



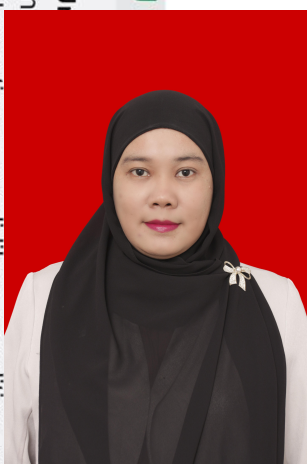
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THE RELATIONSHIP BETWEEN SELF-EFFICACY, DIGITAL LITERACY AND STUDENTS' ENGLISH ACHIEVEMENT IN GRADE EIGHT AT SMP ISLAM AL AZHAR 37 PEKANBARU



UIN SUSKA RIAU

BY

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THE RELATIONSHIP BETWEEN SELF-EFFICACY, DIGITAL LITERACY AND STUDENTS' ENGLISH ACHIEVEMENT IN GRADE EIGHT AT SMP ISLAM AL AZHAR 37 PEKANBARU

Thesis

Submitted for a degreee

Master of Education (M.Pd.)



Oleh

DONA ARMAYANTI

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: The relationship between Self-Efficacy, Digital Literacy
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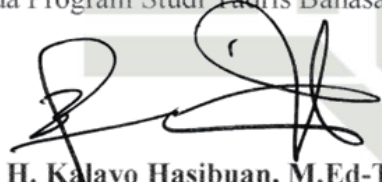

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 Program of Study : Master on English Education
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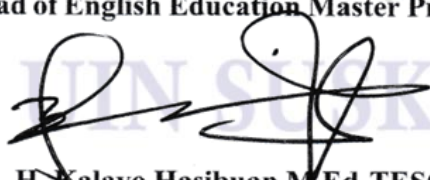
Date: 05 Juni 2025
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Study Program

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Thesis Title

: Dona Armayanti

: Minas, 28 December 1989

: 22390825030

: English Education Master Program

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: *The Relationship between Self-Efficacy, Digital Literacy and Students' English Achievement in Grade Eight at SMP Islam Al-Azhar 37 Pekanbaru*

I hereby truthfully state that:

1. The thesis titled above is entirely the result of my own thoughts and work.
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This statement letter I made in full awareness and without any coercion from any party.

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Student ID: 22390825030

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ACKNOWLEDGEMENT



Alhamdulillah Rabbil 'Alamin, all praise be to Allah SWT for all His blessings and grace, which enabled the writer to successfully complete this thesis. Peace and blessings be upon the Prophet Muhammad SAW, his family, his companions, and all of his followers. May we all receive his intercession in the Hereafter. In connection with the completion of this thesis entitled *"The Relationship between Self-Efficacy, Digital Literacy, and Students' English Achievement in Grade Eight at SMP Islam Al Azhar 37 Pekanbaru"*, the writer would like to express deep gratitude and appreciation to First and foremost, my beloved parents, Mr. Yanwar and Mrs. Armaini, as well as my siblings and dearest friends, for their endless prayers, support, and motivation. The researcher would like to express his appreciation to all of his loved ones for their encouragement. Supported and even helped the researcher in completing the research paper. They are as follows:

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2. Prof. Dr. H. Ilyas Huti, MA., The Director of Postgraduates Studies, State Islamic University of Sultan Syarif Kasim Riau.
3. Prof. Dr. Hj. Zaitun, M.Ag as the Vice of Director of Postgraduates Studies, State Islamic University of Sultan Syarif Kasim Riau.
4. Dr. Drs. H. Kalayo Hasibuan, M.Ed-Tesol., the Head of English Education Master Program, State Islamic University of Sultan Syarif Kasim Riau.
5. Dr. Hj. Zulhidah, M.Pd as the Secretary of English Education Master Program for her guidance to me as my supervisor I who has given the researcher correction, time, advice, suggestion, support, and guidance in completing this thesis.
6. Dr. Dodi Settiawan, M.Pd as the supervisor II who has given the researcher correction, time, advice, suggestion, support, and guidance in completing this



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8. All lecturers of Postgraduates Studies, State Islamic University of Sultan Syarif Kasim Riau for their knowledge and experiences shared throughout the writer's academic journey. Extraordinary lecturers with extraordinary knowledge.
9. The Head of Administration, sub-division heads, and all administrative staff in the Faculty of Education and Teacher Training at UIN Suska Riau for their support and assistance in the completion of this thesis.
10. All parties who have contributed in any way, whose names cannot be mentioned individually.

The writer prays that all the help, guidance, and support given will be rewarded abundantly by Allah SWT and become continuous charity in His sight. Finally, to Allah SWT alone we surrender and seek forgiveness and assistance. May this thesis be beneficial to all parties. Amiin Ya Rabbal 'Alamin.

Pekanbaru, June 2025

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PERSEMBAHAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah Robbil ‘Alamin Segala puji bagi Allah SWT, atas rahmad dan karunianya Tesis ini dapat terselesaikan

Shalawat dan salam selaluku sanjungkan kepada sang pembawa kebenaran, pelopor keadilan dan rahmat bagi seluruh alam yakni Nabi Muhammad SAW. Kupersembahkan tesis ini untuk keluargaku dengan segenap cinta, hormat dan baktiku. Terkhusus untuk bapakku Yanwar terimakasih banyak atas kasih sayang, motivasi dan do’a yang tidak pernah putus diberikan kepada ku untuk bisa kuliah dari awal sampai selesai sekarang ini berkat perjuanganmu yang telah banyak mengorbankan waktu dan menghabiskan tetesan keringat demi mencari rezeki untuk anakmu.

Dan untuk ibuku tercinta Armaini terimakasih atas do’a yang dipanjatkan setiap saat dan selalu memotivasi sampai sekarang dan terimakasih untuk ibuku yang menjadi wanita yang kuat dalam hidupku.

Untuk suamiku tercinta Ahmad Soleh, S.E. terimakasih atas do’a yang dipanjatkan setiap saat dan selalu memotivasi sampai sekarang dan terimakasih untuk suamiku yang selalu mendukung dan menemaniku dalam menyelesaikan penulisan tesis ini.

Untuk Anak-anakku Kanaya Afsheen Myesha dan Khafka Ghifari Syakeel terimakasih telah menjadi anak yang baik dan mendoakan mama dalam proses penulisan tesis ini.

Ya Allah, Terimakasih telah menghadirkan mereka dalam kehidupanku berkat dukungan mereka, aku sekarang bisa berada di posisi ini hanya doa dan karya kecil ini yang bisa ku persembahkan untuk mereka. Tesis ini kupersembahkan untuk Bapak, Ibu, suami dan anak-anakku tercinta yang selalu memberiku motivasi yang jitu dan mereka yang tidak pernah lelah mengirimkan do’a serta menyampaikan nasehat untukku.

Untuk teman- temanku yang tidak dapat aku sebutkan satu persatu, terimakasih banyak sudah memberikan motivasi sehingga bisa sampai ketahap ini.

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A. Konsonan

Arab	Latin	Arab	Latin
ا	A	ط	Th
ب	B	ظ	Zh
ت	T	ع	'
ث	TS	غ	Gh
ج	J	ف	F
ح	H	ق	Q
خ	KH	ك	K
د	D	ل	L
ذ	DZ	م	M
ر	R	ن	N
ز	Z	و	W
س	S	ه	H
ص	SY	ء	'
ش	SH	ي	Y
ط	DL		



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B. Vokal Panjang dan Diftong

Setiap penulisan bahasa Arab dalam bentuk tulisan latin vocal *fathah* ditulis dengan “a”, *kasrah* “i”, dan *dommah* dengan “u” sedangkan bacaan panjang masing-masing ditulis dengan cara berikut:

Vokal (a) panjang = A misalnya قال menjadi *qala*

Vokal (i) panjang = I misalnya قيل menjadi *qila*

Vokal (u) panjang = U misalnya دون menjadi *duna*

Khusus untuk bacaan *ya'* nisbat, maka tidak boleh diganti dengan “i”, melainkan tetap ditulis dengan “iy” agar dapat menggambarkan *ya'* nisbat diakhirnya. Begitu juga untuk suara diftong *wawu* dan *ya'* setelah *fathah* ditulis dengan “aw” dan “ay”.

Diftong (aw) = و misalnya menjadi قول *qawlun*

Diftong (ay) = ي misalnya menjadi خير *khayrun*

C. Ta'Marbuthah

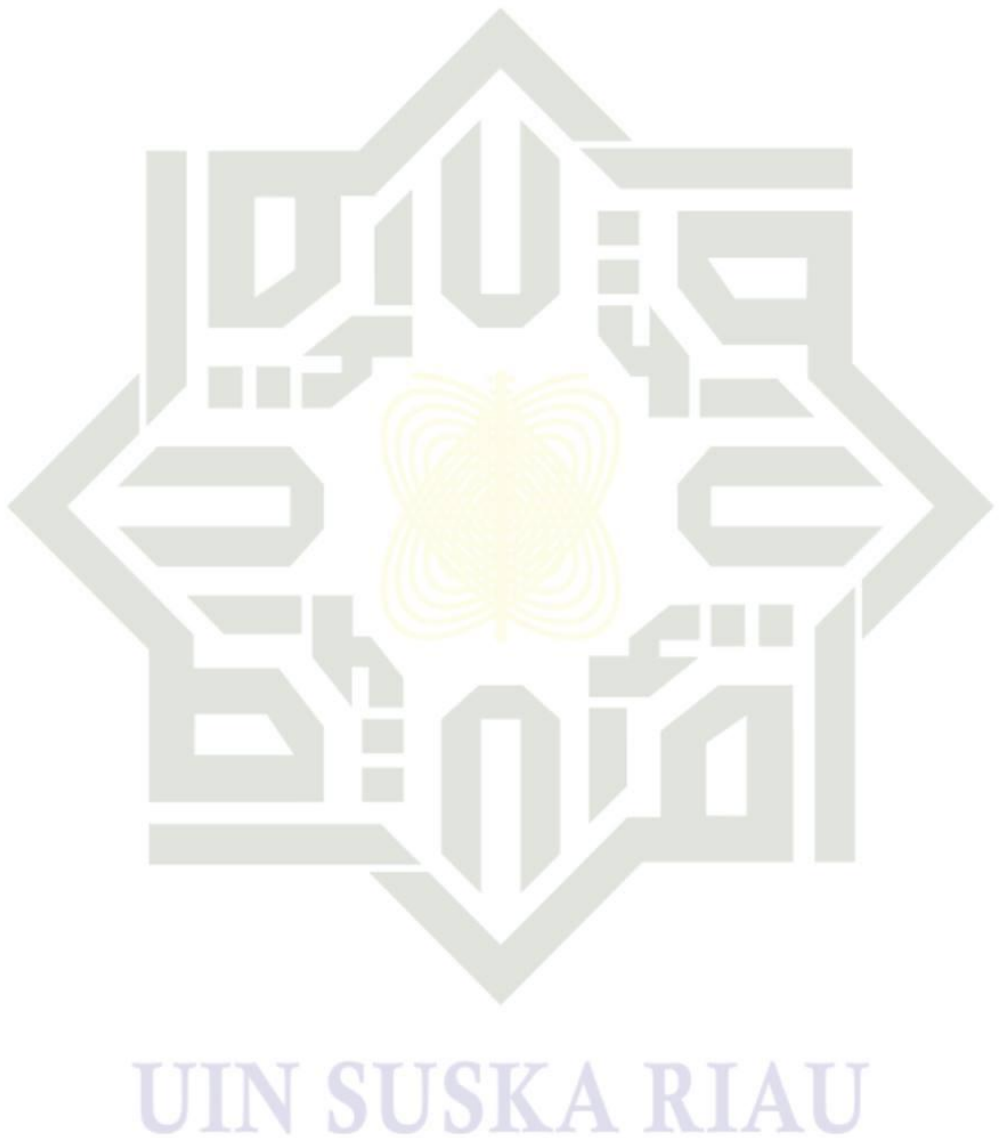
“Ta” marbûthah ditransliterasikan dengan “t” jika berada ditengah kalimat, tetapi apabila Ta” marbûthah tersebut berada di akhir kalimat, maka ditransliterasikan dengan menggunakan “h” misalnya الرسالة للمدرسه menjadi alrisalat li al-mudarrisah, atau apabila berada di tengah-tengah kalimat yang terdiri dari susunan mudlaf dan mudlafilayh, maka ditransliterasikan dengan kalimat berikutnya, misalnya في رحمة الله menjadi fi rahmatillâh.

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D. Kata Sandang dan Lafdh al-jalâlah

Kata sandang berupa “al” (ال) ditulis dengan huruf kecil, kecuali terletak di awal kalimat, sedangkan “al” dalam lafadh jalâlah yang berada di tengah-tengah kalimat yang disandarkan (*idhafah*) maka dihilangkan.





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ABSTRAK

Dona Armayanti, (2025) : Hubungan antara Self-Efficacy, Digital literacy terhadap Prestasi Belajar Bahasa Inggris Siswa kelas VIII di SMP Islam Al Azhar 37 Pekanbaru

Penelitian ini merupakan penelitian kuantitatif korelasional yang bertujuan untuk mengetahui Hubungan antara Efikasi Diri dan Literasi Digital terhadap Prestasi Belajar Bahasa Inggris Siswa Kelas VIII SMP Islam Al Azhar 37 Pekanbaru. Perumusan permasalahan dalam penelitian ini adalah "Apakah Ada Hubungan antara Efikasi Diri dan Literasi Digital terhadap Prestasi Belajar Bahasa Inggris Siswa Kelas VIII SMP Islam Al Azhar 37 Pekanbaru?". Populasi penelitian ini adalah seluruh siswa di SMP Islam Al Azhar 37 Pekanbaru, dengan sampel siswa kelas VIII. Instrumen yang digunakan untuk mengumpulkan data dalam penelitian ini terdiri dari kuesioner dan dokumentasi. Dari analisis data yang diperoleh, dapat disimpulkan bahwa terdapat hubungan antara Self Efficacy dan Digital Literacy terhadap Prestasi Belajar Bahasa Inggris Siswa Kelas VIII SMP Islam Al Azhar 37 Pekanbaru. Hal ini dibuktikan dengan nilai F yang dihitung ($56.513 > \text{tabel } F (3.119)$ atau level signifikan ($0,000 < 0,058$ sehingga H_0 ditolak dan H_a diterima, yang berarti ada hubungan antara Self Efficacy dan Digital Literacy pada Prestasi Belajar Bahasa Inggris Siswa Kelas VIII SMP Islam Al Azhar 37 Pekanbaru.

Kata kunci: *Efikasi Diri, Literasi Digital dan Prestasi Belajar*



ABSTRACT

Dona Armayanti, (2025) : The Relationship between Self-Efficacy, Digital Literacy and Students' English Achievement in Grade Eight at SMP Al Azhar 37 Pekanbaru

This study is a correlational quantitative research that aims to determine the Relationship between Self Efficacy and Digital Literacy on English Learning Achievement of Grade VIII Students of Al Azhar Islamic Junior High School 37 Pekanbaru. The formulation of the problem in this study is "Is there a Relationship between Self Efficacy and Digital Literacy on the English Learning Achievement of Grade VIII Students of Al Azhar Islamic Junior High School 37 Pekanbaru?". The population of this study is all students at Al Azhar Islamic Junior High School 37 Pekanbaru, with a sample of grade VIII students. The instruments used to collect data in this study consisted of questionnaires and documentation. From the analysis of the data obtained, it can be concluded that there is a relationship between Self Efficacy and Digital Literacy on the English Learning Achievement of Grade VIII Students of Al Azhar Islamic Junior High School 37 Pekanbaru. This is evidenced by the value of F calculated ($56,513 > F \text{ table } (3,119)$ or a significant level $(0.000) < 0.058$ so that H_0 is rejected and H_a is accepted, which means that there is a relationship between Self Efficacy and Digital Literacy on the English Learning Achievement of Grade VIII Students of Al Azhar Islamic Junior High School 37 Pekanbaru.

