

Development of Self-Efficacy Assessment Instruments in Islamic Religious Education Learning

Ahmad Hadi Pranoto

Universitas Islam Negeri (UIN) Walisongo, Semarang, Indonesia
25090290080@student.walisongo.ac.id

Walid In'am Ahmad

Universitas Islam Negeri (UIN) Sunan Ampel, Surabaya, Indonesia
walidinamahmad@gmail.com

Umi Bariroh

Universitas Islam Negeri (UIN) Walisongo, Semarang, Indonesia
25090290076@student.walisongo.ac.id

Handaru Kusbiantoro

Institut Islam Mamba'ul Ulum (IIM), Surakarta, Indonesia
kusbiantorohandaru@gmail.com

Andi Maulana

Universitas Islam Sultan Agung (UNISSULA), Semarang, Indonesia
andimaaulana@unissula.ac.id

Irfan Musonif

Universitas Islam Negeri Prof. KH. Saifuddin Zuhri Purwokerto, Indonesia
254120600007@mhs.uinsaizu.ac.id

Abid Nurhuda

Universitas Perguruan Tinggi Ilmu Al-Qur'an (PTIQ), Jakarta, Indonesia
abidnurhuda@mhs.ptiq.ac.id

Anisul Fuad

Institut Islam Mamba'ul Ulum (IIM), Surakarta, Indonesia
gusbontot89@gmail.com

Abstract

Self-confidence is an important aspect of learning because it affects student motivation and participation, including in the context of Islamic Religious Education (PAI). Instruments that are able to measure self-confidence in a valid and reliable manner are needed to support comprehensive affective assessments. This research aims to develop an instrument for assessing students' self-confidence in learning PAI grade VIII MTs Miftahussalam 1 Demak. The method used is Research and Development (R&D) with the Sukmadinata development model, through the stages of preliminary study, the preparation of instruments based on the five dimensions of self-confidence, validity test, and reliability test. The results of the analysis showed that of the 25 items developed, 15 items were declared valid based on the correlation value of the $> r$ calculation of the table, and all items showed high reliability with a Cronbach's Alpha value of 0.813. These findings prove that the instrument has a strong level of internal validity and consistency, and is able to represent the affective aspects of

students in the context of PAI learning. In conclusion, this instrument is suitable for assessing students' self-confidence systematically and can be the basis for designing more effective and contextual learning interventions.

Keywords: *Assessment Instruments; Development; Islamic Religious Education; Self-Confidence*

Introduction

Self-confidence is an important factor in the learning process that plays a role in increasing students' motivation and academic achievement (Bandura, 1997). Students with high self-confidence are more motivated to learn, better able to overcome difficulties, and have resilience in the face of challenges. In contrast, students with low self-confidence tend to give up easily, experience academic anxiety, and lack confidence in completing assignments (Zimmerman, 2000). In the context of education, it is important to develop a measurement tool that can accurately and comprehensively identify students' levels of self-confidence (Riscaputantri & Wening, 2018), because the results of these measurements can be used to design appropriate educational interventions to increase motivation and academic achievement (Schunk, 1991).

A number of studies have developed instruments to measure students' self-confidence in various learning contexts (Blackmore et al., 2021), one of which is the Self-Efficacy Scale of Bandura, (1997) which assesses an individual's perception of his or her ability to complete a particular task. However, this scale is still general and does not include variations in self-confidence in specific learning such as mathematics, science, language, and Islamic Religious Education (PAI). In Indonesia itself, studies on measuring student self-confidence are still limited and have not used many approaches that pay attention to local cultural aspects. Rain, (2022) emphasized the importance of developing instruments that are not only valid and reliable, but also in accordance with the social and cultural characteristics of Indonesian students, which was also affirmed by the (Rorimpandey & Midun, 2021).

