
THE EFFECT OF PROBLEM BASED LEARNING METHODS AND SELF CONFIDENCE TO ENGLISH LEARNING OUTCOMES IN THE ELEMENTARY SCHOOL

Sita Ratnaningsih, Desi Nahartini, Atik Yuliyani
Syarif Hidayatullah State Islamic University of Jakarta, Indonesia
E-mail: sita@uinjkt.ac.id

Received: 26th August 2018; Revised: 25th November 2018; Accepted: 28th December 2018

Abstract

From Central Statistics Agency, the total number of primary schools in Indonesia are 147,536 which most of them have not got any good learning outcomes especially in English. This study aims to determine the effect of Problem Based Learning method and students' self-confidence in English learning outcomes. This research was conducted on the fourth grade students of Al-Fath Primary School, South Tangerang Indonesia, with the number of students as many as 4 classes consisting of 96 students, from the population of 120 students. The method used in this research is the experimental method with the design of treatment design by level 2 x 2. The results showed that: 1) English learning result between students who taught using Problem Based Learning method is higher than Expository method, 2) There is interaction effect between Problem Based Learning method with students' self confidence, 3) For students who have high confidence, English learning outcomes taught using the Problem Based Learning method is higher than taught using the Expository method, 4) For students a low level of confidence, English learning outcomes of students taught using the Problem Based Learning method is lower than the Expository method.

Keywords: problem based learning method; student confidence level; english learning outcomes;

Abstrak

Dari data Badan Pusat Statistik, jumlah sekolah dasar di Indonesia adalah 147.536, sebagian besar sekolah tersebut belum mendapatkan hasil pembelajaran yang baik terutama dalam bahasa Inggris. Penelitian ini bertujuan untuk mengetahui pengaruh metode Problem Based Learning dan kepercayaan diri siswa terhadap hasil belajar bahasa Inggris. Penelitian ini dilakukan pada siswa kelas IV Sekolah Dasar Al-Fath, Tangerang Selatan, dengan jumlah siswa sebanyak 4 kelas yang terdiri dari 96 siswa, dari populasi 120 siswa. Metode yang digunakan dalam penelitian ini adalah metode eksperimental dengan perancangan desain faktorial level 2 x 2. Hasil penelitian menunjukkan bahwa: 1) Hasil belajar bahasa Inggris siswa yang diajar menggunakan metode Problem Based Learning lebih tinggi daripada yang diajar menggunakan metode Ekspositori, 2) Ada pengaruh interaksi antara metode Problem Based Learning dengan kepercayaan diri siswa, 3) Bagi siswa yang memiliki kepercayaan diri tinggi, hasil belajar bahasa Inggris yang diajar menggunakan metode Problem Based Learning lebih tinggi daripada menggunakan metode metode Ekspositori, 4) Bagi siswa yang memiliki tingkat kepercayaan yang rendah, hasil pembelajaran bahasa Inggris yang diajar menggunakan metode Problem Based Learning hasilnya lebih rendah daripada yang menggunakan metode pembelajaran Ekspositori.

Kata kunci: metode pembelajaran berbasis masalah; tingkat percaya diri siswa; hasil belajar bahasa inggris

How to Cite : Ratnaningsih, S., Nahartini, D., Yuliyani, A. (2018). The Effect of Problem Based Learning Methods and Self Confidence to English Learning Outcomes in the Elementary School. *TARBIYA: Journal of Education in Muslim Society*, 5(2), 135-144. doi:10.15408/tjems.v5i2.10640.

Permalink/DOI: <http://dx.doi.org/10.15408/tjems.v5i2.10622>

Introduction

English is one of the additional subjects developed in elementary school as a local content subject. English subject is directed to enable students to develop language skills that include listening, speaking, reading, and writing so that students are able to communicate and speak foreign languages in conjunction with four language skills, i.e. performative, functional, informational, and epistemic (Ministry of Education, 2008). The existence of English in elementary school is an effort in improving the competitiveness of the nation in welcoming the era of globalization.

