogebra. *AKSIOMA: Jurnal Program Studi Pendidikan Matematika*, 9(2), 221–230. <https://doi.org/10.24127/ajpm.v9i2.2758>.
- Atiah, N., Fitria, H., & Destiniar, D. (2020). Effect of Principal's Coaching and Supervision toward Teacher's Performance. *International Journal of Educational Review*, 3(1), 88–93. <https://doi.org/10.33369/ijer.v3i1.12179>.
- Budiarto, M. K., Rejekiningsih, T., & Sudiyanto, S. (2021). Students' opinions on the need for interactive multimedia development for entrepreneurship learning. *International Journal of Evaluation and Research in Education (IJERE)*, 10(4), 1290. <https://doi.org/10.11591/ijere.v10i4.21411>.

- Carless, D., & Boud, D. (2018). The development of student feedback literacy: enabling uptake of feedback. *Assessment and Evaluation in Higher Education*, 43(8), 1315–1325. <https://doi.org/10.1080/02602938.2018.1463354>.
- Cole, J., & Feng, J. (2015). Effective strategies for improving writing skills of elementary English language learners. *Chinese American Educational Research and Development Association Annual Conference*, 1–25. <https://eric.ed.gov/?id=ED556123>.
- Colmar, S., Liem, G. A. D., Connor, J., & Martin, A. J. (2019). Exploring the relationships between academic buoyancy, academic self-concept, and academic performance: a study of mathematics and reading among primary school students. *Educational Psychology*, 39(8), 1068–1089. <https://doi.org/10.1080/01443410.2019.1617409>.
- Creswell, J. W. (2013). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th Edition*. Sage Publications, Incorporated.
- Gore, J. M., Miller, A., Fray, L., Harris, J., & Prieto, E. (2021). Improving student achievement through professional development: Results from a randomised controlled trial of Quality Teaching Rounds. *Teaching and Teacher Education*, 101. <https://doi.org/10.1016/j.tate.2021.103297>.
- Gupta, T., Burke, K. A., & Greenbowe, T. J. (2022). Shifting the ownership of learning from instructor to students through student-led instructor-facilitated guided-inquiry learning. *In Teaching Innovation in University Education: Case Studies and Main Practices*, 69–98. <https://doi.org/10.4018/978-1-6684-4441-2.ch005>.
- Irmayanti, I., & Yuliani, W. (2020). Peran bimbingan dan konseling di sekolah inklusif The role of guidance and counseling in inclusive schools. *Jurnal Pendidikan Khusus*, 16(2), 87–93. https://www.academia.edu/download/92777538/Rima_20Irmayanti.pdf.
- Kadafi, A., Alfaiz, A., Ramli, M., Asri, D. N., & Finayanti, J. (2021). The impact of islamic counseling intervention towards students' mindfulness and anxiety during the covid-19 pandemic. *Islamic Guidance and Counseling Journal*, 4(1), 55–66. <https://doi.org/10.25217/igcj.v4i1.1018>.
- Kartini, H., & Winahyu, S. E. (2019). The role of school culture in the development of characters in elementary school. *International Journal of Innovation, Creativity and Change*, 5(4), 464–475. <http://www.ijimt.org/vol11/869-ES3007.pdf>.
- Kusumawardani, N., Siswanto, J., & Purnamasari, V. (2018). Pengaruh Model Pembelajaran Kooperatif Tipe STAD Berbantuan Media Poster Terhadap Hasil Belajar Peserta Didik. *Jurnal Ilmiah Sekolah Dasar*, 2(2), 170. <https://doi.org/10.23887/jisd.v2i2.15487>.
- Lampropoulos, G., Siakas, K., & Anastasiadis, T. (2019). Internet of Things in the Context of Industry 4.0: An Overview. *International Journal of Entrepreneurial Knowledge*, 7(1), 4–19. <https://doi.org/10.2478/ijek-2019-0001>.
- Martin, A. J., Collie, R. J., & Malmberg, L. E. (2024). Exploring the roles of academic, personal, and cultural demands and resources in immigrant students' motivation, engagement, and achievement. *Learning and Instruction*, 92(March), 101903. <https://doi.org/10.1016/j.learninstruc.2024.101903>.
- Martinez, C., Gomez, M. J., & Benotti, L. (2015). A comparison of preschool and elementary school children learning computer science concepts through a multilanguage robot programming platform. *Proceedings of the 2015 ACM Conference on Innovation and Technology in Computer Science Education*, 159–164. <https://doi.org/10.1145/2729094.2742599>.
- Noermanzah, & Suryadi. (2020). Improving Students' Ability to Analyze Discourse through the Moodle-based Blended Learning Method. *English Review: Journal of English Education*, 9(1), 81–94. <https://doi.org/10.25134/erjee.v9i1.3781>.