The measurement of self-confidence in the context of PAI learning is becoming increasingly relevant, given the characteristics of PAI learning that emphasize spiritual values, attitudes, and beliefs. Anisah, (2023) showed that self-efficacy affects students' learning motivation in PAI learning at the junior high school level, where students with high self-confidence are more active and motivated in following the learning process. Similarly, research by Djafar et al., (2023) shows a close relationship between self-efficacy and student

engagement in online learning, which is relevant to PAI learning in the digital age. Therefore, the development of self-confidence assessment instruments in PAI learning is needed to assist teachers in designing more effective learning strategies and interventions. The 2013 curriculum also emphasizes the importance of assessing students' attitudes and character, including in affective aspects such as self-confidence (Ministry of Education and Culture, 2015).

This research aims to develop an instrument for assessing students' self-confidence in PAI learning, especially for grade VIII students of Madrasah Tsanawiyah. This instrument is designed to measure the extent to which students are confident in expressing opinions, asking questions, sharing experiences, and completing PAI tasks independently and actively. The purpose is to assess the validity and reliability of the developed instruments, considering that validity and reliability are the main requirements for the instrument to be used validly in the context of education. Based on this background, this research is designed to answer the following questions: (1) What is the process of developing student self-confidence assessment instruments in learning Islamic Religious Education (PAI) grade VIII MTs Miftahussalam 1 Demak? (2) What is the level of validity of the student self-confidence assessment instrument in PAI class VIII MTs Miftahussalam 1 Demak that was developed? (3) What is the level of reliability of the student self-confidence assessment instrument in PAI class VIII MTs Miftahussalam 1 Demak that has been developed?

The validation process has various methods used such as content analysis, Aiken's V coefficient, and Cronbach's Alpha (Rain, 2022), as has been done in previous studies that developed self-assessment instruments in the form of questionnaires (Ruchliyadi et al., 2022). These instruments typically measure aspects such as self-confidence, positive thinking, and internal locus of control (Pohan, 2023), and has been proven to be valid for use at various levels of education (Khoiriyah et al., 2022). With a valid and reliable measuring tool, teachers and counselors can understand students' psychological conditions more comprehensively and provide appropriate support.

Assessment of the affective domain, especially self-confidence in the learning of Islamic Religious Education (PAI), requires instruments that are not only based on educational psychology theories such as self-efficacy (Bandura, 1997), but also contextual with the spiritual and cultural values of the students. PAI learning has distinctive characteristics that emphasize values, attitudes, and beliefs, so the measuring tool used must be able to represent indicators that are relevant and religiously meaningful. Valid and reliable

instruments will help teachers understand students' character more deeply, as well as design more effective learning strategies. Apart from being an evaluation tool, this instrument is also part of the integral character education process, because self-confidence is an important capital in shaping the individuality of students who are independent, confident, and responsible in religious and social life.

Research Method

This study uses the **Research and Development (R&D)** with the development model put forward by Sukmadinata (2010). This model was chosen because it makes it possible to systematically develop a student self-confidence assessment instrument and test the validity and reliability of the instrument. R&D is used to produce products that are useful in the context of education, in this case it is an instrument of assessing self-confidence in learning Islamic Religious Education (PAI) for grade VIII MTs students Miftahussalam 1 Demak.

The main focus of this study is the development of self-confidence assessment instruments in PAI learning in grade VIII students of MTs Miftahussalam 1 Demak. The instruments developed are focused on measuring aspects of students' self-confidence in expressing opinions, asking questions, conveying experiences, and completing learning tasks independently and actively. The dimensions that are referenced in this instrument are the courage to ask questions, the comfort of appearing in front of the class, participation in group discussions, and independence in learning.

This research was carried out in the 2024/2025 school year at Madrasah Tsanawiyah (MTs) Miftahussalam 1 Demak which is located in the Wonosalam area, Demak, Central Java. This research began on April 20, 2025 and is planned to be completed on May 15, 2025. The instrument trial will be carried out in class VIII MTs Miftahussalam 1 Demak which is randomly selected by involving students in PAI learning activities. This research process consists of three main stages which include:

1. Preliminary Studies

At this stage, a literature review is conducted to identify relevant theories regarding self-confidence and its assessment instruments in the context of education. Observations were carried out to understand the conditions and challenges faced by students in PAI learning. The result of this stage is a deeper understanding of the issues students face in terms of self-confidence.