Keywords: *Self Efficacy, Digital Literacy and Learning Achievement*

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ملخص

هذه الدراسة هي بحث كمي ارتباطي يهدف إلى تحديد العلاقة بين الكفاءة الذاتية ومحو الأمية الرقمية في التحصيل التعليمي للغة الإنجليزية لطلاب الصف الثامن في مدرسة

الأزهر الإسلامية الإعدادية 37 بيكانبارو. صياغة المشكلة في هذه الدراسة هي "هل

هناك علاقة بين الكفاءة الذاتية ومحو الأمية الرقمية على التحصيل التعليمي للغة الإنجليزية لطلاب الصف الثامن في مدرسة الأزهر الإسلامية الإعدادية 37 بيكانبارو؟". مجتمع هذه الدراسة هو جميع طلاب مدرسة الأزهر الإسلامية الإعدادية 37 بيكانبارو ، مع عينة من طلاب الصف الثامن. تألفت الأدوات المستخدمة لجمع البيانات في هذه الدراسة من استبيانات ووثائق. من تحليل البيانات التي تم الحصول عليها ، يمكن استنتاج أن هناك علاقة بين الكفاءة الذاتية ومحو الأمية الرقمية على تحصيل تعلم اللغة الإنجليزية لطلاب الصف الثامن في مدرسة الأزهر الإسلامية الإعدادية 37 بيكانبارو. يتضح ذلك من خلال القيمة المحسوبة $F(56,513) > F(3,119)$ أو المستوى المعنوي $(0.000) < 0.058$ بحيث يتم رفض H_0 وقبول H_a ، مما يعني أن هناك علاقة بين الكفاءة الذاتية ومحو الأمية الرقمية في تحصيل تعلم اللغة الإنجليزية لطلاب الصف الثامن في مدرسة الأزهر الإسلامية الإعدادية 37 بيكانبارو. الكلمات المفتاحية: الكفاءة الذاتية ومحو الأمية الرقمية وإنجاز التعلم



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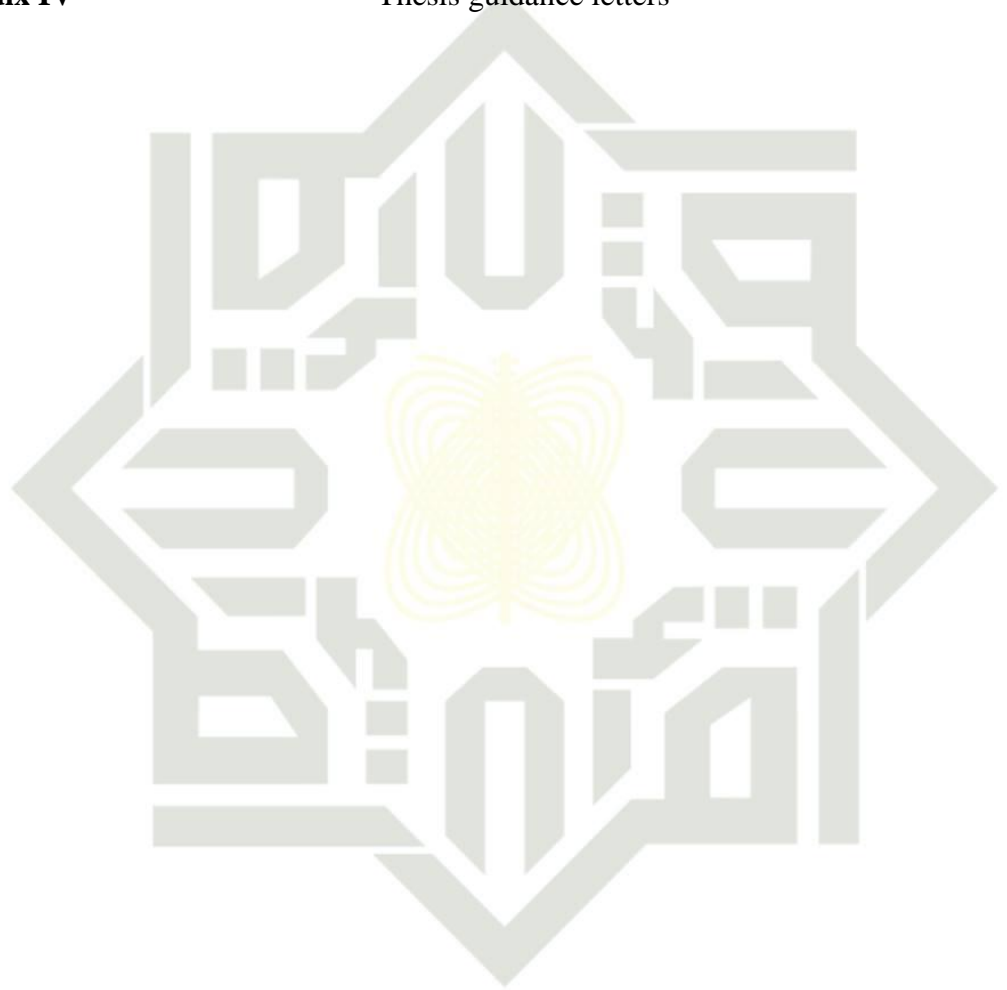
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CHAPTER I

INTRODUCTION

A. Background of the Problem

English learning at the junior high school level, including SMP Al Azhar 37 Pekanbaru, faces a variety of complex problems. As a foreign language, English is often considered hard by students since it requires one to master several linguistic skills such as reading, writing, listening, and speaking. These challenges have been further complicated by students having low self-confidence or self-efficacy and narrow digital literacy in learning, greatly affecting their learning outcomes.

According to Bandura, self-efficacy is defined as a belief in one's capability to execute an action required to attain an outcome or fulfill a certain function. In academic settings, students' self-efficacy would determine the level of their efforts, persistence, and accomplishments. Those students who view themselves as highly self-efficient develop more confidence to surmount difficulties, become more active participants in learning activities, and are more persistent in completing tasks, including those relevant to English learning.¹

Self-efficacy is who defined it as the belief in one's capabilities to effectively organize and execute the necessary actions required to achieve specific goals. Education is an extensively researched area in terms of self-efficacy, encompassing teachers who instruct students ranging from

¹ A Bandura, *Self-Efficacy: The Exercise of Control*, ed. by Freeman (1997).

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elementary school children to university-level adults.² On the contrary, the student with low self-efficacy always feel anxious and doubt themselves and easily give up in the problem solving that makes them lower academic achievement.

In addition, digital literacy has become one important aspect of English education in this modern era. Gilster points out that the person with digital literacy ability can understand, locate, evaluate and use the information while using the digital technology.³ Digital literacy in the learning of English provides students with access to a variety of learning resources, such as language learning apps, interactive videos, and authentic online materials. Digitally literate students will have more ease in comprehending the concepts of English and applying what they have learned to real-life situations.

Digital literacy has sometimes even led various researchers to use both literacy interchangeably. This may be due to the fact that the first computer comes to mind when it comes to digital tools, that is, the computer represents digitalization and digital tools. This can be given as evidence of the interaction between digital literacy and other types of literacy.⁴

On the other hand, students who are not digitally literate will not be able to use technology as a tool for learning. Technology in education is who

² Ni Yao and Qiong Wang, 'Factors Influencing Pre-Service Special Education Teachers' Intention toward AI in Education: Digital Literacy, Teacher Self-Efficacy, Perceived Ease of Use, and Perceived Usefulness', *Heliyon*, 10.14 (2024), p. e34894, doi:10.1016/j.heliyon.2024.e34894.

³ P. Gilster, *Digital Literacy* (Wiley Computer Pub, 1997).

⁴ Betül Demir Fatima, Ulukaya Öteles Ülkü, and Koçoğlu Erol, 'An Investigation of the Relationship between Digital Obesity and Digital Literacy Levels of Individuals in the Context of Turkey', *Educational Research and Reviews*, 18.3 (2023), pp. 35–40, doi:10.5897/err2020.4310.

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supported technology use to aid in foreign language learning. The benefits noted here include heightened student motivation, an opportunity for language practice in an interactive environment, and the opportunity for exposure to authentic resources. These are privileges which will only be applicable to those with adequate digital literacy. This relation between self-efficacy, digital literacy, and academic success is further supported by Zimmerman and Schunk who indicated that students with developed confidence in their learning abilities and able to stand up to the challenges of modern technologies show better academic performance, thus suggesting that the two factors support one another in influencing the students' learning outcomes.⁵

Al Azhar Islamic Junior High School 37 Pekanbaru was established because of the development of Al Azhar Islamic Boarding School Foundation (YPI) schools throughout Indonesia. Seeing the condition of Pekanbaru which is the capital of the province and the response to the high expectations of the community about the need for quality Islamic educational institutions that can ensure the quality of religious and academic education integrally. To maintain the quality of religious and academic education, Al Azhar Islamic Junior High School 37 Pekanbaru implements a learning program guided by the National Curriculum and the YPI Al Azhar Primary and Secondary Education Curriculum. The implementation of the curriculum is based on Pancasila and based on the Islamic faith, sourced from the Quran, and sunnah.

The rapid development of technology is an opportunity as well as a

⁵ & Cleary Zimmerman, B. J., *Adolescents' Development of Personal* (Contemporary Educational, 2011).

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challenge in education. The use of the right technology can have a good impact on the students of Al Azhar Islamic Junior High School 37 Pekanbaru. Based on this, Al Azhar Islamic Junior High School 37 Pekanbaru developed the Digital Smart Classroom program. This program aims to make learning more interesting and develop students' creativity in using their learning tools. The learning tool used is the iPad because it has a long battery life and is more mobile to use. In addition, various excellent programs are carried out in the context of developing students to excel. These achievements include academic and non-academic achievements. This makes graduates of Al Azhar Islamic Junior High School 37 Pekanbaru excel in achievement and are civilized in accordance with social and religious norms.

From the first observation conducted by the researcher, it was found that there is a problem faced by students in learning English; one of them is the lack of self-confidence in learning English. Some students feel that learning English is a difficult and intimidating subject; it makes them passive and less motivated Whereas technology has hugely improved, it should act as a conduit for enhancing the learning skills of students in English. In fact, at present, almost all students are able to use smartphones, which should be used as a means for learning English. It is the same kind of situation that occurs with the eighth-grade students at SMP Al Azhar 37 Pekanbaru, and this situation affects their academic performance. English Achievement at the Eight Grade of SMP Islam Al Azhar 37 Pekanbaru have not reached the minimum score limit of students, This is evidenced by the fact that there are still many student

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scores that do not reach the minimum limit of 75 score.

Considering the identified research gap and explanation above, the researcher conducted research entitled **“The Relationship between Self-Efficacy, Digital Literacy and Students’ English Achievement in Grade Eight at SMP Islam Al Azhar 37 Pekanbaru”**.

B. Problem of the Research

1. Identification of the Problems

Based on the background of the problem above, there many problems that are faced by the students such as some of the students’ digital literacy skills are still not optimal, students’ self efficacy has not yet reached the necessary level for effective learning, factors affecting students’ academic achievement and factors affecting students’ digital literacy.

2. Limitation of the Problems

Based on the identification of the problem above, there are many problems in this research. The researcher needs to limit the problems in order to pay more attention to the specific problems. The researcher focuses on self-efficacy, digital literacy and students’ English achivement in grade eight at SMP Al Azhar 37 Pekanbaru.

3. Formulation of the Problems

- a. Is there any relationship between self-efficacy and students’ English achivement in grade eight at SMP Islam Al Azhar 37 Pekanbaru?
- b. Is there any relationship between digital literacy and students’ English achivement in grade eight at SMP Islam Al Azhar 37 Pekanbaru?

- c. Is there any relationship between self-efficacy, digital literacy and students' English achievement in grade eight at SMP Islam Al Azhar 37 Pekanbaru?

C. Objective and Significance of the Research

Objectives of the Research

- a. To find out the relationship between self-efficacy and students' English achievement in grade eight at SMP Islam Al Azhar 37 Pekanbaru.
- b. To find out the relationship between digital literacy and students' English achievement in grade eight at SMP Islam Al Azhar 37 Pekanbaru.
- c. To find out the relationship between self-efficacy and digital literacy on students' English achievement in grade eight at SMP Islam Al Azhar 37 Pekanbaru.

2. The Significance of the Research

Related to the objectives of the research above, the significance of the research is as follows:

- a. Hopefully this research is able to give benefit to the researcher as a reference for who wants to explore the interaction between self-efficacy, digital literacy and English achievement.
- b. The findings of this research are expected to give contribution to the teacher who teaches the students at SMP Islam Al Azhar 37 Pekanbaru into the importance of fostering self-efficacy and integrating digital literacy tools in teaching English.

- c. The researcher also hopes that this research will give motivation and help the students recognize the role of confidence and digital skill in improving their learning outcomes.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

The Nature of Achievement

a. Definitions of achievement

The definitions of achievement defined by linguist, According to Brown, H.D, an achievement is related directly to classroom lessons, units, or even a total curriculum, achievements test are limited to particular material covered in a curriculum within a particular time frame, and are offered after a course has covered the objectives in questions.⁶ Meanwhile, Hughes stated that achievement tests are directly related to language courses, their purposes being to establish how successful individual students, group of students, or the course themselves have been in achieving objectives. It can be understood that an achievement is the result, the successfulness, ability, or the progress in learning educational experiences; it generally indicates the learning outcomes of pupil. In formal or informal educations achievement is used as a measure tool to determine the result of learning, whether the students are succeed or failed in their in their study.⁷

Brown says academic achievement is final rating of students determined by teacher through point system, expressed by a letter grade.

⁶ Brown, H. D. 2004. Language Assessment: Principles and Classroom Practices United States of America: Person Education, hlm. 67

⁷ Hughes, Owen E., 1994. Public Management and Administration. London, MacMillan Press Ltd, hlm .10

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Phy, Gary explains that achievement can be defined as "(1) accomplishment or proficiency of performance in a given skill or body of knowledge. (2). Progress in school. AsPhy, said in point two, achievement is progress in school, however for most of institutions in Indonesia an achievement is the final result of a study, as usually the achievement can be seen on students' report or a letter grade on semester, it means that achievement is not a school progress, but achievement is a final decision given by educators to measure the successfulness of students in understanding and applying the lesson. Furthermore in the higher educations' system of Indonesia, to measure the learning achievement is not only taken from the final semester test score, but it is accumulation of attendant, exercises, task, quiz, mid semester test and the semester test.

Students' achievement is the result of learning process which is not previously possessed and marked with behavioral development and changes on oneself. This achievement can be in the form of mark or test result. It is synchronyzed with the words of Purwadarminto which confirmed that students' achievement is the maximum result that the students can achieve based on their ability when they do certain process of learning. Travers stated that achievement is the result of what an individual has learned from some educational experiences. Additionally, De Cecco & Crawford in Anderson stated that achievement is the expectancy of finding satisfaction in mastering challenging and difficult

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performances.⁸ Furthermore, Tinambunan defined achievement as the student's grasp of some body of knowledge or proficiency in certain skills.

Learning outcomes are the abilities acquired by students as a result of their learning experiences. These outcomes are used to determine how well students understand and comprehend the learning material that has been provided. According to Dimyati and Mudjiono, it is explained that learning outcomes are the results achieved in the form of numbers or scores after a learning outcome test is given at the end of each learning session.⁹ The numbers or scores obtained by the students are used as a reference regarding the extent to which students master the material.

Furthermore, Firmansyah explains that learning outcomes are the final results possessed or obtained by students, which are commonly used as a benchmark for whether the students have succeeded or not in their learning. Meanwhile, according to Susanto, it is explained that: Learning outcomes are the abilities acquired by children after undergoing learning activities, in addition to being changes that occur in the students themselves, concerning cognitive, affective, and psychomotor aspects as a result of learning activities.¹⁰ Based on the opinions of these experts, learning outcomes are achievements regarding

⁸ Anderson, L & Krathwohl, D. (2010). Kerangka landasan untuk pembelajaran pengajaran, dan assessment. Yogyakarta: Pustaka Pelajar.

⁹ Dimyati, Mudjiono, (2006). Belajar dan Pembelajaran. Jakarta: PT. Rineka Cipta. Hlm 78
¹⁰ Ahmad Susanto. 2017. Teori Belajar & Pembelajaran. Jakarta: Prenada Media Grup. Hlm, 12

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the acquisition of abilities obtained by students after undergoing the learning process, expressed in numbers or scores. The abilities acquired involve cognitive, affective, and psychomotor aspects.

Learning outcomes are the achievements of students after undergoing the learning process. Learning outcomes are obtained through activities and interactions that students engage in with their environment, which can encourage students to experience changes in the desired direction. According to Susanto, there are various types of learning outcomes, namely conceptual understanding (cognitive), attitudes (affective), and process skills (psychomotor).¹¹

To achieve a successful English achievement, an institution is responsible for providing facilities and supporting instruments, such as qualified educators, language laboratory, multimedia etc. By combining all these elements in teaching and learning process, an educator will be able to improve his/her teaching and be able to make the students successful to achieve the learning goal. In this case, the students' behavior factors need to be noted. According to Brown, language is a fundamental part of human total behavior and behavioral. Psychologist examined it as such and sought to formulate consistent theories of first language acquisition. Behavior and emotional aspects give a significant influence to the students' ability to achieve the goals of learning English.

¹¹ Ahmad Susanto. 2017. Teori Belajar & Pembelajaran. Jakarta: Prenada Media Grup, hlm 15

b. The Inhibiting Factors of Achievement

Explaining the factors affecting students' achievement in various lessons has become a subject that interests a great number of researchers. Studies of this kind are carried out intensively in the field of language. Yucel said that the reason for this is that studies have established that student achievement in the field of language is low.¹²

There are virtually many factors involving as the teachers want to get the desired result in shaping students' achievement. These can be divided into two (2) parts, they are: (1) Internal factor and (2) External factor. Factors which come from within is called internal factor, whereas factors coming from outside is called external factor.

Below are the factors that parents or teachers need to give more focus:¹³

a) Internal Factor

- 1) Intelligence factor. There are probably as many definitions of intelligence as there are experts who study it. Simply put, however, intelligence is the ability to learn about, learn from, understand, and interact with one's environment.
- 2) Students' interest. There are different types of interest, some of which may be more important for knowledge acquisition. For example, Hidi in DeMarie differentiated personal, individual

¹² Aan Pravo Albarado and Viarti Eminita, 'Pengaruh Kebiasaan Belajar Terhadap Prestasi Belajar Siswa Di Mts Khazanah Kebajikan', *FIBONACCI: Jurnal Pendidikan Matematika Dan Matematika*, 6.2 (2020), p. 167, doi:10.24853/fbc.6.2.167-174.