The result of the observation shows that the learning of English in the fourth grade at Al-Fath Elementary School takes on a theoretical character and impressed separately from the students' real life by focusing on how to spend the subject matter from the text book. English learning also has not used varied and innovative approaches, models and methods. Teachers tend to use lecturing methods and rote methods, hence students become passive in the learning process. Students only listen, write and memorize what is explained and instructed by the teacher. That get the result on the low mastery of English ability achieved by students. They get inactive knowledge receive only from their teacher without developing it. Furthermore. This kind of teaching style makes students less eager to involve actively in the classroom. Learning methods and models that must be mastered by teachers are the models and methods that are in accordance with the curriculum and potential goals of students (Djahiri, 1996). Therefore, teachers should be able to choose an interesting model of learning so that both motivation and students' learning outcomes will increase. One alternative to overcome these circumstances in improving the motivation and learning outcomes of English on the fourth grade students of of SD Al Fath is by

applying the model of learning Problem Based Learning. The reason for choosing this learning model is based on some research findings conducted by some researchers such as research conducted by Lohman (2000), researching the effect of group size in Teaching and Learning Process on problem solving ability, self-direction and technical knowledge. The result of his research stated that to promote the development of students' problem solving skills the findings suggest that PBL needs to be recurrently over a long period of time. Repeated exposure to PBL would provide students with experience and practice key aspects of the problem-solving process.

Subsequent research conducted by Sumantri (2014), through research entitled: the influence of learning strategies and self-concepts on environmental learning outcomes in recycling trash area in a state primary school, SDN 1 Tugu Selatan, North Jakarta. The results showed that students with PBL learning method have a higher score compared with the score of students who taught by expository learning method. Similar results were also made by Lu-Fang Lin (2015), he conducted a research to examine the impact of problem-based learning on a vocabulary learning approach in English at an elementary school in Taiwan. The results showed that Problem Based Learning group outperformed Non Problem Based Learning group in using vocabulary list level in writing assignment. Students with Problem Based Learning methods are also able to write beyond 2,000 words, and are able to hold conversations longer than their peers who are taught by the expository method. In addition to the application of learning methods Problem Based Learning, in this study also discussed about students' confidence level in its influence on English learning outcomes. The student's self-confidence comes from the realization that when someone decides to do something, that's

something he will do, as David (2014) said that: People who lack confidence and self-belief always underachieve. They are less adventurous and less likely to get the most out of life. They are more prone to a variety of stress-based problems, including anxiety, eating disorders and mental health problems. Low self-esteem is the fundamental cause of most family breakups, poor parenting and relationship problems. In addition, much crime is associated with drug abuse, unemployment, poverty and aimlessness, all of which are related to low self-esteem.

Method

The method used in this research is the experimental method with the design of treatment design by level 2 x 2. Experimental method can be interpreted as research method used to find the effect of certain treatment against others in controlled condition. (Sugiyono, 2010). This is in line with Gay who states that the experimental method is the only study that really examines the cause and effect relationship. This method presents the most valid approach to solve educational problems, both practical and theoretical, and for the advancement of education. (Gay, 1992). The experimental method with the dependent variable is the result of learning English (Y). This research is applied treatment to find the influence between two variables namely treatment variable is the method of learning (X1) and moderator variable is student confidence level (X2). Treatment variables are Problem Based Learning and Expository (X1) method. Moderator variables are students' confidence level there are two that is high confidence level and low confidence level (X2).

Results and Discussion

Data on student learning outcomes

Data of learning result of English in the form of ability score that achieved in learning. The ability is obtained from the indicators of cognitive abilities after students do learning activities through the application of learning methods Problem Based Learning and expository methods.

The data is the result of the influence of the students after the learning activities, then the final test is done after completion of treatment. The test of student learning result is seen from indicator of learning cognitive ability to know English learning result to know English learning result after given the treatment either increase or not. The data is generated from the treatment through the application of Problem Based Learning method and Expository method.

The summary of the results of calculation of value and data s of research results, as follows table 1.

Table1. Result of Calculation of Value and Data of Research Result

Learning Method (A)	Problem Based Learning Method (A ₁)	Expository Method (A ₂)
Confidence Level (B)		
High (B₁)	N = 24 ΣX = 627 ΣX ² = 56088 \bar{X} = 82,67 s = 7,113	N = 24 ΣX = 620 ΣX ² = 48330 \bar{X} = 76,55 s = 6,245
Low (B₂)	N = 24 ΣX = 589 ΣX ² = 43879 \bar{X} = 73,23 s = 5,165	N = 24 ΣX = 658 ΣX ² = 60752 \bar{X} = 79,71 s = 9,218
Totally	N = 48 ΣX = 1216 ΣX ² = 99967 \bar{X} = 81,2 s = 8,453	N = 48 ΣX = 1278 ΣX ² = 109082 \bar{X} = 75,6 s = 7,659

Testing Requirements Analysis

Testing requirements analysis is a requirement it was mentioned before the analysis of variance (ANOVA). There are two requirements that must be met before performing analysis of variance (ANOVA) those are normality test and homogeneity test of variance of research sample. To test the normality of data using Lilliefors test is to know whether the data from each group is normal distribution or not and for homogeneity test using Bartlett test is to know whether the data is homogeneous or not homogeneous. Both analyzes were used at significance level $\alpha = 0.05$.