2. Instrument Development

Assessment instruments are developed based on existing theories about self-confidence (Bandura, 1997) and relevant dimensions, such as courage to express opinions, the ability to act independently, and the control of social anxiety. The Likert scale is used to measure student behavior in a variety of PAI learning situations.

3. Instrument Trials

The developed instrument was tested on grade VIII MTs students Miftahussalam 1 Demak to evaluate its validity and reliability. The validity test was carried out by involving experts in the field of religious education and psychology, as well as through field trials to obtain feedback from students. The reliability of the instrument is measured using the test-retest or split-half method (Widhiarso, 2010).

The data obtained from the instrument trial will be analyzed quantitatively. Validity analysis was carried out using the correlation technique between the instrument score and the total score to find out whether the question items could describe the self-confidence dimension well. To test the reliability of the instrument, the Alpha Cronbach formula is used to ensure the internal consistency of the instrument (Widhiarso, 2010). In addition, the resulting data will also be analyzed descriptively to describe the level of student self-confidence measured through the instruments that have been developed.

Table 1. Self-confidence indicators

NO.	Aspects	Operational Definition	Indicator
1	Self-confidence in asking questions	Students' courage to ask questions when they do not understand the material or the teacher's explanation	- Dare to ask the teacher
			- Not shy about asking questions in front of the class
			- Ask questions without fear of being wrong
2	Self-confidence in expressing opinions	The ability and courage of students to convey ideas, ideas, or views orally	- Able to express opinions
			- Not afraid of being blamed
			- Confidently convey ideas

NO.	Aspects	Operational Definition	Indicator
3	Self-confidence when performing in front of the class	The courage of students to speak or say something in front of their peers	- Able to perform and speak in front of the class - Not feeling overly nervous - Convey content clearly
4	Self-confidence in independent learning	Students' confidence in carrying out learning activities without depending on others	- Able to study alone at home - Able to complete tasks without direct assistance - Confident in one's own abilities
5	Self-confidence in group discussions	Students' activeness and confidence when interacting in small group discussions	- Dare to express opinions in groups - Actively participate in discussions - Confident that their contribution is worthwhile

Table 2. *Research Method Process*

Component	Description
Types of Research	Research and Development (R&D) with the model of Sukmadinata (2011) to develop and test student self-confidence assessment instruments.
Research Focus	The development of self-confidence assessment instruments in PAI learning for grade VIII students of MTs Miftahussalam 1 Demak, includes aspects of questioning, opinion, performing, independent, and discussion.
Time and Place	April 20 – May 15, 2025 at MTs Miftahussalam 1 Demak which is located in the Wonosalam area, Demak, Central Java
Research Stages	1. Preliminary Study: Literature review & preliminary observations. 2. Instrument Development: Based on Bandura theory and related dimensions. 3. Instrument Testing: Validity (expert & field), reliability (test-retest/split-half).
Data Analysis	Quantitative analysis: - Validity: Correlation of the point and total score. - Reliability: Alpha Cronbach. - Descriptive: The level of self-confidence of the students.

Research Finding & Discussion

1. Development of Student Self-Confidence Assessment Instruments in PAI Learning

The development of student self-confidence assessment instruments in PAI learning at MTs Miftahussalam 1 Demak is carried out through the *Research and Development (R&D)* with a model of Sukmadinata (2010). The stages passed include preliminary studies, instrument development, trials, and data analysis. The first step begins with a literature review and initial observation to understand the real condition of students in PAI learning and how the dimension of self-confidence is manifested in it. References from (Bandura, 1997) used to strengthen the theoretical foundation regarding the concept of self-efficacy in the context of education.