¹³ Personality Traits and others, 'The Influence of Students' Attitude and Personality Traits towards Their English Learning Achievement at Smpn 3 Kuok', 2020.

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interest from situational interest. Whereas personal, individual interest takes a longer time to develop and affects a person's knowledge and values over time, situational interest appears more suddenly and as a result of something in the environment.

- 3) Physical and psychological condition. Physical and psychological condition could have influence on student's teaching and learning process. A healthy and strong psychological circumstance will give more advantage leading to students' achievement.
- 4) Motivation Infants and young children appear to be propelled by curiosity, driven by an intense need to explore, interact with, and make sense of their environment. As one author puts it, "Rarely does one hear parents complain that their preschooler is 'unmotivated' ".
 - b) External Factor

External factor is a factor which comes and influences the students' achievement. According to Slameto, there are three (3) main points of external factor that can influence student's achievement, they are; familial background, schooling system and environment/ society.

 - a. Familial background Parents have a wide range of function. One is taking care of their son and daughter. In taking care of their children, there might be culture involved. Besides, parents have certain character to take care, to lead, and to show them the right

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path or the right direction. This character is reflected in the way the parents take care of their children.

- b. **Schooling system** Schooling system, in this case, is teacher. Teacher holds direct control on students' progress, either physically or psychologically. Besides, teacher plays many and varied role, such as conducting teaching and learning process, training, researching, developing teaching skill and technique. The environment of school creates and shapes the students' mindset. That is the reason why the teacher has a great influence in educating students. If the students achieve their own success and have a far better behavior when they come back into the society, it means that the teacher has succeeded in educating the students. But if not, it can be said that the teacher is in failure. The schooling environment is a place where teacher, student, and the whole element of school gather around. It is the place where the teacher and students hang with together. The teacher has to create a comfortable, enjoyable and meaningful learning, so that the students will find their own ability.
- c. **Student's Environment** Out-of-school time programs can provide valuable supports to the positive development of children and youth. These programs can help cultivate social and emotional skills, and further students' academic achievements. Furthermore, the safe environment provided by out-of-school time programs

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can offer children and youth, especially those living in disadvantaged urban areas, a welcome retreat from the streets and a place to be with friends. Analyzing report data from the National Survey of Children's Health (NSCH), Child Trends estimated that ten percent of teens in higher-income families do not participate in any activities, compared with 30 percent of teens in families living below 200 percent of the federal poverty line.¹⁴

c. Indicators of Achievement

To sum up, students have various purposes for learning English, which will give an effect on their needs to learn and also influence what they are taught. there is a distinction between students' language proficiency and academic achievement. Language proficiency refers to the ability of students to use the language across four language skills while academic achievement refers to the level of a students' learning including subject matter knowledge, skills, and concepts for the core content areas. Furthermore, some characteristics are connected to motivation, owned by the most successful students in learning English. Those characteristics are: positive task orientation, ego-involvement, need for achievement, high aspirations, goal orientation, perseverance, and tolerance of ambiguity.

- a. Orientation to achievements and abilities possessed.

¹⁴ [National Survey of Children's Health, 2003](#)

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- b. Desire to be better and be more ambitious than others.
- c. Always try a challenge.
- d. Not neglecting duties and authorities.
- e. Dare to take risks that will be used as evaluations.
- f. Expecting reciprocity to improve work better.

d. Realm Of Achievement

Learning outcomes produce changes in learning that occur consciously, have goals, positively, and changes in learning are continuous and permanent. Bloom stated that there are three domains of learning, namely the cognitive domain, the affective domain and the psychomotor domain.

1) Learning outcomes of the cognitive domain

The cognitive realm is related to the results in the form of knowledge, abilities and intellectual skills. The cognitive realm encompasses the categories of understanding, knowledge, application, analysis, synthesis and assessment. In connection with the evaluation of this cognitive realm, a hadith was found which means: Mu'adz bin Jabal narrated that the Prophet PBUH when he was about to send Mu'adz to Yemen, he asked him, How do you judge a case, if a court case is presented to you? Mu'adz replied, "I judge (the matter) by the Book of Allah (Qur'an). The Messenger of Allah asked again, "What if you do not find (guidance) in the Book of Allah? Mu'adz replied, "I judge by the sunnah of the Prophet

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PBUH. The Prophet asked again, What if you do not find it in the Book of Allah? Mu'adz replied, "I do ijthad as much as my mind does. The Prophet PBUH patted Mu'adz's chest and said, "All praise belongs to Allah who has guided the Messenger of Allah as to what the Messenger of Allah has pleased him." (HR. Abu Dawud, At-Tirmidhi, Ahmad and Ad-Darimi)

In the above hadith, it can be seen that the Prophet tested the abilities and knowledge of a companion before giving him a task. After a companion succeeded in answering correctly according to his wish, the Prophet paid attention to his happiness by giving pleasant rewards and praising Allah SWT.

Cognitive ability is the ability to think in a hierarchical manner consisting of knowledge, understanding, application, analysis, synthesis and evaluation. At the knowledge level, students answer questions based on memorization only. At the level of understanding, students are required to state problems in their own words, give examples of a concept or principle. At the application level, students are required to apply principles and concepts in new situations. At the analysis level, students are asked to break down information into sections, find assumptions, distinguish facts and opinions and find cause and effect relationships. At the synthesis level, students are required to produce their own story, composition, hypothesis or theory and synthesize their knowledge. At the

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evaluation level, students evaluate information such as evidence, history, editorials, theories that include judgement on the results of the analysis to make policies.

The goal of the cognitive aspect is oriented towards thinking skills which include simpler intellectual abilities, i.e. remembering, up to problem-solving skills that require students to connect and combine some ideas, ideas, methods or procedures learned to solve the problem.

Thus, the cognitive aspect is a sub-taxonomy that reveals mental activities that often start from the highest level of knowledge to the highest level, namely evaluation.

2) Learning Outcomes of the Affective Domain

Affective assessment means with regard to assessing attitudes and changes that occur in students' behavior during learning. Attitude relates to a person's actions in responding to objects. This means that the object to which the students respond is the subject matter that is being taught by the teacher. A person's actions or responses can be formed, so that later the desired behavior will occur. Especially after participating in learning, students are expected to have behavioral changes for the better in accordance with learning objectives.

According to Sudjana (2009:30) Experts argue that if a person's cognitive level is already at a high level, then a person's

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attitude is predicted to change. Changes that occur in students such as students' attention to learning, discipline, learning motivation, respect for teachers and classmates, learning habits, and social relationships. So, there is a tendency between cognitive and affective assessments to be interrelated. For example, in assessing the cognitive realm of students who must master controversial material, teachers can also assess students in the affective realm by assessing students who actively ask questions and dare to express their opinions.

In addition, the affective learning outcomes of students are seen in various behaviors, such as attention to learning, good manners, discipline, learning motivation, and respect for teachers and classmates.

Affective assessment is an assessment related to attitudes and values. According to Benjamin Bloom in the book *Evaluation of Teaching Learning Processes and Outcomes*, it is stated that: "Affective domain assessment is a domain related to attitudes and values.

Attitudes in learning can be assessed from several things, namely attitudes towards subjects, attitudes towards teachers or teachers, attitudes towards learning, and attitudes related to values or norms related to subjects, for history subjects can be related to national values and character values. To find out the results of the

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affective dimension, a non-test instrument can be used. This instrument is used to measure the success rate of history learning in affective aspects. Meanwhile, changes in attitudes in students can only be measured using non-test techniques.

Assessment Affective aspects related to attitudes and values that exist in a person that can be changed if they have cognitive mastery. The affective realm is concerned with attitudes and values. Some experts say that a person's attitude can be predicted when a person has a high level of cognitive mastery. The affective domain is very important to be achieved in the learning process, each subject actually has an affective domain. This affective realm contains a set of values and these values are unexternalized in the learning process.

3) Learning Outcomes of the Psychomotor Domain

The word "psychomotor" is related to the word "motor", sensory motor or perceptual motor. It is closely related to the work of the muscles so that it causes the movement of the body and its parts. Psychomotor related to mental and psychological processes.

Psychomotor is an ability that concerns muscle activity and physical activity. So the pressure of ability concerns body control and movement. The mastery of this ability includes limb movements that require simple and rough coordination of muscle requirements towards movements that are more complex and smooth in muscle coordination.

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According to Mardapi, there are six stages of psychomotor skills, namely: reflex movements, basic movements, perceptual abilities, physical movements, skilled movements, and nondiscursive communication. Reflex movements are motor responses or involuntary movements that appear when a baby is born. Basic movements are movements that lead to specific complex skills.

Perceptual ability is a combination of cognitive and motor abilities or movement. Physical ability is the ability to develop skilled movements. Skilled movement is a movement that requires learning, such as skills in sports. Nondiscursive communication is the ability to communicate using gestures. Buttler divides the results of psychomotor learning into three, namely: specific responding, motor chaining, rule using. At the specific responding level, students are able to respond to things that are physical in nature, (which can be heard, seen, or touched), or perform skills that are singular, such as holding a racket, holding a bed for table tennis. In motor chaining, students are able to combine more than two basic skills into one combined skill, for example hitting the ball, sawing, using a caliper, and others. At the rule using level, students can already use their experience to do complex skills, for example how to hit the ball correctly so that with the same force the results are better.

An action test or practice test is a test that demands students' answers in the form of behavior, actions, or deeds. To see how

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students respond to controversial historical materials and what they think, as well as how students look for other sources.

Practical assessment is an assessment that is carried out by observing certain activities carried out by students. Meanwhile, project assessment is an assessment of an assignment given by the teacher with a predetermined period of time. Practice assessment emphasizes more on performance steps, completeness and accuracy, and special abilities used by students.

e. Kinds of Achievement

The students' achievement can be measured by conducting a test or it namely an achievement test, and the experts have divided achievement test into two kinds they are final achievement test and progress achievement test. According to Hughes. A. final achievement test is those administered at the end of course the progress that subject is making.¹⁵ Since progress is toward the achievement of course objective. On the other hands, Brown J.D tells about achievement decision, he says that achievement decisions are decision about the amount of learning that students have done. In other words, the final achievement that appears on students' letter grade are accumulation of various sources such as attendant, exercises, task, quiz, mid semester test and the semester test.¹⁶

The progress achievement test usually conducted after and educator

¹⁵ A Hughes, *Testing for Language Teacher* (Cambridge University Press, 1989).

¹⁶ Gian Vittorio Caprara and others, 'Teachers' Self-Efficacy Beliefs as Determinants of Job Satisfaction and Students' Academic Achievement: A Study at the School Level', *Journal of School Psychology*, 44.6 (2006), pp. 473–90, doi:10.1016/j.jsp.2006.09.001.

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has completed to present all of teaching materials in a chapter. Achievement decision in one of the processed that can be conducted by an institution to measure the students' comprehension of a subject, whether the students are succeed to achieve the goal and objective of learning and also as one the consideration, whether the students have already met the requirement to pass the test before they are going to step up to the next level or to graduate.¹⁷

English as a Foreign Language (EFL)

a. Definition of EFL and Its Acquisition Process

English as a Foreign Language (EFL) refers to learning English by non-native speakers in a country where English is not used for daily communication. Therefore, learners rely heavily on classroom instruction and digital access to acquire the language.

According to Stephen Krashen, second language acquisition happens not through memorizing grammar rules, but by understanding meaningful and comprehensible input. Learners acquire language naturally when exposed to understandable English used in meaningful contexts slightly above their current proficiency level.¹⁸

b. Krashen's Five Hypotheses of Language Acquisition

Krashen proposed five key hypotheses to explain how second

¹⁷ Ahmet Oguz Akturk and Handan Saka Ozturk, 'Teachers' TPACK Levels and Students' Self-Efficacy as Predictors of Students' Academic Achievement', *International Journal of Research in Education and Science*, 5.1 (2019), pp. 283–94.

¹⁸ Stephen Krashen, *Principles and Practice in Second Language Acquisition Principles and Practice in Second Language Acquisition* Stephen D Krashen University of Southern California, 2007.

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languages are acquired:¹⁹

- 1) Acquisition-Learning Hypothesis. Language is acquired subconsciously through interaction, while learning involves conscious focus on grammar rules. Acquisition is more effective than learning.
- 2) Monitor Hypothesis. Grammar rules learned consciously act only as monitors (editors) and are not the primary source of fluency.
- 3) Natural Order Hypothesis. Language structures are acquired in a predictable and natural sequence, regardless of how they are taught.
- 4) Input Hypothesis. Acquisition happens when learners receive comprehensible input that is slightly above their current level ($i + 1$).
- 5) Affective Filter Hypothesis. Emotional factors such as motivation, confidence, and anxiety influence how much input is absorbed. A low affective filter facilitates better acquisition.

c. Implications for Junior High School English Learning

In the context of eighth-grade students at SMP Islam Al Azhar 37 Pekanbaru, effective EFL acquisition can be supported by:

- 1) Encouraging strong self-efficacy in English learning (as measured in this study),
- 2) Providing meaningful and comprehensible digital input (videos, apps, online readings),
- 3) Creating a low-stress, motivating classroom environment to lower

Krashen. Ibid, 98

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the affective filter,

- 4) Enhancing students' digital literacy to independently explore English content outside the classroom.

Self-Efficacy

a. Nature of self-efficacy

According to Bandura, A self-efficacy is social-cognitive theory of human behavior, which seeks to account for the influence of both the traits, beliefs, and thoughts of the individual and the social environment within which people operate on a person's behavior.²⁰ And then Bandura, A explain that self-efficacy is a belief in one's own ability to successfully accomplish something.²¹ It is said that students' belief in their ability and capability will influence their behavior, and self-efficacy has become one of the important aspects to consider. As expected, the educator will pay attention to the students' self-efficacy categories in arranging a good teaching and learning strategy so that the students are able to reach maximal English achievement.

Bandura, A. says self-efficacy is a judgment of capability to execute given types of performances; outcome expectations are judgments about the outcomes that are likely to flow from such performances.²² To put it in different way, the beliefs of individuals about their abilities and outcome of their efforts influence in great ways how they will behave. At last, according to Zimmerman. B,J Self-

²⁰ A Bandura, *Social Foundations of Thought and Action* (A social cognitive, 1986).

²¹ Bandura, *Self-Efficacy: The Exercise of Control*.

²² A Bandura, *Self-Efficacy Beliefs of Adolescents* (Information Age, 2005).

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efficacy differs conceptually and psychometrically from related motivational constructs, such as outcome expectations, self-concept, or locus of control. In the other words, self-efficacy is a belief about individual capabilities of performing a certain task rather than the real capabilities the individual have.²³

The construct of specific self-efficacy has been consistently recognized as a pivotal factor in investigating individuals' intention to adopt and utilize technology. For example, the findings of one study indicate that a significant level of AI self-efficacy has an impact on the perception that utilizing AI is both effortless and beneficial.²⁴

Based on their findings, Hatlevik and Hatlevik conclude that general ICT self-efficacy is a prerequisite for the development of ICT self-efficacy in using it for educational purposes.²⁵

Self-efficacy is the judgment of an individual about formation of an individual's behaviors, their capacity to be successful by organizing necessary activities to be successful and their ability to cope with potential circumstances.²⁶ Self-efficacy is constructed by important aspects in making a decision. Self-confidence is stimulation that affects the growth associated with the ability to do work, thereby giving rise to a

²³ Zimmerman, B. J.

²⁴ Yao and Wang.

²⁵ Pinar Kahveci, 'Language Teachers' Digital Literacy and Self-Efficacy: Are They Related?', *Research in Foreign Language Education and Applied Linguistics ELT Research Journal*, 2021.2 (2021), pp. 123–39 <<https://dergipark.org.tr/eltrj/>>. *Research in Foreign Language Education and Applied Linguistics ELT Research Journal*, 2021.2 (2021), pp. 123–39 <<https://dergipark.org.tr/eltrj/>>

²⁶ Degirmenci Gündoğmus Hatice, 'Classroom Teachers Perceptions of Their Own Digital Literacy', *Educational Research and Reviews*, 19.5 (2024), pp. 79–83, doi:10.5897/err2024.4398.

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feeling of confidence.²⁷ Self-efficacy is defined as “beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments.”²⁸

b. Conceptualization of Self-Efficacy

Self-efficacy is one important motivation constructs and it is derived from social cognitive theory which was developed by Bandura .²⁹ According to social cognitive theory, when facing a certain task and with an intention as a guide, individuals analyze the task, set their own goals, plan systematic strategies they will adopt and future behavior they will perform through forethought, aiming at attaining the desired outcome.³⁰ Social cognitive theory regards human functioning as a product of a dynamic interplay of a) personal factors including cognitive, affective, and biological events; b) behavior and c) environment.³¹ Three factors influence each other with a reciprocal relationship. That is, how individuals explain their performances outcomes informs and changes their environments and self-beliefs. These environments and self-beliefs in turn, inform and alter individuals’ subsequent performance.