- Raini, A., Khodijah, N., & Suryana, E. (2022). Analisis Kebijakan Tentang Pedagogi Dan Penilaian Pendidikan (Akm = Asesmen Kompetensi Minimum , Survey Karakter Dan Survey Lingkungan Belajar). *Jurnal Program Studi PGMI*, 9(1), 131–142. <https://doi.org/10.36835/modeling.v9i1.1136>.
- Ramdan, Z. M., Veralita, L., Rohaeti, E. E., & Purwasih, R. (2018). Analisis Self Confidence Terhadap Kemampuan Pemecahan Masalah Matematis Siswa Smk Pada Materi Barisan Dan Deret. *AKSIOMA: Jurnal Program Studi Pendidikan Matematika*, 7(2), 171. <https://doi.org/10.24127/ajpm.v7i2.1335>.
- Sabiq, A. H. A., Roqib, M., Sarah, S., & Ma'ruf, A. (2022). Pesantren students' religious beliefs and attitudes toward learning English in Indonesia. *3L: Language, Linguistics, Literature*, 28(1), 60–74. <https://doi.org/10.17576/3L-2022-2801-05>.
- Silalahi, E. P., Sinaga, B., & Minarni, A. (2020). Analysis of student spatial ability based on van hiele theory and mathematical disposition ability based on model realistic mathematics education. *International Journal of Scientific and Technology Research*, 9(3), 4454–4457.

- https://www.researchgate.net/profile/Ani-Minarni/publication/341480868_Analysis_Of_Student_Spatial_Ability_Based_On_Van_Hiele_Theory_And_Mathematical_Disposition_Ability_Based_On_Model_Realistic_Mathematics_Education/link/s/5ec3a3cb458515626cb4db07/Analysi.
- Sobry, M., & Sa'i, M. (2020). Penguatan Kompetensi Guru Melalui Pemanfaatan Media Sederhana Dan Modern. *El-Tsaqafah : Jurnal Jurusan PBA*, 19(1), 97-118. <https://doi.org/10.20414/tsaqafah.v19i1.2347>.
- Sofyan, A., Yudistira, R., Muta'allim, Alfani, F. R., & Ghaffar, A. A. (2022). The analysis of conversational implicature between students and teachers at Al-Azhar Islamic boarding school. *RETORIKA: Jurnal Ilmu Bahasa*, 8(1), 65-72. <https://doi.org/10.55637/jr.8.1.4042.65-72>.
- Srimulyani, E. (2013). Gender in Contemporary Acehnese Dayah: Moving Beyond Docile Agency? In B. J. Smith & M. Woodward (Eds.), *Gender and Power In Indonesian Islam: Leaders, Feminists, Sufis and Pesantren Selves* (pp. 66-80). Routledge. <https://doi.org/10.4324/9780203797518-11>.
- Sudyana, D. K., & Surawati, N. M. (2021). Analisis Penerapan Literasi Digital dalam Menciptakan Kemandirian Belajar Siswa Hindu di Masa Pandemi Covid 19. *Widyanatya*, 3(1), 1-5. <https://doi.org/10.32795/widyanatya.v3i1.1674>.
- Supandi, M., & Senam, S. (2019). Mengembangkan keterampilan berpikir kritis dengan game ritual tumpe. *Jurnal Inovasi Pendidikan IPA*, 5(2), 139-146. <https://doi.org/10.21831/jipi.v5i2.25920>.
- Ulfah, A., & Purwanti, S. (2020). The effectiveness of thematic textbook based on local wisdom on cooperation character of first grade students of primary school. *Universal Journal of Educational Research*, 8(7), 2996-3001. <https://doi.org/10.13189/ujer.2020.080728>.
- Wardiani, R. T., Nurmala, M. D., & Handoyo, A. W. (2022). Pengembangan Modul Bimbingan dan Konseling untuk Pencegahan Bullying di SMA. *Jurnal Fokus Konseling*, 8(1), 1-7. <https://doi.org/10.52657/jfk.v8i1.1706>.
- Wulandari, T. A. J., Sibuea, A. M., & Siagian, S. (2019). Pengembangan Media Pembelajaran Berbasis Multimedia Interaktif Pada Mata Pelajaran Biologi. *Jurnal Teknologi Informasi & Komunikasi Dalam Pendidikan*, 5(1), 75-86. <https://doi.org/10.24114/jtikp.v5i1.12524>.
- Yildirim, S. (2017). Approaches of Designers in the Developed Educational Purposes of Infographics ' Design Processes. *European Journal of Education Studies*, 3(1), 248-284. <https://doi.org/10.5281/zenodo.231283>.
- Yusop, Y. M., Sumari, M., Mohamed, F., Said, S., Azeez, M. I. K., & Jamil, M. R. M. (2015). The Needs Analysis in Self-Concept Module Development. *The Malaysian Online Journal of Educational Science*, 3(1), 44-55. <http://ajba.um.edu.my/index.php/MOJES/article/view/12680>.