Furthermore, the instrument development stage is carried out by designing question items based on the five main dimensions of self-confidence: the courage to ask questions, the ability to express opinions, comfort when appearing in front of the class, learning independence, and confidence in group discussions. Each dimension is broken down into operational indicators, then compiled into statements on a 4-point Likert scale. This process refers to the principles of the arrangement of affective instruments by Widhiarso, (2010) and Khoiriyah et al., (2022), which emphasizes the importance of tangible expressions of student behavior.

The instruments that have been developed are then tested on a limited basis in grade VIII students. This trial process not only included collecting responses from students, but also involving experts in the fields of religious education and psychology to assess the validity of the content. By using the source triangulation approach, the researcher ensures that the question items are not only theoretically relevant, but also contextual and in accordance with the socio-cultural reality of MTs students.

In this stage, input from PAI MTs Miftahussalam 1 Demak teachers is also used to verify language compatibility and relevance of indicators. This is in line with the local-cultural approach suggested by the Rain, (2022) and Rorimpandey & Midun, (2021), which emphasizes the importance of instruments that are adaptive to the learning environment in Indonesia.

After revision based on expert and teacher input, field trials were conducted to collect quantitative data. This data was then analyzed to test the validity of the item using item-total correlation and internal reliability using Cronbach's Alpha coefficient. This test shows that the instrument has adequate validity and reliability. Previous research by Anggraheni et al.,

(2015) and Ruchliyadi et al., (2022) also using a similar approach in developing student attitude instruments with valid and useable results.

This development process shows that the R&D approach provides a systematic framework in producing instruments that can be used to comprehensively evaluate the affective aspects of students. This approach allows researchers not only to produce accurate measuring instruments, but also to provide contextual reflections on the characteristics of students in madrasas.

By using relevant dimensions in the context of PAI learning, such as the courage to express opinions in religious discussions or beliefs in carrying out worship. This instrument became more than just a measuring tool, but also a means of character building. This is in accordance with the emphasis of the 2013 Curriculum and Permendikbud No. 23 of 2015 concerning the importance of forming student ethics through affective assessment (Ministry of Education and Culture, 2015).

Overall, the process of developing this self-confidence assessment instrument reflects the integration between educational psychology theory, curriculum needs, and the local reality of madrasas. The result is a set of instruments that are not only statistically valid and reliable, but also pedagogically and spiritually meaningful. PAI teachers now have concrete tools to assess and improve students' self-confidence systematically and continuously

2. The Level of Validity of the Student Self-Confidence Assessment Instrument in PAI Learning

Every test in statistics certainly has a basis in decision-making as a reference or guideline to make conclusions. The validity test is used to ensure the accuracy of the question items in the research instrument and evaluate the clarity of the research framework (Nababan et al., 2024). The basis for decision-making in this test is to compare the value of r calculated with the value of the r table in the following way

1. If the value of r is calculated $> r$ table, then the questionnaire question item is declared valid.
2. If the value r is calculated $< r$ table, then the item in question is declared invalid.

From the results of the SPSS output, it must be seen that the basis for decision-making based on the r -table value with r calculation, namely the r -table value for $N=25$ at a significance of 5%, found the r table value of 0.396 as follows:

Table 3. validity test results from SPSS

N	r Count	Information
1.	0.389	Invalid
2.	0.615	Valid
3.	0.543	Valid
4.	0.025	Invalid
5.	0.089	Invalid
6.	0.792	Valid
7.	0.751	Valid
8.	0.616	Valid
9.	0.321	Invalid
10.	0.288	Invalid
11.	0.450	Valid
12.	0.472	Valid
13.	0.320	Invalid
14.	0.274	Invalid
15.	0.443	Valid
16.	0.396	Valid
17.	0.569	Valid
18.	0.341	Invalid
19.	0.535	Valid
20.	0.604	Valid
21.	0.550	Valid
22.	0.279	Invalid
23.	0.423	Valid
24.	0.347	Invalid
25.	0.496	Valid

From the validity results, because the researcher has tested 30 students with 25 question items, there are 10 invalid questions and 15 questions that are declared valid.