Bandura regarded self-reflection as the most uniquely human

²⁷ Sri Ningsih and Sugiman Sugiman, ‘Self-Efficacy of Junior High School Students in Online Learning’, *AKSIOMA: Jurnal Program Studi Pendidikan Matematika*, 10.2 (2021), p. 964, doi:10.24127/ajpm.v10i2.3561.

²⁸ Eirene Katsarou, ‘The Effects of Computer Anxiety and Self-Efficacy on L2 Learners’ Self-Perceived Digital Competence and Satisfaction in Higher Education’, *Journal of Education and E-Learning Research*, 8.2 (2021), pp. 158–72, doi:10.20448/JOURNAL.509.2021.82.158.172.

²⁹ Bandura, *Self-Efficacy: The Exercise of Control*.

³⁰ Zimmerman, B. J.

³¹ and Schunk. D. H Pajares. F., *Self-Beliefs and School Success: Perceptions Pedagogy*. (Pearson Education, 2001).

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capability through which individuals evaluate and alter their behavior.³²

Self-efficacy serves as one perception of these self-evaluations in social cognitive theory and a key personal factor which has a predictive function to one's behavior. Bandura demonstrated that individuals make causal attributions through mechanisms of personal agency, among which self-efficacy is the most pervasive and central.³³ As people have no incentive to behave if they do not believe that they are capable of producing desired outcomes by their actions, self efficacy belief serves as a basis of actions. Therefore, self-efficacy is a belief about individual capabilities of performing a certain task rather than the real capabilities the individual has.

c. Characteristics of Self-efficacy

Self-efficacy has some distinctive characteristics which distinguishes itself from other self-beliefs. Firstly, Pajeras, F states, "Self-efficacy beliefs help determine what people will do with the knowledge and skills they possess and determine their behavior".³⁴ Self-efficacy beliefs are assumed to influence individuals' thinking, pessimistic or optimistic way, amounts of efforts individuals would like to spend on pursuing certain goals. Pajares and Schunk say that self-efficacy provides the foundation for human motivation, well-being and achievement. Therefore, self-efficacy beliefs make a powerful

³² Bandura, *Social Foundations of Thought and Action*.

³³ Bandura, *Self-Efficacy: The Exercise of Control*.

³⁴ Pajares. F. Op.cit, hal 342

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contribution to the prediction of individuals' outcomes.³⁵

Bandura and Locke states "the belief of the individual in his ability to organize and carry out the course of action required in order to generate the desired results".³⁶ Self-efficacy perception thus relates to the individuals' beliefs regarding their abilities to mobilize the motivational, cognitive and behavioral resources needed in order to respond to the demands of a given situation, On the other hand, Wood and Bandura said, in fact, the attainment of objectives requires not only the possession of certain aptitudes, but also an awareness of this possession. In other words, if the level of competency influences the performance obtained, its impact is nevertheless mediated by the beliefs regarding personal efficacy.³⁷

Furthermore, Zimmerman & Cleary, said that self-efficacy percepts are not only context-specific but also domain and task-specific. It means that a student with a lower sense of self-efficacy in learning English in a competitive classroom environment than in a non-competitive learning context. On the other word, every people have different levels of self-efficacy, for example, a students may highly efficacious in performing well in English reading, but not confident in listening.³⁸

³⁵ Pajares. F. Op.cit, hal 438

³⁶ A Bandura, A., & Locke, E., *Negative Self-Efficacy and Goal Effects* (preemen, 2003).

Hal, 12

³⁷ A Bandura, *Self-Efficacy*. In V. S. Ramachaudran (Encyclopedia, 1998). Hal. 408

³⁸ Zimmerman, B. J.

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d. The Dimension of Self – efficacy

According Bandura (1997) stated that the individual's self-efficacy is varied in each dimension. The dimensions are as follows:³⁹

1. Cognitive Process. Cognitive Process of self-efficacy refers to the number or steps in increasing difficulty that a person to perform. The individual's self-efficacy in doing a task is different toward the level of task. The individual who has high self-efficacy tends to choose the complicated task which fits to his or her ability.
2. Motivation Process. This dimension focuses on the level of the individual's motivation process or stability toward their belief. Self-efficacy shows that the individual's action will bring the potential result that is expected. Strength of efficacy is related to resilience or persistence in the face of challenges, frustrations, pain, and other obstacles to perform.
3. Affective Process. Affective Process of self-efficacy refers to the extent which success or failure are experienced in similar situation or context. Affective Process can vary based on the degree of similarity of activities that the capabilities are expressed because of situations and the personal characteristics of the person.
4. Selection Process.

e. Indicators of Self-efficacy

According to Suryanovika, there are four sources of self-efficacy,

³⁹ Bandura, *Self-Efficacy: The Exercise of Control*.

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firstly mastery experience which refers to prior performance (failure or success).⁴⁰

- 1) I am confident that I can achieve the goals I have set for myself
- 2) I am confident that I can complete the difficult tasks I encounter
- 3) I think that I can get results that are important to me
- 4) I am confident that I can succeed with every endeavor I set in my mind
- 5) I am confident that I will succeed in facing many challenges
- 6) I am confident that I can perform many different tasks effectively.

f. Sources of Self-efficacy

According to Bandura, there are four sources of self-efficacy, firstly mastery experience which refers to prior performance (failure or success).⁴¹ In a learning process, the students' experiences in comprehend the lessons, tasks, exercises and test will able to influenced the students' self-efficacy, if the students had a good experience in the past, the effect is, they will have a strong self-efficacy, and if they had a bad experience, they will have a weak self-efficacy. In general, frequent performance successes generate a high sense of self-efficacy and consistent achievement failures result in lower self-efficacy.

Secondly, vicarious experience of observing others people, so when people assess their capabilities in relation to the attainments of others, they will relate it to themselves. Zimmerman and Cleary suggested that individuals perceived efficacy also depended on how individuals interpreted and evaluated the circumstances and factors

⁴⁰ Bryanovika, *Self-Efficacy: The Exercise of Control*. 2022

⁴¹ Bandura, *Self-Efficacy: The Exercise of Control*.

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surrounding the accomplishments. For some of the students, they can evaluate and interpreted the factor of their accomplishment in doing something, and they consider that, there must be a factor why they are success or failure to accomplish something. Zimmerman and Cleary also give the example, self-efficacy of a student who performed well in a test may not increase if the test was perceived easy.⁴² However, a student who failed in an examination may not negatively change his self-efficacy if he believed the failure was caused by external factor such as bad mood.

The third source of self-efficacy is verbal persuasion, Schunk, mentions, the positive effect on self-efficacy is strong when observer belief that they are similar with the models and they can be successful as well by following the model's behaviors. People who are persuaded that they have capabilities to accomplish a certain task or encouraged verbally are more likely to persist and have a higher sense of efficacy. Cleary & Zimmerman in Graham, researchers argued that in academic settings, more long-lasting changes of self-efficacy beliefs can be realized by providing them with feedback linking achievement progress with strategy use and make students attribute performance failures to ineffective strategy use.⁴³

The last is physical and affective states. It is the source of information that individuals use to form perceptions of self-efficacy

⁴² Zimmerman, B. J. Op.cit

⁴³ Graham s, *Learner Strategies and Selfefficacy: Making the Connection* (Information Age Publishing, 2007).

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belief. People partially rely upon somatic information conveyed by emotional states in judging their capabilities Zimmerman & Cleary.⁴⁴ It can be concluded that the individual perception of themselves will be able to give influence to their self-efficacy belief, if they belief they can accomplish the task, they will be succeed and will be more confidence, but they will not be succeed if they doubt of their capabilities.

g. Factors influencing Self Efficacy

Efficacy plays a very important role in daily life. A person will be able to use their potential optimally if their self-efficacy supports them. One aspect of life influenced by self-efficacy is achievement. According to Bandura, self-efficacy plays an important role in mathematical achievement and writing ability. According to Bandura, there are four factors that shape self-efficacy:⁴⁵

a. Mastery Experience

Mastery experience is the most influential source of self-efficacy. Good achievements or successful experiences provide real proof of a person's ability to succeed. The sense of accomplishment and belief in one's ability to perform instill the confidence of "I can do it!" when future challenges are encountered.

b. Vicarious Experience

From others' experiences, an individual can observe and gain an understanding of how to effectively complete a particular task.

⁴⁴ Zimmerman, B. J.

⁴⁵ Bandura, *Self-Efficacy: The Exercise of Control*.

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Observation of others becomes a strong stimulus to one's belief with the mindset: "If they can do it, so can I." The individual learns through observing others how they perform tasks effectively, which sets up confidence about one's own capability.

c. Verbal Persuasion

Verbal persuasion The encouragement or feedback that one receives from others. This can have either a positive or negative effect on an individual's development of self-efficacy. It is most often delivered through evaluative statements or assessments regarding the individual's performance. Verbal persuasion is helpful when delivered thoughtfully and in congruence with one's actual abilities.

d. Emotional/Physiological States

Anxiety and stress influence self-efficacy. The stronger the emotion, the stronger the reaction is when performing a task. In relation to physical state and mood, there are four ways of enhancing belief in efficacy: improving physical condition, reducing stress, changing negative emotions, and correcting misinterpretations of one's physical state.

h. Self-efficacy in language learning

Brown, H.D explains that the prospect of learning a second language is itself potentially so overwhelming that learners can—and often do lose momentum in the face of a number of forms of self-doubt. One of the most important roles of successful educator is to facilitate high levels of self-efficacy in their students. By this explanation, it is a

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considerable importance for educators in that students with high self-efficacy actually engage in doing a task, therefore they achieve higher score than those learner with low self-efficacy, even though they may have low ability.

However, the findings of Yang showed that students with high levels of perceived capability in foreign language learning used more learning strategies, especially functional practice strategies. In addition, students who used more learning strategies were more confident in foreign language learning. It means that learning strategies are also the important factors for the students to get a good achievement, and these strategies can be developed if the students have a high self-efficacy, students can do various strategies in learning the language.

Few studies investigated the connections between self-efficacy in foreign language learning and causal attributions. Pei-Hsuan and Pei-Hsuan et al asked 500 undergraduates who were enrolled in Spanish, German, and French courses to make perceived attributions for their academic performance. It was found that self-efficacy correlated with ability and effort positively.⁴⁶

As Bandura pointed out, judgments of self-efficacy are task and context, domain and task specific, a number of studies have explored students' self-efficacy in many different areas such as mathematics,

⁴⁶ Pei-Hsuan & Schallert, 'Implications From Self-Efficacy and Attribution Pendidikan',

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science and sports.⁴⁷ However, the research of self-efficacy in foreign language learning has been surprisingly neglected. Those self-efficacious students are confident in solving problems because they have found the most effective ways to solve problems during learning process in the past. Yang's study which connected foreign language learners' self-efficacy with learning strategy use was supported by Graham who argued that the role of learning strategies should not be neglected in foreign language learning. All in all, its show that self-efficacy gives significant influence to the students to be succeeds to achieve the language achievement.⁴⁸

4. Digital Literacy

a. Concept of Digital Literacy

The competencies of digital literacy include many domains with various models. DL model that includes the ability to use digital software and hardware that includes cognitive, motoric, sociological, and emotional skills.⁴⁹ According to Gilster who initiated the term in his book "Digital Literacy", defined it as the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computer, laptop and smartphone. Digital literacy is using digital tools that are useful for improving student skills and the ability of students to understand various formats through a computer.⁵⁰

⁴⁷ Bandura, *Social Foundations of Thought and Action*.

⁴⁸ Graham s. Op.cit

⁴⁹ ahveci. Op.cit

⁵⁰ Gilster. Op.cit

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Digital literacy is a set of abilities that allow individuals to access, evaluate, create, and communicate information using digital technology effectively, critically, and ethically (Bawden, 2008; European Commission, 2022). In the context of education, digital literacy plays an important role in supporting the teaching and learning process, especially in subjects such as English which are full of global digital content.

Ferrés and Piscitelli stated that digital literacy includes technical, cognitive, social, and ethical dimensions, which students must master in order to be able to become active and productive digital citizens. Frameworks such as DigComp (Digital Competence Framework for Citizens) classify digital literacy into several key domains: information and data literacy, communication and collaboration, digital content creation, security (including e-safety), and problem-solving.

Defines digital literacy as the ability of individuals to understand, interpret and analyze information presented in different formats from wide sources in the computer environment. Individuals with digital literacy skills are those who can access information correctly, analyze it and use it effectively.⁵¹

Digital literacy is the awareness, attitude and ability of individuals to appropriately use digital tools and facilities to identify,

⁵¹ Mehmet ÇETİN and Tuğçe Gamze İŞÇİ, 'Relationship between Social Studies Teacher Candidates' Digital Literacy Self-Efficacy Levels and Information and Communication Technology Competencies', *International Journal of Education and Literacy Studies*, 10.2 (2022), pp. 71–80, doi:10.7575/aiac.ijels.v.10n.2p.71.

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access, manage, integrate, evaluate, analyze and synthesize digital resources, construct new knowledge, create media expressions, and communicate with others, in the context of specific life situations, in order to enable constructive social action; and to reflect upon this process”.⁵² Similarly, Hague and Payton stated that to be digitally literate is to have access to a broad range of practices and cultural resources that you are able to apply to digital tools.⁵³ Understanding and reproducing data and images through digital manipulation, interacting with others using language appropriate to the media, and evaluating and applying new knowledge gained from digital environments. Students must experience, practice, and apply tasks within the classroom that will lead to their ability to function in a digital world.

Digital literacy is a facility that helps students access, manage, integrate, evaluate, and analyze using digital resources to make it easier for students to discover new knowledge. Digital Literacy is access to understand and produce data and images to make it easier to interact with other people who aim to gain new knowledge. In addition, it can hone students' abilities in the digital world by applying tasks that lead to the digital world.

⁵² Etem Yeşilyurt and Rabia Vezne, ‘Digital Literacy, Technological Literacy, and Internet Literacy as Predictors of Attitude toward Applying Computer-Supported Education’, *Education and Information Technologies*, 28.8 (2023), pp. 9885–9911, doi:10.1007/s10639-022-11311-1.

⁵³ Seyum Getenet and others, ‘Students’ Digital Technology Attitude, Literacy and Self-Efficacy and Their Effect on Online Learning Engagement’, *International Journal of Educational Technology in Higher Education*, 21.1 (2024), doi:10.1186/s41239-023-00437-y.

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The emergence and rapid development of digital technologies in the 21st Century have prompted significant changes in how human beings operate, communicate, and interact with one another on a daily basis.⁵⁴ The California State Superintendent of Public Instruction, expressed his vision of creating more prolific instructional settings by "making digital technology as effective and productive a tool in the school environment as it is in the world beyond schools". Beginning in 2010, public schools across California have experienced a series of transformative initiatives that have aimed to eliminate what Becker refers to as the digital divide – the disparate and unequal access to digital technologies.⁵⁵

Furnishing classrooms with digital technology hardware and software, however, does not adequately address digital literacy in K-12 settings. Despite the considerable increase in the availability and access to digital technologies in K-12 settings across the nation, quality of technology use remains inconsistent and varied. In an analysis of secondary student data from the Florida Department of Education, found disparate quality of technology use between schools serving primarily low-versus high socio economic status (SES) families. They concluded that, in contrast to the more sophisticated uses of technology in high-

⁵⁴ Maryam Kamaie and Afsaneh Baharloo, 'On the Relationship among Digital Literacy, Self-Confidence and English Language Achievement of Iranian EFL Learners', *International Journal of Research Publication and Reviews*, 4.8 (2023), pp. 3058–66, doi:10.55248/gengpi.4.823.51083.

⁵⁵ Lee, Jiyeon Moon, and Boram Cho, 'The Mediating Role of Self-Regulation between Digital Literacy and Learning Outcomes in the Digital Textbook for Secondary School', *Educational Technology International*, 16.1 (2015), pp. 58–83

<http://www.kset.or.kr/eti_ojs/index.php/instruction/article/view/34>.

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SES schools, technology use in low-SES schools consisted primarily of basic computer skills. It seems, therefore, that developing children's digital literacy skills remains a "luxury" in many schools. To ensure equitable access to knowledge, however, digital literacy skills must be explicitly taught to children of all socioeconomic backgrounds.⁵⁶

The term digital literacy was first proposed by Paul Gilster. Gilster in Kemendikbud stated that "Digital literacy is the ability to understand and use information in various forms from a vast array of sources that can be accessed through computer devices." In this context, the computer devices referred to include computers, laptops, and smartphones. Meanwhile, Bawden expands the understanding of digital literacy that was previously put forward by Gilster. According to Bawden in Kemendikbud, digital literacy is based on computer literacy and information literacy. Computer literacy refers to understanding digital technology, including usage and technical skills. Meanwhile, information literacy focuses on an aspect of knowledge such as: the ability to map, identify, process, and use digital information optimally.

Gaps in the effective use and implementation of digital technologies have prompted scholars to reexamine the digital divide phenomenon. In so doing, a new layer of the digital divide, referred to in literature as the second-level digital divide, or the "digital literacy divide" has been identified. Although the digital divide has narrowed the

⁵⁶ Fuha Abdullah Alsmari, 'The Relationship between Language Proficiency Level and L2 Digital Literacy Self-Efficacy: A Study of Efl University Students', *International Journal of Arabic-English Studies*, 21.2 (2021), pp. 183–98, doi:10.33806/IJAES2000.21.2.10.