Normality Test

Table 2. Summary of Overall Data Normality Test Results

Group	N	L _{count}	L _{table}	Conclusion
A ₁	48	0,1305	0,2081	Normal
A ₂	48	0,1035	0,2095	Normal
B ₁	48	0,1738	0,2175	Normal
B ₂	48	0,1789	0,2187	Normal
A ₁ B ₁	24	0,1587	0,2978	Normal
A ₁ B ₂	24	0,0897	0,2890	Normal
A ₂ B ₁	24	0,2124	0,2870	Normal
A ₂ B ₂	24	0,1567	0,2912	Normal

Testing the normality of English learning result score data, each performed on (1) the data of all students who were treated with Problem Based Learning (A1) method, (2) the overall data of the students who were treated by the method of learning the expository method (A2) (3) overall data of students who have low self-esteem (B2), (5) overall data of students who are treated with Problem Based Learning method with high confidence (A1B1), (6) the overall data of students who were treated with high self-esteem learning methods (A2B1), (7) overall data of students who were treated with Problem Based Learning method with low self-esteem (A1B2), (8) overall students' data who were treated with the method of learning the expository method with low self-esteem (A2B2).

Summary of the results of the normality test for data score of English learning achievement can be seen in table 2.

Homogeneity Test

The summary of the results of homogeneity test data on English learning outcomes scores for groups A1B1, A1B2, A2B1, and A2B2 can be seen in table 3.

Table 3. Summary of Test-Bartlett $\alpha = 0,05$, A1B1, A1B2, A2B1, and A2B2

Group	s ₁ ²	s ₂ ²	χ^2_{count}	χ^2_{table} ($\alpha=0,05$)	Conclusion
A ₁ B ₁	5,95	35,43	0,265	7,68	Homogeneous
A ₁ B ₂	5,07	25,74			
A ₂ B ₁	6,32	40,01			
A ₂ B ₂	8,12	66,00			

Based on table 3 it can be seen that the results of homogeneity test data calculation based on $\alpha = 0,05$, list of chi-square distribution with dk = 1 obtained 2 t ($\alpha = 0,05$; 3) = 0,2651. It turns out 2h count = 0.2651 < 2 tables = 7.68. Thus Ho: $\sigma_{12} = \sigma_{22} = \sigma_{32} = \sigma_{42}$ received at a real level of 0.05. It can be concluded that the four groups of data have the same variance, then the data group is homogeneous.

Hypothesis Testing

With the tested normality and homogeneity of the research data, the requirement of ANAVA variance analysis has been fulfilled. Hypothesis testing used two way analysis of variance ANOVA (Two Ways Analysis of Variance) used to test the hypothesis that the average difference between the sample groups using the design of Treatment by 2 x 2. The summary of ANAVA 2 x 2 calculation can be seen in table 4.

Table 4. Summary of ANOVA 2 x 2 Calculation Results

Source Variance	JK	Db	RJK	F _{count}	F _{table}
Between A	213,00	1	213	4,83*	4,15
Between B	277,00	1	277	5,47*	4,15
Interaction A x B	326,00	1	326	6,31*	4,15
In	1262,00	92	48,00	-	-
Total	2131,00	95	-	-	-

Based on the calculation of hypothesis testing can be concluded that:

- 1) Differences in English Learning Outcomes Between Groups Given Problem Based Learning Methods and Groups Given Methods of Exposure Based on the results of ANOVA calculations can be seen that the value of hypothesis testing results presented in Table ANAVA on the line between A shows that overall that $F_{count} = 0.05$ From the calculation of ANOVA 2 x 2 shows the results of the calculation of variance analysis of the difference in effectiveness between the two methods of learning as a whole that $F_{count} = 4.83 \geq F_{table} = 4.15$ at the significance level $\alpha = 0.05$, thus H_0 rejected and the alternative hypothesis H_1 in accept. Thus, there are differences in English learning outcomes between groups of students who are given a method of learning Problem Based Learning with a group of students given the method of expository;
- 2) Interaction between Problem Based Learning Method with Confidence Level on Learning Outcomes English (Interaction A X B) Based on the results of ANOVA calculation can be seen that the value of the second hypothesis test results presented in the ANOVA table on the line of interaction AXB shows that H_0 is

rejected based on the value $F_c = 6.31 > F_{tab} (0.05: 3: 96) = 4.15$ Thus it can a decision was made that there was a significant interaction effect between Problem Based Learning method and Student Confidence level on English learning result;

- 3) In groups of students who have high ability, there are differences in English learning outcomes between groups of students who are given Problem Based Learning Methods and groups of students given the method of expository The calculation of the analysis of advanced variance with Tukey Test is to compare the group that has high confidence level given the method of learning Problem Based Learning and given the method of learning Expository. Summary of Tukey's calculation results can be seen in table 5.

Table 5. Summary of Tukey Test Calculations (A1B1 & A2B1)

No	Compare d groups	Q _{count}	Q _{table} 0,05	Information
1	A ₁ B ₁ & A ₂ B ₁	3,27	3,12	Significant

Table 5 shows that Tukey $A_1B_1 > A_2B_2$ test calculation: $Q_c = 3.27$ is greater than $Q_{table} 0.05 = 3.12$ or $Q_{count} > Q_{table}$ at significance level $\alpha = 0.05$, thus H_0 is rejected and H_1 alternative hypothesis is accepted. So that can be interpreted result of learning English between group of student which is given method of learning of Problem Based Learning is higher than student group which is given expository learning method.

- 4) In groups with low self-esteem, there are differences in English learning outcomes between groups of students who are given Problem Based Learning methods and groups of students given the method of expository. The calculation of the advanced variance analysis with the Tukey test is to

compare the group with low confidence level given the Problem Based Learning method and the Expository method. The summary of the Tukey Test results can be seen in Table 6.

Table 6. Summary of Tukey Test calculations (A1B2 & A2B2)

No	Compared groups	Q_{count}	Q_{table} 0,05	Information
1	A ₁ B ₂ & A ₂ B ₂	3,31	3,17	Significant

Based on Table 6 shows that the calculation of Tukey A1B2 Test <A2B2: $Q_{count} = 3.31$ is greater than $Q_{table} 0.05 = 3.17$ or $Q_{count} > Q_{table}$ at significant level $\alpha = 0.05$, thus H_0 is rejected and H_1 alternative hypothesis is accepted. Thus, it can be interpreted that result of learning of English that given Problem Based Learning method is lower than given Expository learning method.

Discussion

After analyzing the data by using variance analysis approach (ANAVA) and continued with Tukey test, the discussion of research result will be centred on 4 (four) hypotheses that have been tested the truth as follows:

- 1) Differences in English learning outcomes between the groups given the method of learning Problem Based Learning and the group given the method of Expository (Between A). The results of the first hypothesis testing, proved that the overall result of learning English students' English learning given the method of learning Problem Based Learning the same as the group of students given the method of expository. In this case it can be stated that in order to achieve the goal, the form of

Problem Based Learning method is equally effective with the form of the expository method in improving students' English learning outcomes. The result of ANOVA 2 X 2 calculation about the difference of effectiveness between the two learning methods as a whole proves that $F_{count} = 0,05 < F_{table} = 4,15$ at significant level $\alpha = 0,05$ meaning that result of learning English student between study group with the method of Problem Based Learning is the same as the group studying with the expository method.

- 2) Interaction between Problem Based Learning Learning Method with Confidence Level on Learning Outcomes English (Interaction A X B) Results of testing the second hypothesis, proved that there is an interaction effect between the methods of learning Problem Based Learning with Self-Confidence level of English learning outcomes. In this case it can be stated that to achieve the goal, the method of learning Problem Based Learning and Level of Self Confidence provides the effect of interaction on English learning outcomes. Based on the results of analysis with the calculation of ANAVA 2 x 2 on the learning outcomes of English students, to know the interaction of learning methods Problem Based Learning with Self-Confidence level of English learning result shows that $F_{count} = 6.31 > F_{table} (0,05) = 4, 15$ means there is an interaction effect between the method of learning Problem Based Learning with Level of Self Confidence on English learning outcomes. It is indicated that the Problem Based Learning method is more suitable for students who have high confidence level compared with expository method (A1B1 > A2B1). In contrast, the Expository learning method is more suitable for students with low confidence level compared to the

Problem Based Learning (A2B2 > A1B2) learning method.