Validity is one of the main requirements in determining the feasibility of a research instrument. Validity refers to the extent to which an instrument is able to measure what it should be measured (Scott, 2013). In this context, the validity of the item is used to ensure that each question item in the questionnaire is able to represent the construct of self-efficacy measured in Islamic Religious Education (PAI) learning.

As stated by Nababan et al., (2024), validity tests are important to evaluate the accuracy and clarity of the question items in the research framework. The validity test is carried out by comparing the calculated r value and the r of the table. With a total of 25 students and a significance level of 5%, a table r value of 0.396 was obtained. The provisions for decision-making are as follows:

- If r counts $>$ r table (0.396), then the question item is considered valid.
- If r counts $<$ r table, then the question item is considered invalid (Arikunto, 2013).

From the results of the validity test for 25 questions, the following results were obtained:

Table 4. *Validity test results summary*

Validity Criteria	Number of Items
Valid	15 item
Invalid	10 item

Thus, as many as 15 question items have met the validity requirements and are suitable for use in data collection. Meanwhile, the other 10 items are invalid and need to be revised or discarded. These results show that most of the instruments are quite good at measuring students' self-confidence constructs.

Content validity must also be considered to ensure the compatibility between the items of the problem and the theory that underlies it, especially if the instrument is developed from theory Bandura, (1997) about self-efficacy. Thus, even though empirical validity is obtained through the Pearson correlation test, expert judgement is still needed to ensure the representation of content in the construct being studied.

3. The Level of Reliability of the Student Self-Confidence Assessment Instrument in PAI Learning

In addition to the validity test, in the field of research, it is inseparable from the reliability test derived from the word *reliability* which means the consistency of measurement. It can be said that a reliability test is an index that shows how reliable or

reliable a measuring instrument is (Kartikaningrum & Muhtarom, 2024). The basis for decision-making in the reliability test is as follows:

1. If Cronbach's Alpha value > 0.60 then the questionnaire is declared reliable.
2. If Cronbach's Alpha value < 0.60 then the questionnaire is declared unreliable.

Reliability Statistics	
Cronbach's Alpha	N of Items
.813	25

From the output table above, it is known that there are N of items, there are 25 question items with a Cronbach's Alpha value of 0.813. because Cronbach's Alpha value is $0.813 > 0.60$. Therefore, as the basis for decision-making in the reliability test above, it can be concluded that all question items are reliable.

Table 5. Statistical results of reliability test using SPSS

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item_1	57.40	40.938	.322	.808
Item_2	57.50	39.362	.576	.798
Item_3	57.60	39.766	.506	.800
Item_4	57.53	44.189	-.101	.825
Item_5	57.33	44.437	-.140	.824
Item_6	57.50	38.672	.779	.791
Item_7	57.83	36.902	.701	.788
Item_8	57.70	38.838	.584	.796
Item_9	58.00	41.172	.226	.813
Item_10	57.97	41.895	.179	.814
Item_11	58.07	39.926	.335	.808

Item_12	57.93	40.133	.389	.805
Item_13	58.10	41.472	.255	.811
Item_14	58.00	42.345	.187	.813
Item_15	58.07	40.202	.365	.806
Item_16	57.63	40.240	.321	.809
Item_17	57.73	39.030	.468	.801
Item_18	57.60	41.283	.256	.811
Item_19	57.60	39.421	.451	.802
Item_20	57.40	39.903	.527	.800
Item_21	57.37	40.171	.501	.801
Item_22	57.67	42.161	.147	.816
Item_23	57.70	40.631	.390	.805
Item_24	57.60	42.869	.074	.818
Item_25	57.57	39.840	.443	.803

The output table above gives an overview of the statistical values for all question items. And in the Cronbach's Alpha column, all the items in question are declared reliable because the overall result is > 0.60 .