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digital literacy divide continues to expand given that there are increasing disparities and inequities in how K-12 public school students use digital technologies.⁵⁷

Bawden provides a more detailed understanding of digital literacy by highlighting its essential and technical aspects. Generally, Bawden associates digital literacy with the skills to access, the ability to comprehend, and disseminate information.

The concept of literacy has different meanings according to the changes that societies have shown over time. Literacy, previously defined as 'reading and writing' skills, has started to be used in the sense of 'ability to understand the information presented' as a requirement of both social and technological developments. In order to keep up with the continuous development in digital technology, today's individual needs to use many technical, cognitive and affective skills together in order to solve problems and perform a task in digital environments. For this reason, many types of literacy have been proposed regarding our digital world, and the use and content of the concept of literacy have changed with digital developments

Digital literacy skills are not just about the technical ability to use buttons, but digital literacy also emphasizes the critical thinking process when dealing with digital media. As Gilster explains, critical thinking in digital literacy involves learning how to organize knowledge and build a

⁵⁷ Selda Uzun and others, 'The Relationship between Teachers' Attitudes towards Distance Education and Their Digital Literacy Levels', *Journal of Pedagogical Research*, 7.5 (2023), pp. 11-21, doi:10.33902/JPR.202322499.

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set of reliable information from various different sources.

Literacy is defined as the ability to read, write, and understand language in a written form.

Digital literacy according to Glistter is "the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers".⁵⁸ Digital literacy is defined as the ability to understand and use information in various formats from various sources when presented through a computer. Paul Gilster emphasized that digital literacy is a way to think critically about the information obtained through the web by mastering several core competencies.

Digital literacy in the evolving experience plays an important role in expanding student inspiration and making it easier to track various references for learning materials. This makes students more enthusiastic about participating in the learning process. Computer skills for educators are essential to provide relevant learning in line with the advancements of the 4.0 modern era and the 5.0 society era. In this situation, teachers must not only master technology but also teach students how to use digital media effectively and creatively. The advancement of data technology and correspondence has impacted learning approaches that are now not only limited to printed material but also include computerized data that can be accessed through various learning methods, including TikTok, digital recordings, YouTube, and various other data sources.

⁵⁸ Glistter.

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Bawden offers a new understanding of digital literacy that is rooted in computer literacy and information literacy. Computer literacy has developed in the 1980s, where computers have become more widely used both in the business environment and other general public. Meanwhile, information literacy only spread widely in the 1990s where information was increasingly easy to compile, access, and disseminate through networked information technology. Thus, referring to Bawden's opinion, digital literacy is more associated with technical skills in accessing, organizing, understanding, and disseminating information.

From all the definitions explained, it can be concluded that digital literacy is a person's ability to use digital technology and operate internet-based technology in accessing information. In addition, digital literacy is also a person's ability to disseminate information in digital form.

Literacy refers to a skill that can be improved (Kurudayıoğlu & Tüzel, 2010). Therefore, in general terms, literacy is a concept related to the person's perception and understanding of the life she/he lives and the objects and events in this life, and ascribing meaning to all relationships in her/his social life. The broad meaning of the concept of literacy is closely related to the contexts in which this concept is articulated. The concept of literacy has been articulated with many concepts such as information, media, communication, science, environment, finance, health, language, culture, civil, visibility, and electronics, and it has taken

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its place in the literature. In addition to these, the articulation of the literacy concept to the digital concept has caused the usage of the “digital literacy” concept; the articulation of it to the technology has caused the usage of the “technology literacy” concept, and the articulation of it to the internet concept has caused the usage of “internet literacy” concept. All these concepts have started to take their place in both the literature and the practice.

b. Core Competencies of Digital Literacy

Gilster revealed that there are four core competencies of digital literacy, namely:⁵⁹

- 1) Internet Searching: Gilster describes this competency as a person's ability to use the internet and perform various other activities. This competency includes several components, namely the ability to search for information on the internet using a search engine and using multimedia to view available videos. The ability to search for information on the internet in addition to using a search engine can also use a browser. According to Ramadhani a browser is a tool used to view and read web pages stored in a web server through a protocol called HTTP (Hypertext Transfer Protocol). Some of the browser software are Microsoft Internet Explorer, Opera, Mozilla Firefox. Meanwhile, search engines are a way that makes it easier to search the web. Search using search engines based on keywords so that the web

⁵⁹ Gilster. Op.cit

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pages obtained are in accordance with the topic and more specific. Search engines that are often used include Google and Yahoo!.

- 2) Hypertextual Navigation Gilster describes this competency as the ability to read and understand dynamically the hypertextual environment. So, one is required to understand the navigation of a hypertext on the web which is of course very different from the text found in textbooks. This competency includes several components, namely: knowledge of hypertext and hyperlinks and how they work. Mardiyanto, et al. explained that hypertext is a word or phrase that can show the relationship between one document and other documents. Hypertext works by clicking on a word to follow a link, then the web browser will move the display to another part or document to be addressed. Meanwhile, according to Yuhefizar, et al. is an element on a web page that refers to information contained on the same or different web page, can be attached to data in the form of text or images. Another component is knowledge of the difference between reading textbooks and browsing via the internet, knowledge of how the web works including knowledge of bandwidth, http, html, and urls, as well as the ability to understand the characteristics of web pages.
- 3) Content Evaluation Gilster describes this competency as a person's ability to think critically and judge what is found online along with the ability to identify the validity and completeness of information

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referenced by hypertext links. This competency includes several components, including: the ability to distinguish between display and information content, namely the user's perception in understanding the appearance of a web page visited, the ability to analyze the background of information on the internet, namely the awareness to further explore the source and creator of information, the ability to evaluate a web address by understanding various domains for each institution or a certain country, the ability to analyze a web page, as well as knowledge of FAQs on the web.

- 4) Knowledge Assembly Gilster describes this competency as the ability to compile knowledge, build a collection of information obtained from various sources with the ability to collect and evaluate facts and opinions properly and without prejudice. This is done for certain purposes, both education and work. This competency includes several components, namely: the ability to search for information through the internet, the ability to create a personal newsfeed or the latest news notifications that will be obtained by joining and subscribing to news in a newsgroup, mailing list or other discussion groups that discuss or discuss a certain topic according to certain needs or problem topics, the ability to cross-check or recheck to the information obtained, the ability to use all types of media to prove the truth of the information, as well as the ability to compile sources of information obtained on the Internet with real life that are not connected to the network.

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c. Purpose of Digital Literacy

Digital literacy can be building new knowledge and creating awareness and attitudes of the ability of individuals to access, manage, integrate, evaluate and analyze digital resources. Make it easier for students to gain new knowledge by applying tasks in the classroom using digital so that they can understand and produce data and images to make it easier for students to interact with others who aim to gain new knowledge.

The goal of digital literacy is defined as the ability to find, assess, share and create content using the internet. The Covid-19 pandemic has caused digital literacy skills to penetrate the classroom and become a necessity for both lecturers and students. All students have access to computers and the internet. Those with access can find answers not only to simple questions, but also to complex problems. The importance of digital literacy during online learning is involved in:

a. Student

From a very early age, usually before even starting school, children are exposed to online educational content. At school, they rely on the internet for almost everything. Not only are most textbooks digital, students are also using the internet to research, study, and collaborate with classmates

b. Teacher

Teachers also rely heavily on the Internet, using online resources

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provided by school districts and textbook publishers and to find activities, worksheets, videos, and other supplementary materials for class instruction and homework assignments.

c. Parent

To help their children with their homework, parents often rarely on the internet or other digital resources to hone their knowledge of various subjects, as well as to find practice questions, worksheets, lesson plans, educational games and more.

d. Characteristic of Digital Literacy

The characteristics of digital literacy with a specified list of characteristics or skills associated with the idea of digital literacy:⁶⁰

- 1) Awareness of “people networks” as sources of advice and help.
- 2) Knowledge assembly or building a "reliable information board" from diverse sources.
- 3) Retrieval Skills, plus “critical thinking” for making informed judgments about retrieved information, with knowledge about the validity and completeness of internet sources.
- 4) Reading and Understanding Non-Sequential and Dynamic Materials
- 5) Using Filters and Agents to Manage Incoming Information.
- 6) Information literacy as the construct that incorporates all the different kinds of literacy, digital literacy in providing individuals with online reading and understanding abilities.

⁶⁰ Altsarou.

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e. Components of Digital Literacy

According to Bawden explains that the concept of digital literacy is very broad and can include very specific skills and competencies to general awareness and perspectives. He distinguishes four components of digital literacy:

- 1) Underpinnings the ability to read and write as well as to use software packages and computers.
- 2) Background knowledge an understanding of how digital and non-digital information is created from various forms of resources and communicated.
- 3) Central competencies the ability to assemble knowledge from multiple sources.
- 4) Attitudes and perspectives the ability to learn independently as well as to exhibit good behavior in a digital environment.

Component or dimensi Digital Literacy Menurut Hague dalam Nasionalita (2020:21) adalah sebagai berikut:

- 1) Creativity
- 2) Collaboration
- 3) Communication
- 4) Ability to Find and Select Information
- 5) Critical Thinking and Evaluation
- 6) Cultural and social Understanding
- 7) E-Safety

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f. Digital Literacy Indicators

Digital Literacy indicators According to Hague in Nasionalita are as follows:

a. Creativeness

- 1) Able to use applications or digital media to produce works in English (digital poems, videos, posters, etc.).
- 2) Able to express unique or original ideas in digital form using English.
- 3) Combining various digital elements (text, images, sound) in one English-language work

b. Collaboration

- 1) Able to collaborate with friends through digital platforms (e.g. Google Docs, Padlet) in creating English assignments.
- 2) Actively engage in group discussions or digital projects using English.
- 3) Demonstrate the ability to give and receive feedback in English online.

c. Communication

- 1) Able to convey ideas, information, or stories in English through digital media (presentations, blogs, video recordings).
- 2) Use English politely and contextually in digital interactions (e.g. comments on learning forums).

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- 3) Demonstrate clarity and accuracy of language in digital communication (email, chat, voice note).

d. Ability to Find and Select Information

- 1) You can use a search engine or app to find the required English material.
- 2) Be able to choose digital sources of information that are appropriate, relevant, and trustworthy.
- 3) Using more than one digital source to enrich understanding of a particular topic in English.

e. Critical Thinking and Evaluation

- 1) Able to compare information from various digital sources in English.
- 2) Able to evaluate the accuracy or correctness of the content of information in English digitally.
- 3) Can assess the effectiveness of a media or digital learning strategy in helping English comprehension.

f. Cultural and Social Understanding

- 1) Recognize the cultural values contained in English material (e.g. videos, songs, or online articles).
- 2) Respect cultural diversity in English-language digital interactions.
- 3) Adapting the style of digital communication to the socio-cultural context of the English language.

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g. E-Safety (Digital Security)

- 1) Know how to maintain privacy and security when using digital media to learn English.
- 2) Avoid the dissemination of personal information when using English language learning apps or platforms.
- 3) Use digital content ethically (respect copyright, not plagiarize, cite sources).

g. Benefit of Digital Literacy

The benefit of digital literacy competency studies is to help students and other educational communities affected by pandemic disruptions.⁶¹ An exploratory task is required to present a draft work plan or proposition with investigative subjects to see how computerized mastery predominates and the strengths it has in adapting current student work; Students in Indonesia, in an atmosphere of a disrupted pandemic so that learning is considered to have stopped because sending students back to where they grew up.

However, due to the convenience of these innovations and government regulations, especially online learning and education guidelines, it is hoped that educators will hone their skills in utilizing these innovations and see how to become proficient.

The researcher can conclude the importance of Digital Literacy in English learning and can increase students' English achievement with exists digital tools or platforms such as power point, the Internet to make

⁶¹ ETİN and İŞÇİ. Op.cit

it easy student get knowledge new.

B. Relevant Research

1. A research in 2021, written by Eirene Katsarou, entitled “The Effects of Computer Anxiety and Self-Efficacy on L2 Learners’ Self-Perceived Digital Competence and Satisfaction in Higher Education”. This study investigates Low computer anxiety (CA) and high computer self-efficacy (CSE) levels are important affective factors that promote students’ academic success in the current digital era. In an effort to understand their role in successful and effective participation in online learning environments for language learning purposes, the study investigated their effect on 331 undergraduate L2 learners’ self-reported assessments of their digital literacy skills and on the level of satisfaction they express with the online component of their English for Specific Purposes course in higher education in Greece. Data were gathered via four survey questionnaires that elicited relevant information on participants’ digital literacy level, learner satisfaction, computer anxiety and self-efficacy respectively. Statistical analysis of the results revealed an overall adequate level of students’ digital literacy skills and a high level of satisfaction with all aspects of the online module of the blended learning course. Females reported a lower level of CA and a higher level of CSE. CA was found to be the strongest predictor of learners’ digital literacy skills assessments and CSE of learner satisfaction perceptions, resulting in overall higher IT use and positive attitudes to the course.

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2. A research in 2024, written by Seyum Getenet , Robert Cantle , Petrea Redmond and Peter Albion, entitled “Students’ digital technology attitude, literacy and self-efficacy and their effect on online learning engagement”. This study investigates This study utilised students’ online engagement, digital technology attitude, digital literacy, and self-efficacy theories to develop and test a model connecting these factors within a regional university in Australia. A field survey collected data from 110 first-year students. AMOS 28 was employed for measurement and structural model path analysis. The study initially examined the impact of students’ attitudes and digital literacy on their self-efficacy. Subsequently, the effects of self-efficacy on five dimensions of online engagement were assessed: social, collaborative, cognitive, behavioural, and emotional. The findings indicated that positive student attitudes and digital literacy significantly contributed to self-efficacy, which, in turn, positively affected the engagement dimensions. This suggests that when designing and facilitating online, blended, or technology-enhanced courses in higher education, educators should pay attention to various elements of engagement. The study highlights the importance of considering students’ attitudes and digital literacy in fostering self-efficacy and enhancing online learning engagements. Further research and implications for future studies are also recommended.
3. A research in 2022, written by Sutiman, Herminarto Sofyan, Soenarto and Farid Mattohari, Muhammad Nurtanto, entitled “Students’ Career

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Decision-Making During Online Learning: The Mediating Roles of Self-Efficacy in Vocational Education”. This study investigates vocational education in Indonesia has experienced problems in making career decisions for students, which was exacerbated by the COVID-19 pandemic. Therefore, this research aims to examine the role of self-efficacy and mediate digital literacy, social environment, and counselling guidance in influencing career decision-making. This is an ex-post-facto research design with data collected from a sample of 566 vocational education students in Indonesia through a questionnaire method distributed online using Google Form. The collected data was then analyzed using structural equation modelling (SEM) with path analysis and bootstrap methods. The results revealed that self-efficacy plays a vital role in mediating digital literacy and guiding students in career decision-making. On the other hand, digital literacy, guidance, and counselling have a significant direct effect on self-efficacy and career decision-making. Meanwhile, the social environment only has a significant direct effect on students’ career decision-making. The real role of all elements of vocational education in strengthening self-efficacy, growing digital literacy, monitoring social environment interactions, and providing counselling guidance to students is needed to increase optimism and the quality of career decision-making in vocational education

4. A research in 2018, written by Hatice Değirmenci Gündoğmuş, entitled “Self-efficacy of teacher candidates for teaching first reading and

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writing”. This study investigates The purpose of this study is to determine by different variables the self-efficacy of a teacher candidate for teaching first reading and writing in their 3rd and 4th year in the department of primary school teaching. In line with the purpose of the study, the self-efficacy levels of teacher candidates for teaching first reading and writing were analyzed on the basis of gender and academic year. The screening model was used in the study. The study group is made up of 165 teacher candidates in their 3rd and 4th year in the department of primary school teaching. The "Self-Efficacy Scale for Teaching First Reading and Writing" developed by Delican (2016) was used as the data collection tool. Descriptive statistics and independent samples t-test were used for data analysis. It was found in the study that self-efficacy of teacher candidates for teaching first reading and writing is intermediate, the self-efficacy for teaching first reading and writing shows a statistically significant difference and female teacher candidates have higher self-efficacy for teaching first reading and writing than male teacher candidates; however the academic year does not have any significant effect on the self-efficacy for teaching first reading and writing. Based on the study, suggestions were made to ensure that teacher candidates teach first reading and writing effectively.

5. A research in 2021, written by Sri Ningsih and Sugiman, entitled “Self-Efficacy Of Junior High School Students In Online Learning”. This study investigates The purpose of this study was to see how students' self-

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efficacy towards the online learning process of mathematics subjects during the covid-19 outbreak. This study is a descriptive study that describes students' self-efficacy in mathematics subjects based on the dimensions that exist in self-efficacy and is summarized and used as a measurement tool or instrument, namely level (magnitude) related to task difficulty, strength related to the effort made by students and generality relates to the scope of students' beliefs. The instrument used is a non-test in the form of a self-efficacy questionnaire consisting of 30 statement items with 4 choices and 616 respondents from SMP/MTs students who carry out online learning. The result is that the level dimensions of Indonesian SMP/MTs students are in the medium category with a percentage of 55.04% which means that when students are faced with difficult tasks during online learning, students can overcome them. For the strength dimension, it is in the medium category with a percentage of 56.82%, this shows that the effort and resilience of Indonesian SMP/MTs students in doing assignments in online learning is quite persistent and does not give up easily. For the generality dimension, it is in the medium category with a percentage of 45.94%, which means that the confidence of Indonesian SMP/MTs students in completing different tasks is quite good. In general, the self-efficacy of Indonesian SMP/MTs students in online learning is quite good.