- 3) In groups that have high confidence level, there are differences in English learning outcomes between groups of students who are given Problem Based Learning methods and groups of students given the expository method (A1B1 & A2B1). The further result of Tukey's test compared with students' group with high confidence level given the expository method and the students who were given the Problem Based Learning (A1B1 & A2B1) learning method resulted in the following $A1B1 > A2B1 = Q_{count} = 3.27 > Q_{tabel} (0, 05) = 3,12$ means there is difference of English learning result between students who have high confidence given the method of expository with students who have high confidence given the method of expository. Visible result of learning English students who have high confidence given the method of learning Problem Based Learning obtained average (= 82.67) is higher significantly than that given the average expository method (= 76.55).
- 4) In groups with low self-esteem, there are differences in English learning outcomes between groups of students given the method of expository and group of students given the method of learning Problem Based Learning (A1B2 & A2B2) The further result of Tukey test comparing the group of students who have low confidence given the cooperative learning method of Group Investigation technique and the students who are given cooperative learning method of Think Pair Share technique (A1B2 & A2B2) result is as follows $A1B2 > A2B2 = Q_{count} = 3, 31 > Q_{tabel} (0,05: 4: 8) = 3,17$ means there is difference of learning result of English between students who have low confidence given the method of expository with students who have low confidence given the

method of learning Problem Based Learning (PBL). Disdinctive result of student's English learning who have low confidence given method of learning Problem Based Learning earn average (= 81,2) higher significantly than that given method of expository which get average (= 75,6).

From the results of this study found that by applying the method of learning Problem Based Learning and accompanied by the efforts of teachers in improving students' self-confidence to learn English, it will get better learning outcomes in the students at the primary school level. Thus it can be proved after with existing data and data analysis finished that, that by applying the method of learning Problem Based Learning with high confidence level of learning result of English in the fourth graders of SD Al Fath can increase significantly. The findings of this research are: using Problem Based Learning method in English subjects and with high confidence level on students in general have an impact on: students look enthusiastic in following English lesson, student's curiosity towards English learning has increased, the students challenge to disclose the previous knowledge they have, the students are able to find the solution of the problem, the students are able to present the result of their discussion with the friends in the group. All the steps in the learning process in Problem Based learning affect student learning outcomes. Meanwhile the the spesific findings obtained are: (1) English learning outcomes between groups of students who taught using Problem Based Learning learning methods have higher learning outcomes compared with groups of students who taught using Expository learning methods, this is also in accordance with the findings of research Sofie Loyens and his team (2015), which states that by applying the Problem Based Learning method can change the concept of student thinking to be better again, (2) There is an interaction effect

between the method of learning Problem Based Learning with the level of confidence in English learning outcomes, (3) English learning outcomes of students high confidence level who taught by Problem Based learning method has higher result than students who taught by Expository learning method. This is in accordance with the findings which states that the success of Problem Based Learning method usage must be supported with students' self-confidence, teachers' self-confidence and curriculum used, (4) English learning outcomes of students lack confidence level who taught by Problem Based Learning method shows lower result than students who taught by Expository learning method. This is in contrast with the results of Ozlem Zakir (2012), which states that students' self-confidence to obtain high scores on subjects of Technology and Computer Science is influenced by sex and computer facilities that have students in their homes. So it is necessary to develop cooperation among students to achieve the learning objectives as expected.