Based on the output of the reliability statistics above, Cronbach's Alpha value is known to be 0.813. The value will then be compared with the r-value of the table with a value of $N=25$ searched for in the distribution of the table r-value at a significant 5%, then the table r-value of 0.396 is obtained because Cronbach's Alpha value is $0.813 > 0.396$, then it can be concluded that the Development of Self-Confidence Assessment Instruments in PAI Learning Class VIII MTs Miftahussalam 1 is declared reliable or trusted as a data collection tool in research.

Once a valid item is determined, the next step is to test the reliability of the instrument. Reliability has to do with the consistency of measurement results if the measurement is repeated under similar conditions. According to Kartikaningrum & Muhtarom, (2024), reliability shows the extent to which a measuring instrument is reliable and provides stable results.

The reliability test was carried out using Cronbach's Alpha coefficient. The alpha value is interpreted as follows:

- $\alpha > 0.60 \rightarrow$ Reliable instruments
- $\alpha < 0.60 \rightarrow$ Unreliable instrument (Scott, 2013).

The results of the reliability test showed that:

- Number of items = 25
- Cronbach's Alpha = 0.813

With an alpha value = $0.813 > 0.60$, all question items are categorized as reliable. This means that this instrument has a high level of internal consistency, so it can be relied on as a measuring tool in research.

Additionally, the Corrected Item-Total Correlation results show that most items have a positive correlation to the total score. While there are some items with low correlation values (e.g. item 4 and item 5 with a value of < 0.2), in general the alpha value does not increase significantly when these items are deleted, as seen in the "Cronbach's Alpha if Item Deleted" column. This indicates that the removal of these items is not absolutely necessary, but revisions to the editorial of the question can be an alternative solution (Ghozali, 2018).

This high reliability is in line with the principle that self-efficacy instruments must be stable under various measurement conditions because self-confidence is a relatively fixed psychological construct over a period of time (Bandura, 1997).

Conclusion

This research makes an important contribution to the development of affective assessment instruments by presenting an instrument specifically designed to measure students' self-confidence in Islamic Religious Education (PAI) learning at the Madrasah Tsanawiyah level. Not only does it present a statistically valid and reliable measurement tool, this research also offers an approach that is contextual and relevant to the socio-cultural characteristics of students in madrasahs. By emphasizing spiritual, social, and psychological aspects, this instrument becomes more than just an evaluation tool, but also a means of character development that is in harmony with the values of PAI learning. The instruments developed in this study show how the integration between educational psychology theory and religious learning practices can produce meaningful and applicable tools.

In developing student self-confidence assessment instruments, there are a number of things that need to be considered. The development process must begin with a strong

theoretical foundation so that each question really reflects the self-confidence construct that is to be measured. In addition, the indicators in the instrument need to be adjusted to the PAI learning context, including dimensions such as the courage to express opinions, appear in front of the class, ask questions, discuss, and learn independence. The choice of language in the preparation of items is also an important aspect so that students can easily understand the intent of each question. No less important, the involvement of teachers and experts in the field of religious education and psychology in the content validation process is key to ensuring that the instrument is not only theoretically valid, but also relevant and practically acceptable to users in the field.

The results of this study open up great opportunities for further research. Researchers are further advised to test this instrument in schools or madrassas with different geographical, social, and cultural backgrounds to ensure its consistency in various contexts. In addition, it is also necessary to develop other forms of instruments that are more adaptive, such as digital-based or observation-based instruments in the classroom, so that teachers can easily integrate them in daily formative assessments. Subsequent research can also explore how this instrument is used in the Merdeka curriculum system and the extent to which the assessment results can be used to design more personalized educational interventions.

This research opens up space to explore other specific areas that have not been reached in depth. For example, developing versions of instruments for different levels of education such as elementary school or high school can help to see the development of students' self-confidence over time. Longitudinal research is also important to determine the stability of the self-confidence construct measured through this instrument. In addition, the study of the relationship between the results of self-confidence measurements and student learning achievement or involvement in religious activities can also provide additional insight into the psychological impact of self-confidence on the formation of students' overall character. Thus, the results of this research not only provide a functional measuring tool, but also become a starting point for the development of more holistic educational instruments and approaches in the future.

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