6. A research in 2021, written by Burak Olur¹ and Gürbüz Ocak, entitled "Digital literacy self-efficacy scale: A scale development study". This

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study investigates study aims to develop a scale in order to determine the digital literacy self-efficacy level of primary school students. In line with this purpose, firstly, open-ended questions, which were created and asked for opinions on digital literacy, were directed to field experts and primary school teachers. The draft scale form was created as a result of the responses to open-ended questions and the literature review was presented to the field experts and the items in the draft scale were finalized in the line with the feedback. The draft scale form was applied to a total of 175 4th grade students studying in the central district of Afyonkarahisar in the 2019-2020 academic year determined by purposeful methods. The data were analyzed by Exploratory Factor Analysis (EFA) and it resulted in a structure with 21 items and four subdimensions named ‘Collaboration in Digital Environments’, ‘Emotion Management in Digital Environments’, ‘Information Management in Digital Environments’ and ‘Awareness in Digital Environments’. It was confirmed that the subscales constituted a model by the first level and second level Confirmatory Factor Analysis (CFA). The Cronbach’s alpha value for the scale was found to be .944.

7. A research in 2023, written by Fatıma Betül Demir, Ülkü Ulukaya Öteleş and Erol Koçoğlu, entitled “An investigation of the relationship between digital obesity and digital literacy levels of individuals in the context of Turkey”. This study investigates The concepts of digital obesity and digital literacy, which are interconnected in influencing human beings, can find their place in all areas of life with the virtualized life industry in the

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globalizing world. Having these competencies, awareness can be explained by the orientation process between these concepts and the individual. In this direction, this study, which aims to examine the relationship between digital obesity and digital literacy levels of individuals, has been carried out, taking into account the existing Orientation process. In the study, which was designed as a quantitative research, the relational survey model was used. The research was carried out with 549 participants. The results indicate that the level of digital obesity and digital literacy significantly predict the level. In addition, age, gender and educational status seem to play a partly mediating role in the relationship between digital obesity and digital literacy.

8. A research in 2023, written by Etem Yeşilyurt dan Rabia Vezne, entitled “Digital literacy, technological literacy, and internet literacy as predictors of attitude toward applying computer-supported education”. This study investigates Even though there is an abundance of research on computer supported education (CSE), digital literacy (DL), technological literacy (TL), and internet literacy (IL), the correlation between them and their effect on each other have not been analyzed in the literature. However, no study has been conducted on the correlation between and effect of CSE, DL, TL, and IL and which additionally explains their relationship to each other. This study aims to analyze the effect levels among the latent variables of DL, TL, and IL, and the attitude toward applying CSE and these latent variables’ ratios to each other. For this purpose, eight

hypotheses were developed after reviewing the literature. A relational descriptive model is used to detect the presence and extent of covariance. The participants of this study were 510 prospective teachers. Exploratory and confirmatory factor analysis of the scales were performed. The hypotheses of the research were tested with the structural equation model. As a result, it was revealed that DL, TL, and IL together significantly affect and explain the attitude towards CSE. The different suggestions have been developed based on the results of the research.

9. A research in 2024, written by Ni Yao a and Qiong Wang, entitled “Factors influencing pre-service special education teachers’ intention toward AI in education: Digital literacy, teacher self-efficacy, perceived ease of use, and perceived usefulness”. This study investigates The use of artificial intelligence in education (AIEd) has become increasingly significant globally. In China, there is a lack of research examining the behavioral intention toward AIEd among preservice special education (SPED) teachers in terms of digital literacy and teacher self-efficacy. Building on the technology acceptance model, our study evaluated the aspects influencing preservice special education teachers’ intention toward AI in education. Data was gathered from 274 pre-service SPED teachers studying at a Chinese public normal university of special education and analyzed using structural equation modeling (SEM). The results show that digital literacy is associated with the perceived usefulness and ease of use of AIEd, which influences SPED teachers’ intention to use AIEd.

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Additionally, digital literacy significantly impacts the self-efficacy of SPED teachers. Given these results, AI designers in special education should comprehend the effectiveness and usability of AIED for fostering behavioral intention formation. Simultaneously, special educational programs that identify key content and activities for digital literacy training should be developed, and educators should attempt to execute the relevant pre-service training to enhance the intention of pre-service SPED teachers toward AIED.

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10. A research in 2021, written by Pinar Kahveci, entitled “Language Teachers’ Digital Literacy and Self-efficacy: Are They Related?”. This study investigates study focuses on the relationship between digital literacy and teacher self-efficacy and how foreign language teachers’ self-efficacy and digital literacy differ corresponding to teachers’ gender, experience, major, involvement in ICT training and the amount of time spent online. Participants were 100 foreign language teachers who work at various Colleges of Foreign Languages across Turkey. The quantitative data was collected via two scales; i.e., Digital Literacy Scale (Ng, 2012) and Teacher Sense of Self-efficacy Scale (Tschannen-Moran & Woolfolk-Hoy, 2001). Findings indicate a significant positive correlation between digital literacy and teacher self-efficacy. In addition, digital literacy and teacher self-efficacy differ according to teachers’ experience, involvement in ICT training and the amount of time spent online. However, teacher self-efficacy and digital literacy do not differ significantly based on

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teachers' gender and majors. Implications and suggestions for further research are discussed.

In conclusion, based on the previous research above, there are some similarities with this research. The similarities are about the independent variables, they are Self efficacy and Digital Literacy and the research methodology. Meanwhile, the differences are about dependent variable, the operational concept, school location and subject of the research.

C. Conceptual Framework

This research was a correlational study. Gay (2000) revealed that correlational research involves collecting data to determine whether and to what degree a relationship exists between two or more quantifiable variables. The degree of relation is expressed as a correlation coefficient.” In this research, the researcher investigated the relationship between self-efficacy, digital literacy and students' English achievement. This research consisted of three variables, self-efficacy and digital literacy as the independent variables (X1 and X2) and students' English achievement as the dependent variable(Y). The relationship among the variables is illustrated in the following figure.

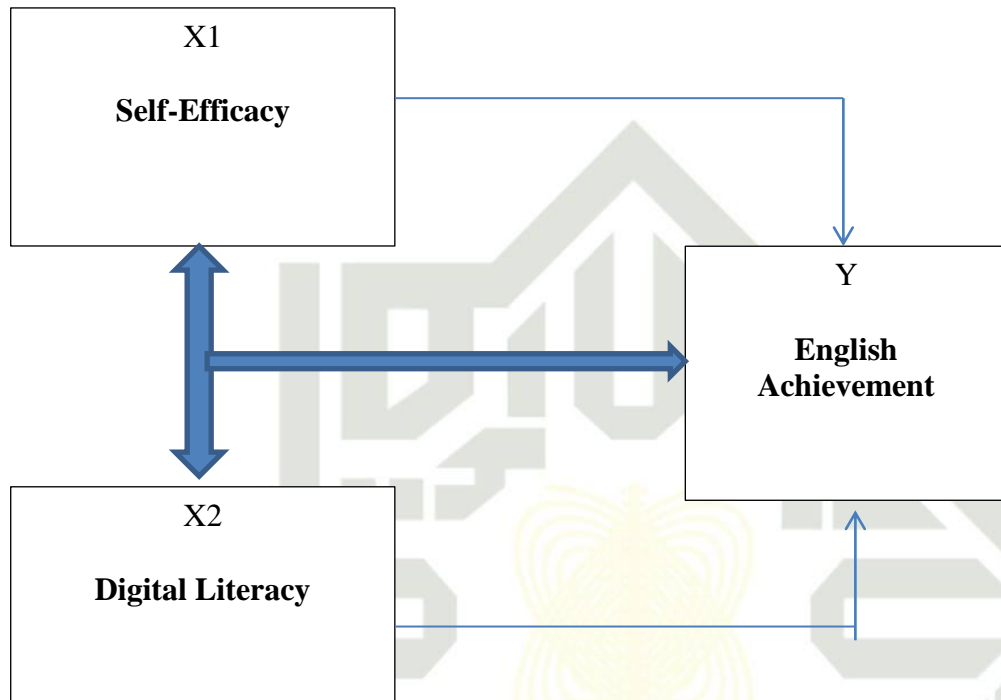
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Figure 1.
Research Design Diagram



D. Operational Concept

According to Syaifi'i operational concepts are derived from connected theoretical concepts on all the variables that should be used in a research paper in a practical and empirical operated in an academic writing. Operational concept was used to give limitation to the theoretical framework in order to avoid misunderstanding and misinterpreting in this research. In order to avoid misunderstanding in carrying out the research, the researcher uses three variables. This is important to enable the researcher to conduct measurements in the field. In accordance with the main issues of this research, what will be explored is The Relationship between Self-Efficacy, Digital Literacy and

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Students' English Achievement in Grade Eight at SMP Islam Al Azhar 37 Pekanbaru.

1. Self-Efficacy is who defined it as the belief in one's capabilities to effectively organize and execute the necessary actions required to achieve specific goals.⁶²

a. Cognitive Processes

- 1) Understand English reading texts
- 2) Structuring English sentences correctly
- 3) Understand the teacher's explanations in English
- 4) Remembering and using English vocabulary

b. Motivation Process

- 1) Confident that efforts pay off
- 2) Enthusiasm despite difficult material
- 3) Confidence will increase if you practice
- 4) Believe in the future benefits of English

c. Affective Process

- 1) Confidently speaking in front of the class
- 2) Managing fear or shame when it's wrong
- 3) Calm down for the English exam
- 4) Learn from mistakes without getting overly disappointed

d. Selection Process

- 1) Choose a preferred English learning activity

⁶² Op.cit, 225

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- 2) Choose supportive study partners
 - 3) Repeat the lesson if you don't understand it
 - 4) Find additional learning resources
2. Digital Literacy is an overarching term which is closely related with multiple literacies; e.g., 'media and internet'.⁶³ Indicators of digital literacy according to Hague in Nationalita:
- a. Creativeness
 - 1) Able to use applications or digital media to produce works in English (digital poems, videos, posters, etc.).
 - 2) Able to express unique or original ideas in digital form using English.
 - 3) Combining various digital elements (text, images, sound) in one English-language work
 - b. Collaboration
 - 1) Able to collaborate with friends through digital platforms (e.g. Google Docs, Padlet) in creating English assignments.
 - 2) Actively engage in group discussions or digital projects using English.
 - 3) Demonstrate the ability to give and receive feedback in English online.

⁶³ James Potter, 'Analysis of Definitions of Media Literacy', *Journal of Media Literacy Education*, 14.2 (2022), pp. 27–43, doi:10.23860/JMLE-2022-14-2-3.

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c. Communication

- 1) Able to convey ideas, information, or stories in English through digital media (presentations, blogs, video recordings).
- 2) Use English politely and contextually in digital interactions (e.g. comments on learning forums).
- 3) Demonstrate clarity and accuracy of language in digital communication (email, chat, voice note).

d. Ability to Find and Select Information

- 1) You can use a search engine or app to find the required English material.
- 2) Be able to choose digital sources of information that are appropriate, relevant, and trustworthy.
- 3) Using more than one digital source to enrich understanding of a particular topic in English.

e. Critical Thinking and Evaluation

- 1) Able to compare information from various digital sources in English.
- 2) Able to evaluate the accuracy or correctness of the content of information in English digitally.
- 3) Can assess the effectiveness of a media or digital learning strategy in helping English comprehension.

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f. Cultural and Social Understanding

- 1) Recognize the cultural values contained in English material (e.g. videos, songs, or online articles).
- 2) Respect cultural diversity in English-language digital interactions.
- 3) Adapting the style of digital communication to the socio-cultural context of the English language.

g. E-Safety (Digital Security)

- 1) Know how to maintain privacy and security when using digital media to learn English.
- 2) Avoid the dissemination of personal information when using English language learning apps or platforms.
- 3) Use digital content ethically (respect copyright, not plagiarize, cite sources).

3. English Achievement is related directly to classroom lessons, units, or even a total curriculum, achievements test are limited to particular material covered in a curriculum within a particular time frame, and are offered after a course has covered the objectives in questions. Abdul Wahab according to Learning achievement is a way in which the possibility of the emergence or change of an action as a result of the initial reaction that is formed, provided that the change or occurrence of the change is not due to the presence of maturity or temporary change

caused by something.⁶⁴

E. Research of Hypothesis

A hypothesis can be defined as a provisional assumption or a temporary answer to the problem statement that questions the relationship association between two research variables. The hypothesis of this research is as follows:

a. Ha : There is a relationship between self-efficacy and students' English achivement in grade eight at SMP Islam Al Azhar 37 Pekanbaru

Ho : There is no a relationship between self-efficacy and students' English achivement in grade eight at SMP Islam Al Azhar 37 Pekanbaru

b. Ha : There is a relationship between digital literacy and students' English achivement in grade eight at SMP Islam Al Azhar 37 Pekanbaru

Ho : There is no a relationship between digital literacy and students' English achivement in grade eight at SMP Islam Al Azhar 37 Pekanbaru

c. Ha : There is a relationship between self-efficacy,digital literacy and students' English achivement in grade eight at SMP Islam Al Azhar 37 Pekanbaru

Ho : There is no a relationship between self-efficacy,digital literacy and students' English achivement in grade eight at SMP Islam Al Azhar 37 Pekanbaru

⁶⁴ Parado and Eminita.



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CHAPTER III

RESEARCH METHOD

A. Research Design

This research was conducted through quantitative approach. The quantitative approach gives detailed data to answer the research question or hypotheses using a statistical technique. The research method used by the researcher in this study is a correlational quantitative research method. The quantitative method is a research method based on the positivism philosophy, which is used to research on a specific population or sample, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative or statistical with the aim of testing the hypothesis that has been determined.⁶⁵

Meanwhile, correlational research aims to investigate the extent to which variations in a variable are related to variations in one or more other variables, based on the correlation coefficient. Quantitative correlational research is the research intended to determine the existence or absence of a relationship between two or several variables.

B. Location and Time of the Research

This research was conducted at SMP Islam Al Azhar 37 Pekanbaru, in April 2025 in academic year 2024-2025. It is located at Jl. Swakarya No. 17, Tuah karya Kecamatan Tampan Pekanbaru.

⁶⁵ John W. Creswell, *Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (University of Nebraska–Lincoln, 2012).

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C. Subject and Object of the research

The subject of this research is The Grade Eight of SMP Islam Al Azhar 37 Pekanbaru and the object of this research is Students' English Achievement.

D. Population and Sample of the Research

1. Population

Population refers to total number of subjects (source of data). The population of this research is the Eight Grade of SMP Islam Al Azhar 37 Pekanbaru in 2024-2025 academic years. They consist of 4 classes. The total number of the Eight Grade of SMP Al Azhar 37 Pekanbaru is 78 students. The total population of grade eight students in each class is show in table below:

Table 3.1

The Total Population of the Grade Eight at SMP Al Azhar 37 Pekanbaru

No	Classes	Total
1	VIII A	19 Students
2	VIII B	19 Students
3	VIII C	20 Students
4	VIII D	20 Students
	Total	78 Students

(Source: SMP Al Azhar 37 Pekanbaru 2024-2025)

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Sample

Based on the population above, the researcher will be taken four classes of the grade eight as the sample by using total sampling. Total Sampling is a sampling technique in which all members of the population are included as the sample. The researcher takes all of the population to be the sample for this study.

E. Research of Variable

1. Independent Variabel
 - a. X1 = Self-Efficacy
 - b. X2 = Digital Literacy
2. Dependent Variabel (Students' English Achievement)

F. The Techniques of Collecting Data

Collecting data is the most significant one in the research in order to support the research. Arikunto defined instrument of the research as a tool or facility that the researcher uses to collect data in order to make the research process easier and get a better result, accurate, complete, methodical, and easy to evaluate. There are many types of technique for collecting the data such as questionnaire, interview, observation, test and documentation. In the research of Self-Efficacy, Digital Literacy and Students' English Achievement use:

1. Questionnaire. Questionnaire is commonly used and useful instrument for collecting survey information, providing structured, often numerical data, being able to administer without the presence of researcher, and

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often being comparatively straight forward to analyze.⁶⁶ The questionnaire used to know students' Self-Efficacy and Digital Literacy.

The likert scale is a measurement method to find out attitudes and responses. Where the response submitted by the researcher is in the form of positive or negative statements.

Here's an example of a likert scale option. Positive Questions (+)

- Score 1. Never
- Score 2. Rarely
- Score 3. Sometimes
- Score 4. Often
- Score 5. Always

Negative Questions (-)

- Score 1. Always
- Score 2. Often
- Score 3. Sometimes
- Score 4. Rarely
- Score 5. Never

The total score of each individual who fills out the questionnaire is summed from the score of each item. The questionnaire was analyzed to find out the boundary between high and low scores on a total scale. For example, a lower score of 25% of respondents disagreed with an item.