Given the importance of English in this global era, ideally English should be taught from early childhood and at the elementary level. Some scholars argue that the younger the students learn the language, the better the results will be, than when studying at an old age. Hu. Y (2007). Agreeing with that, Nunan (2003) mentions in their article that a recent change survey in English Learning Teaching in a number of countries, including Indonesia, revealed that their decision on teaching English to young learners was based on the assumption that "younger good" as well as the influence of English as a global language. Er, S (2014), supports the assumption that a good English language learning in English should begin teaching English from an early age. They believe in the Critical Periodic Hypothesis: a biologically determined period of life when language can be obtained more easily, between the age of two and

the early adolescence. In addition, learning English in primary schools gives students English language competence in the golden age - the age of children can learn easily. In this period, their brains are still flexible so they can learn anything, including language. Cameron (2001) mentions that young learners who start learning the foreign language will get some benefits. He proposed that children with early learning languages develop and maintain excellence in some areas of language skills. Girard in Brewster et. Al. (2003) Suggests that English teachers should be appropriately trained, have appropriate time with sufficient time, have appropriate methodologies, consider continuity and liaison with schools, provide appropriate resource provision and be able to manage integrated monitoring and evaluation of the language lesson English. In addition, teaching English requires teachers who are proficient in English, have broader training in child development, and who are able to motivate children in learning English (Graddol, 2006). This awareness is the main problem facing most English teachers in Indonesia and educational practitioners should pay particular attention to issues such as this time is that teachers still do not have a strong passion to motivate learners and increase confidence to their students to study English diligently. Another factor is not having a good strategy and method in delivering teaching and learning process in English lesson.

Conclusion

From this research, it can be concluded that the findings in this study, showed that the overall learning outcomes of English between groups of students taught using the Problem Based Learning method is higher than the group of students given the method of Expository, the findings of the research conducted as stated above shows that there is an interaction effect between Problem Based Learning method with

confidence level on English learning result. The effect of this interaction can be interpreted that the two methods give different results to the English learning outcomes. For high confidence level group, it is strongly recommended to apply Problem Based Learning method in improving English learning result. A high level of confidence will assist students in solving problems related to English material.; In other words, to improve English learning result is needed additional factor to support students' high confidence which is Problem Based Learning. In groups with low confidence level, the result showed that English Learning result in this group is lower when taught by Problem Based Learning method than Expository method.

Acknowledgement

The authors wish to thank Faculty of Educational Sciences State Islamic University (UIN) Syarif Hidayatullah Jakarta, Miss. Lisna Sawitri C,S.Si as Headmaster of Al-Fath Primary School, Miss. Rety K, S.Si as teacher of fourth grade students of Al-Fath Primary School.

References

- Brewster, J., Ellis, G., & Girard, D. (2004). The primary English teacher's guide. London: Penguin.
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge: Cambridge University Press.
- Departemen Pendidikan Nasional. (2008). *Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar*. Jakarta: Depdiknas.
- Djahiri, K. (1996). *Dasar-Dasar Umum Metodologi Pengajaran Nilai Moral*. PVCT. Bandung: Laboratorium Pengajaran PMP IKIP Bandung.
- Er, S. (2014). Which is the Most Appropriate Strategy for Very Young Language. *International Journal Social Sciences & Education*, 4(4), 829-837.
- Graddol, D. (2006). *English Next: Why global English may mean the end of English as a Foreign Language*. London: British Council.
- Hu, Y. (2007). China's foreign language policy on primary English education: What's behind it? *Language Policy*, 6, 359-376. <http://dx.doi.org/10.1007/s10993-007-9052-9>.
- L. R. Gay. (1992). *Educational Research: Competencies for Analysis and Application: Fifth Edition*, Columbus, Ohio: Merrill, an imprint of Practice Hall.
- Lin, Lu-Fang. (2015). *System: An International Journal of Educational Technology and Applied Linguistics*, 55, December 2015, 30–42, Japan.
- Lohman, (2000). *Designing groups in problem-based learning to promote problem-solving skill and self-directedness*. *Instructional Science* 28; 291–305.
- Loyens, Sofie MM., Suzanne H. Jones, Jeroen Mikkers, Tamara van Gog. (2015). *Problem-based learning as a facilitator of conceptual change*, *Learning and Instruction International Journal*, 38, 34-42.
- Nunan, D. (2003). The impact of English as a global language on educational policies and practices in the Asia Pacific region. *TESOL Quarterly*, 37(4), 589-613.
- Preston, David L. (2007). *365 Step to Self Confidence*, United Kindom.
- Sugiyono. (2010). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfa Beta.

- Sumantri. (2014). *International Journal of Research Studies in Education, IJRSE*, Philipines : Consortia Academia Publishing, 4(1), 31-41.
- Zakir, O. (2012). *Students' Self Confidence and Attitude Regarding Computer: An International Analysis Based on Computer Availability and Gender Factor*, Social and Behavioral Sciences Journal, 47, 1017-1022.