2. Documentation. This technique is used to complete the information that has been obtained from data collection.

⁶⁶ John W. Creswell.

G. Instruments Validity and Reliability

As for the data analysis technique to measure all variables in this study, the researcher decided to use SPSS software version 26, by entering the results of the operationalization of the variables to be tested.

1. Validity Test.

Validity is a measure/standard that shows the level of validity or validity of an instrument used in research⁶⁷. An instrument can be said to be valid if it is able to measure the object being studied by the researcher and can reveal data from the variables being studied appropriately. The high and low validity of an instrument can indicate the extent to which the data collected does not deviate from the picture of the variable to be studied.

Furthermore, the validity test method can be done by calculating the correlation between the score of each statement and the total score using The *Product Moment* correlation formula. The validity or not of a research instrument item can be identified by comparing the *Product Moment* Correlation index or $r_{\text{calculation}}$ by looking at its critical value and the *Product Moment* formula to be used is as follows:

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

Information:

r: Pearson correlation coefficient

⁶⁷ Tharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, 2017.

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N : many pairs of X and Y values

$\sum XY$: the sum of the multiples of the X value and the Y value

$\sum X$: sum of X values

$\sum Y$: jumlah nilai and

$\sum X^2$: the sum of the squares of the value X

$\sum Y^2$: the sum of the squares of the value Y

The significance level is determined at 5%. If a correlation result is obtained greater than the calculation with a significance level below 0.05, it means that the statement item is declared to be in accordance with the validity standard.

Self-Efficacy

Table 3.2

Validity Test Results Self-Efficacy (X1)

Variable	Item Numbers	r Item	r Table	Result
Self Efficacy	SE1	0.809	0.223	Valid
	SE2	0.782	0.223	Valid
	SE3	0.771	0.223	Valid
	SE4	0.763	0.223	Valid
	SE5	0.707	0.223	Valid
	SE6	0.074	0.223	Invalid
	SE7	0.668	0.223	Valid
	SE8	0.713	0.223	Valid
	SE9	0.080	0.223	Invalid
	SE10	0.685	0.223	Valid
	SE11	0.723	0.223	Valid
	SE12	0.588	0.223	Valid
	SE13	0.138	0.223	Invalid
	SE14	0.600	0.223	Valid
	SE15	0.659	0.223	Valid

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Variable	Item Numbers	r Item	r Table	Result
	SE16	0.423	0.223	Valid
	SE17	0.665	0.223	Valid
	SE18	0.668	0.223	Valid
	SE19	0.715	0.223	Valid
	SE20	0.192	0.223	Invalid
	SE21	0.152	0.223	Invalid
	SE22	0.775	0.223	Valid
	SE23	0.673	0.223	Valid
	SE24	0.754	0.223	Valid
	SE25	0.683	0.223	Valid
	SE26	0.522	0.223	Valid
	SE27	0.710	0.223	Valid
	SE28	0.743	0.223	Valid
	SE29	0.404	0.223	Valid
	SE30	0.180	0.223	Invalid
	SE31	0.686	0.223	Valid
	SE32	0.726	0.223	Valid

The Validity Test of the X1 Self Efficacy instrument consists of 32 statement items. Based on the instrument-to-non-sample trial conducted involving 10 respondents, and from the analysis of the trial of the distribution of instruments to respondents that can be used with Valid status with the conclusion that only statements with Valid status can be distributed to the sample. Meanwhile, statements with Invalid status are discarded or not used for the distribution of instruments to samples.

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2). Digital Literacy

Table 3.3

Validity Test Results Digital Literacy (X2)

Variable	Item Numbers	r Item	r Table	Result
Digital Literacy	DL1	0.485	0.223	Valid
	DL2	0.609	0.223	Valid
	DL3	0.558	0.223	Valid
	DL4	0.469	0.223	Valid
	DL5	0.161	0.223	Invalid
	DL6	0.430	0.223	Valid
	DL7	0.645	0.223	Valid
	DL8	0.195	0.223	Invalid
	DL9	0.510	0.223	Valid
	DL10	0.471	0.223	Valid
	DL11	0.178	0.223	Invalid
	DL12	0.585	0.223	Valid
	DL13	0.379	0.223	Valid
	DL14	0.200	0.223	Invalid
	DL15	0.511	0.223	Valid
	DL16	0.620	0.223	Valid
	DL17	0.406	0.223	Valid
	DL18	0.433	0.223	Valid
	DL19	0.210	0.223	Invalid
	DL20	0.610	0.223	Valid
	DL21	0.459	0.223	Valid
	DL22	0.190	0.223	Invalid
	DL23	0.430	0.223	Valid
	DL24	0.415	0.223	Valid
	DL25	0.445	0.223	Valid
	DL26	0.615	0.223	Valid
	DL27	0.535	0.223	Valid
	DL28	0.466	0.223	Valid
	DL29	0.467	0.223	Valid
	DL30	0.553	0.223	Valid

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Variable	Item Numbers	r Item	r Table	Result
	DL31	0.163	0.223	Invalid
	DL32	0.103	0.223	Invalid
	DL33	0.420	0.223	Valid
	DL34	0.561	0.223	Valid
	DL35	0.189	0.223	Invalid
	DL36	0.087	0.223	Invalid
	DL37	0.458	0.223	Valid
	DL38	0.150	0.223	Invalid

The Validity Test of the X2 Digital Literacy instrument consists of 38 statement items. Based on the instrument-to-non-sample trial conducted involving 10 respondents, and from the analysis of the trial of the distribution of instruments to respondents that can be used with Valid status with the conclusion that only statements with Valid status can be distributed to the sample. Meanwhile, statements with Invalid status are discarded or not used for the distribution of instruments to samples.

2. Reliability Test

Reliability refers to the understanding that a research instrument must be trustworthy to be used as a data collection tool because the instrument is in the good category (Puji Poornam, 2016).

Reliability tests are used to determine the consistency of measuring instruments. Concretely, it can answer the statement, whether the measuring tool used is reliable and remains consistent if the measurement is repeated. If a measuring device is used twice to measure similar symptoms and the measurement results show relatively consistent results, then it can be confirmed that the measuring device is reliable. Instruments can be declared reliable, if the instrument can be used several

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times to measure the same object will produce the same data. To test the reliability in the study, the researcher decided to choose to use the Alpha Cronbach formula, more details as follows:

$$r_{11} = \left[\frac{k}{(k-1)} \right] \left[1 - \frac{\sum \sigma^2 b}{\sigma^2 t} \right]$$

Information :

r_{11} = Reliability Coefficient Alph

K = Number of question items

$\sum \sigma^2 b$ = Number of grain Variantd

$\sigma^2 b$ = Total Variance

According to Cohen et.al,(2007) the guidelines for reliability is as follows:

Table 3.4
Category of Reliability

No	Reliability	Category
1	>0.90	Very highly reliable
2	0.80-0.90	Highly reliable
3	0.70-0.79	Reliable
4	0.60-0.69	Minimally reliable
5	<0.60	Unacceptably low reliability

The results of the Self-Efficacy, Digital Literacy Reliability test are as follows:

Table 3.5

Reliability Test Self Efficacy (X1)

Cronbach's Alpha	N of Item
0,937	0,6

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If the reliability value is less than 0.6, the measuring instrument used is not reliable. From the table above, Cronbach's Alpha values were $0.937 > 0.6$, respectively. The sickle measuring tool used to measure the variables of the direct method is reliable/trustworthy.

Table 3.6

Reliability Test Digital Literacy (X2)

Cronbach's Alpha	N of Item
0,863	0,6

If the reliability value is less than 0.6, the measuring instrument used is not reliable. From the table above, Cronbach's Alpha values were $0.863 > 0.6$, respectively. The sickle measuring tool used to measure the variables of the direct method is reliable/trustworthy.

H. Technique of Data Analysis

The data analysis method used in this study consists of two methods, namely the following:

1. Descriptive Analysis of Data

Descriptive analysis is intended to provide a comprehensive picture of the object that is the focus of the research through sample data from the population being studied as it is, but with the note that the researcher does not conduct analysis and make conclusions.

In this study, the researcher used a statistical test, where to assess the variables of methods, media and Student Achivement was carried out based on the calculation of the average value on each variable. The average

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value is obtained by summing up the entire data on each variable, after which it is shared with the number of respondents studied. For more details, here's the equation: ⁶⁸

Untuk Variabel X	Untuk Variabel Y
$Me = \frac{\sum Xi}{n}$	$Me = \frac{\sum Yi}{n}$

Information:

R	=	Mean (Rata-rata)
S	=	Sum
Xi	=	Values X to i to n
Yi	=	Values Y to i to n
N	=	Number of respondents

The above equation is a group explanation technique based on the average score taken from the group itself. After the average is obtained, the next step is to compare the criteria that the researcher has determined with the lowest score and the highest score of the research questionnaire. The lowest and highest scores were taken from the number of statements in the research questionnaire which were then multiplied by the lowest score (1) and the highest score (5).

Based on the highest and lowest values that have been obtained, the interval range can be determined, namely the highest value minus the lowest value divided by the number of criteria.

According to Sudjana's view, to determine the interval range can be done with the following steps:

⁶⁸ Zohammad Nazir, *Metode Penelitian*, 2011.

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- a) In determining the range, it can be done by subtracting the largest data by the smallest data.
- b) After that, the researcher must determine the many interval classes needed in the study. Generally, many classes are at least 5 and at most 15, this depends on the needs of the researcher. Another way can also be done by using *the sturges* rule, which is many classes = $1 + (3.3) \log$
- c) The next step is to specify the *interval class p*. This can be done using the following equation:

$$\rho = \frac{\text{Ranges}}{\text{many Classes}}$$

- d) The last step, by selecting the lower end of the first interval class.

For this it can be taken equal to the smallest data or the value of the data smaller than the smallest data, but the difference must be less than the specified class length ⁶⁹.

2. Analysis Prerequisite Test

Before conducting a hypothesis test, the researcher needs to conduct an analysis test first. This aims to ensure that the research is unbiased and to test for errors in the regression models used in the research. According to Imam Ghozali, the regression model used will show a significant and representative relationship of BLUE (*Best Linear UnbiasedEstimator*), if it meets the classical basic assumption of regression, namely when no symptoms occur:

a Normality Test

⁶⁹ Djana, *Metode Statistik*, 2005.

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The purpose of the normality test is to find out whether the distribution of a distributed data is normal, that is, the test data is in the form of a bell image. Data that is categorized as good and worthy of testing is data that has a normal distribution pattern. The normality test is to find out whether in the regression model the perturbrating or residual variable has a normal distribution.

This test is necessary because to perform the t test and the f test assumes that the residual value follows the normal ⁷⁰. If this assumption is violated or not met, then the statistical test will not be valid, especially for research with a small number of samples.

In this study, the researcher decided to use the Kolmogrov-smirnov test with the following guidelines:

- 1) Ho will be accepted if the p-value value is in the Asymp column. Sig. (2-tailed) > level of significant ($\alpha = 0.05$), otherwise Ha will be rejected
- 2) Ho will be rejected if the p-value is in the Asymp column. Sig. (2-tailed) < level of significant ($\alpha = 0.05$), otherwise Ha will be accepted ⁷¹.

The Kolmogrov-smirnov formula is as follows:

$$KD : 1,36 \frac{\sqrt{n_1 + n_2}}{n_1 n_2}$$

⁷⁰ Jemmy Rumengan, *Metodologi Penelitian Kuantitatif*, 2015.

⁷¹ Jemmy Rumengan.

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Information :

$KD = \text{Kolmogorov-Smirnov sum sought}$

$n_1 = \text{Number of samples obtained}$

$n_2 = \text{Expected number of samples}$

b. Linearity Test

The linearity test aims to be able to find out whether two or more variables have a significant linear relationship or not. This test is used to see if the specifications of the model used are correct or not ⁷². This test is generally used as a prerequisite in conducting correlation or linear regression analysis. The two variables can be said to have a linear relationship when the significance value shows less than 0.05.

c. Multicollinearity Test

The multicollinearity test aims to test whether the regression model finds a correlation between independent variables. A good regression model, there should be no correlation between independent variables ⁷³. One of the tools to detect the presence or absence of multicollinearity in a regression model is to trace the value of the *tolerance* and its opponents and values *Variance Inflation Factor* (VIF). *Tolerance* It is more oriented to measure the variability of selected independent variables that cannot be explained in detail by other dependent variables. Value *Cutoff* commonly used to show the existence of multicollinearity among the research variables is the value of *tolerance* ≤ 0.10 or equal to a VIF value ≥ 10 .

⁷² Ham Ghazali, *Aplikasi Analisis Multivariate Dengan Program SPSS*, 2016.

⁷³ Ham Ghazali.

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d. Heteroscedasticity Test

The heteroscedasticity test aims to test whether in a regression model used the researcher can show the heterogeneity of variants from residual from one observation to another. If the residual variant from one observation to another shows a fixed value, then this is called the value of homoskedasticity. If the results of data processing show different results, then this is called heteroskedasticity. A good regression model is a regression model in which heteroscedasticity does not occur ⁷⁴.

Furthermore, to determine heteroscedasticity tests can be carried out using tests *Scatter Plot*. The prerequisite that must be met in the regression model is to see the points in the image spread randomly both at the top of the zero number and the bottom of the zero number from the vertical axis or the Y-axis, if these conditions are met then there are no symptoms of heteroscedasticity ⁷⁵.

e. Autocorrelation test

According to Sugiyono and Susanto, it is used to find out whether in the regression equation there is *time series* (serial condition) or not between the pervert variables ⁷⁶. More specifically, autocorrelation was shown to test whether a regression model had a correlation between the perturbator in the t-period and the error in peride t-1 (previously). The study uses a correlation test with the Durbin Watson (D-W) approach with several decision-making criteria, including:

⁷⁴ Jimmy Rumengan.

⁷⁵ Noor Ahmadi B. Rahmani, 2016)

⁷⁶ Sugiyono dan Agus Susanto, *Cara Mudah Belajar SPSS & Lisrel*, 2015.

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- 1) If a value of $D-W < dL$ or $D-W > 4 - dL$ is found, it means that there is an autocorrelation.
- 2) If a value of $D-W < dL$ or $D-W > 4 - dL$ is found, it means that no autocorrelation has occurred.
- 3) If a value of $dL \leq D-W \leq dU$ or $4 - dU \leq D-W \leq 4 - dL$ is found, it means that there is no conclusion⁷⁷.

Inferential Statistical Analysis

The data analysis method used to discuss the problems that have been raised above uses quantitative analysis using:

a. Determination Coefficient Test (R^2)

The determination coefficient is often understood as an overview that expresses how well the regression line is the choice of the research model. The R^2 value ranges from 0-1. If the data processing results show a small R^2 value, it means that the ability of the independent variable to explain the variation of the variable is very limited. Conversely, if the R^2 value is close to one, then the independent variables provide almost all the information needed to predict the variation of the dependent variable.

b. Individual Parameter Significance Test (t-Test)

The t-test is used to show how far the influence of each independent variable (Self Efficacy and media) individually in explaining the variation of dependent variables (performance). In the t-test, the tcount value will be compared with the ttable value, done in a way that

⁷⁷ Made Sudana dan Rahmat Heru Setianto, *Metode Penelitian Bisnis Dan Analisis Data Dengan SPSS*, 2018.

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next:

- 1) If the $t_{table} > \text{calculation}$ or $\text{probability} < \text{the significance level}$ ($\text{Sig} < 0.05$), it means that H_a is accepted and H_o is rejected, the independent variable has an effect on the dependent variable.
- 2) If the $t_{table} < \text{or probability} > \text{the significance level}$ ($\text{Sig} < 0.05$), it means that H_a is rejected and H_o is accepted, the independent variable has no effect on the dependent variable.

c. Simultaneous Influence Significance Test (Test F)

The F test shows whether the independent variables included in the regression model have an influence on the dependent variables. The decision-making criteria are:

- 1) If the $\text{calculation} > \text{the } F_{table}$ or the $\text{probability} < \text{a significant value}$ ($\text{Sig} \leq 0.05$), it means hypothesis can be rejected. This can be interpreted that simultaneously independent variables have a significant influence on dependent variables.
- 2) If the $F_{cal} < F_{table}$ or the $\text{probability} > \text{a significant value}$ ($\text{Sig} \geq 0.05$), it means that the hypothesis is accepted. This can be interpreted that simultaneously independent variables do not have a significant influence on dependent variables.

Multiple Linear Regression Models

This analysis was used to determine the influence of independent variables, namely: Self Efficacy and media on Student Achievement as a bound variable by using the SPSS application program version 26.

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To get a better presumption on certain independent variables. The variable is squared over the independent variable having a relatively similar influence on the bound variable. So that the multiple linear regression equations used in the assessment of Student Achivement values are:

$$Y = Bo + B1 X1 + B2 X2 + ei$$

Information:

Y	= Student Achivement
Bo	=Konstanta
B1 B2	= Correlation coefficient
X1	= Self Efficacy
X2	= Digital Leterasi
ei	= Degree of Deviation

Multiple linear regression analysis is commonly used to determine the direction of the relationship between independent variables and dependent variables where each independent variable (method and) is positively or negatively related to predict the value of the dependent variable (Student Achivement), if the value of the method and media variable increases or decreases.

In multiple linear regression models, Moderated *Regression Analysis* (MRA) applications are often used. The application is an application used to test multiple linear regression models where the regression equation contains interaction elements (multiplication of two or more independent variables). This analysis aims to show the relationship between three or more variables.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Referring to the data analysis and data presentation in chapter IV, finally the researcher concludes that the answers of the formulation of the problem are as follows:

1. On the variable Self efficacy. Obtained a calculated t value $(8.893) > t$ table (1.992) or Sig. $(0.000) < 0.05$. This means that self-efficacy has a significant effect on English Achievement.
2. On the Digital Literacy variable. The value of t calculated $(4.236) > t$ table (1.992) or Sig. $(0.000) < 0.05$ was obtained. This means that digital literacy has a significant effect on English Achievement.
3. At the value of the result F calculate $(56.513) > F$ table (3.119) or significance $(0.000) < 0.05$. Thus, it can be known that self-efficacy and digital literacy together have a significant effect on English achievement.

Based on the result of the research, there is a positive and significant relationship between self – efficacy, digital literacy simultaneously with English Achievement. Both variables contribute to the improvement of students' English learning outcomes.

B. SUGGESTION

Related to the result of this research, the researcher offers some suggestions as follows:

1. Suggestion for Teacher

- a. The teachers are encouraged to provide motivational support and positive reinforcement to enhance students' self-efficacy in learning English.
- b. The teachers are also encouraged to integrate digital tools and platforms into classroom activities to improve students' digital literacy skills.

2. Suggestion for Students

- a. The students should develop greater self confidence in their ability to learn English, as self-efficacy has been proven to contribute positively to learning outcomes.
- b. The students are encouraged to actively use digital resources, such as language learning apps, educational videos and online learning platforms to support their English learning.

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3. Suggestion for future researchers

- a. The researchers are recommended to expand the scope of the study by involving more schools or exploring different educational levels.
- b. The researchers are suggested to include other variables such as learning motivating, family background, or teaching methods to explore more factors influencing English achievement.

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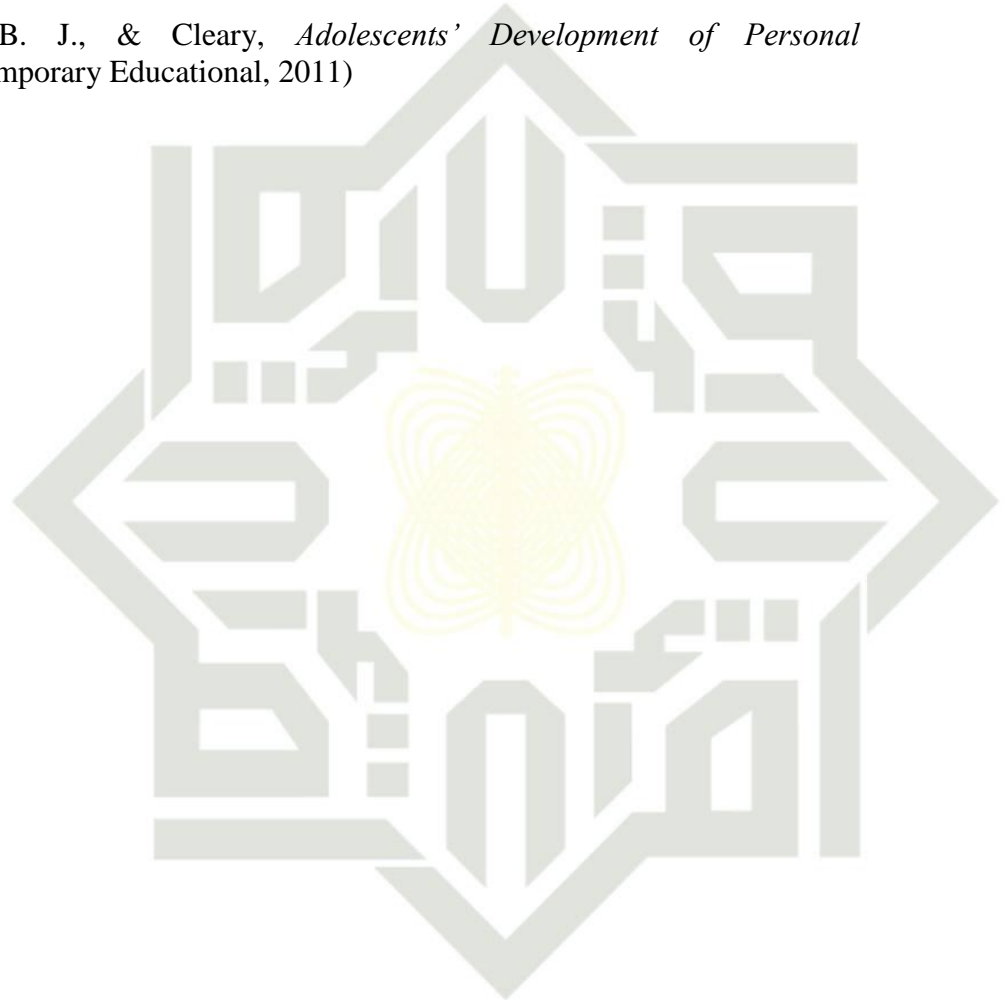
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APPENDICES

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Research Instrument Grid

Variable	Variable Components	Indicators	No Question
DIGITAL LITERACY	1. Creativity	1. Able to use applications or digital media to produce works in English (digital poems, videos, posters, etc.). 2. Able to express unique or original ideas in digital form using English. 3. Combining various digital elements (text, images, sound) in one English-language work	1,2,22,23,31. 32
	2. Collaboration	1. Able to collaborate with friends through digital platforms (e.g. Google Docs, Padlet) in creating English assignments. 2. Actively engage in group discussions or digital projects using English. 3. Demonstrate the ability to give and receive feedback in English online	3,4,5 6,7, 33
	3. Communication	1. Able to convey ideas, information, or stories in English through digital media (presentations, blogs, video)	8,9,10,11 12, 35

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	<p>recordings).</p> <p>2. Use English politely and contextually in digital interactions (e.g. comments on learning forums).</p> <p>3. Demonstrate clarity and accuracy of language in digital communication (email, chat, voice note).</p>	
4. Ability to Find and Select Information	<p>1. You can use a search engine or app to find the required English material.</p> <p>2. Be able to choose digital sources of information that are appropriate, relevant, and trustworthy.</p> <p>3. Using more than one digital source to enrich understanding of a specific topic in English</p>	13,14,15, 16, 24 25
5. Critical Thinking and Evaluation	<p>1. Able to compare information from various digital sources in English.</p> <p>2. Able to evaluate the accuracy or correctness of the content of information in English digitally.</p> <p>3. Can assess the effectiveness of a digital learning medium or</p>	9,10,16, 17,34, 29



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	strategy in helping English comprehension	
6. Cultural and social Understanding	<ol style="list-style-type: none"> 1. Recognize the cultural values contained in English material (e.g. videos, songs, or online articles). 2. Respect cultural diversity in English-language digital interactions. 3. Adapting digital communication styles to the socio-cultural context of the English language 	18,19,30,36, 37, 38
7. E-Safety	<ol style="list-style-type: none"> 1. Know how to maintain privacy and security when using digital media to learn English. 2. Avoid the dissemination of personal information when using English language learning apps or platforms. 3. Use digital content ethically (respect copyright, not plagiarize, cite sources). 	20,21,26,27, 28, 34

Research Instrument Grid

No	Variable	Variable Components	Indicators	No Question
1	SELF-EFFICACY	1. Cognitive Processes	1. Understand English reading texts 2. Structuring English sentences correctly 3. Understand the teacher's explanations in English 4. Remembering and using English vocabulary	1, 2, 3, 4, 5, 6, 7, 8
		4. Motivation Process	1. Confident that efforts pay off 2. Enthusiasm despite difficult material 3. Confidence will increase if you practice 4. Believe in the future benefits of English	9, 10, 11, 12, 13, 14, 15, 16
		3. Affective Process	1. Confidently speaking in front of the class 2. Managing fear or shame when it's wrong 3. Calm down for the English exam 4. Learn from mistakes without getting overly disappointed	17, 18, 19, 20, 21, 22, 23, 24
		4. Selection Process	1. Choose a preferred English learning activity 2. Choose supportive study partners 3. Repeat the lesson if you don't understand it 4. Find additional learning resources	25, 26, 27, 28, 29, 30, 31, 32

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QUESTIONNAIRE

SELF-EFFICACY

NAME:

CLASS:

Changing Instructions :

Fill in one of the answers that correspond to what I know by marking *a checklist* (✓) for the most appropriate answer choice.

Thank you for participating in filling out this instrument, hopefully it will be a charity of worship. Aamiin.

The available alternative answers have five answer options as follows:

- S (Always)
- SR (Often)
- KK (Sometimes)
- J (Rarely)
- TP (Never)

	STATEMENT	S	SR	KK	J	TP
1.	I am confident that I can understand the content of reading English learning materials without the help of others.					
2.	I am confident that I can answer questions based on the English text I read.					
3.	I am confident that I can make English sentences with the right structure.					
4.	I am sure I can write simple English invitation sentences.					
5.	I am sure I can understand the teacher's explanation when using English in class.					
6.	I am confident that I can carry out the teacher's orders in English.					
7.	I am sure I can remember a lot of the English vocabulary I have learned.					
8.	I am confident that I can use English vocabulary appropriately in sentences.					
9.	I am sure that studying English diligently will make me smarter.					
10.	I am confident that I can overcome the difficulties in learning English.					
11.	I am sure that I can be enthusiastic about					

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	learning even though English is difficult.					
12.	I am sure that I can face challenges in answering difficult English questions.					
13.	I am sure that my English skills will improve if I practice often.					
14.	I believe practicing every day can make me fluent in English					
15.	I am sure that English will come in handy when I grow up.					
16.	I believe learning English is important for my future.					
17.	I am confident that I can speak English in front of my friends.					
18.	I am confident that I can present my English assignments in front of the class.					
19.	I believe that I can consider mistakes as part of the learning process.					
20.	I'm sure I can try even though I'm not fluent in English					
21.	I am confident that I can follow the English test well.					
22.	I am sure I can focus on doing English questions even though it is a bit difficult					
23.	I am sure I can improve myself after making mistakes in English.					
24.	I'm sure I won't be discouraged if my English test results aren't good.					
25.	I am confident that I can learn English by watching English learning videos.					
26.	I believe playing English games can add to English vocabulary.					
27.	I am confident in understanding the English subject matter with friends who help each other.					
28.	I am confident that I can choose friends who can motivate me while learning English					
29.	I am sure to repeat the English lesson material at home if I don't understand it.					
30.	I am sure to re-watch the English subject matter videos to understand better.					
31.	I am sure I can use the internet to find explanations about English material.					
32.	I am sure to read additional articles to strengthen my understanding of English material.					

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

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QUESTIONNAIRE

DIGITAL LITERACY

NAME:

CLASS:

Changing Instructions :

Fill in one of the answers that correspond to what I know by marking *the checklist* (✓) for the most appropriate answer selection

Thank you for participating in filling out this instrument, hopefully it will be a charity of worship, Aamiin.

The available alternative answers have five answer options as follows:

- S (Always)
- SR (Often)
- KK (Sometimes)
- J (Rarely)
- TP (Never)

STATEMENT	S	SR	KK	J	TP
1. I made an English poster using the canva application.					
2. I added images, music, and text in a greeting card project with the canva app.					
3. I work in groups online using WA for English assignments.					
4. I can work well together on zoom when drafting English group assignments.					
5. My friends and I brainstormed ideas for each other while creating English assignments in Google Meet.					
6. I discuss in English while working on group assignments digitally.					
7. I received feedback from friends in English through Voice note Wa.					
8. I made a voice recording in English for schoolwork via Tiktok					
9. I write short stories in English and share them through Instagram					
10. I use polite words when writing comments in English in Wa chat.					
11. I structure sentences in English clearly so that my message is easy to understand when					

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	communicating in Google classroom.					
12.	I pay attention to grammar and word choice in writing English on Telegram Chat.					
13.	I use Educandy to search for English reading materials that I am learning.					
14.	I use Grammarly to explain the use of tenses.					
15.	I can distinguish which English learning sites are reliable and which are not.					
16.	I compared two English learning videos to find the easiest one to understand.					
17.	I can judge if an app really helps me learn English.					
18.	I learned about the culture of another country from an English song or video.					
19.	I respect the cultural differences in the English-language material I come across on the internet.					
20.	I never share personal data when using an English language learning site or app.					
21.	I listed the source when retrieving material from the internet for an English assignment.					
22.	I am able to make learning videos through digital media such as youtube and tiktok					
23.	I added ideas when creating digital assignments in English					
24.	I use learning resources from youtube to learn speaking					
25.	I am looking for reading materials to study through an English reading journal					
26.	I avoid disseminating personal information in using English applications.					
27.	I am wary of suspicious links in accessing English content					
28.	I am careful when filling in my personal data on the English website.					
29.	I am polite and do not spread negativity when commenting on Youtube.					
30.	I learned positive things from foreign cultures that I encountered in English lessons on the Yahoo app.					
31.	I created an English video using the Capcut app.					
32.	I combined images and text in the canva app to create an invitation task.					
33.	I gave English feedback in the form of Voice note Wa.					
34.	I am wary of suspicious messages when accessing English content.					

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a. Penelitian hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

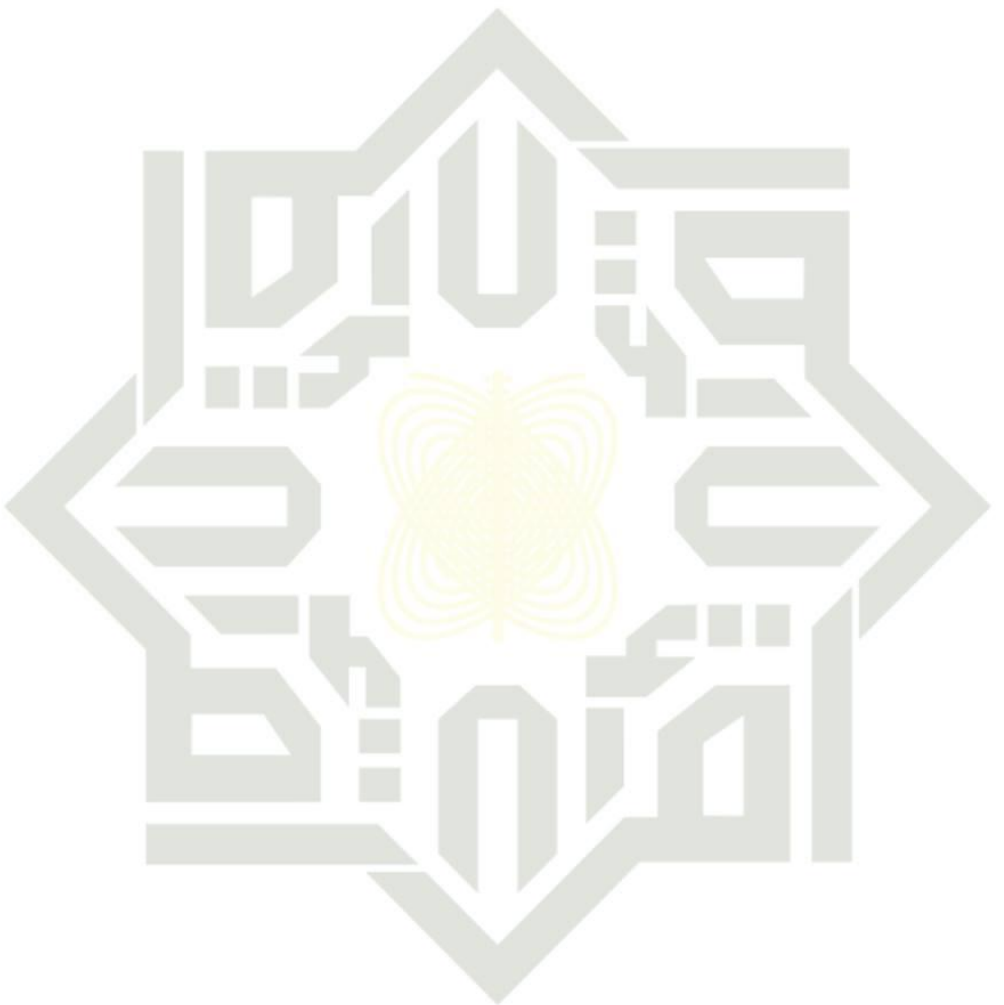
b. Penelitian tidak merugikan kepentingan yang wajar UIN Suska Riau.



35	I made a presentation that was posted on the Wa status in English					
36	I use the English-language app Duolingo to communicate with foreigners					
37	I use facebook to interact with foreigners using english					
38	I use Spotify to listen to English songs as a means of learning English.					

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Correlations Self Efficacy

Correlations

		SE1	SE2	SE3	SE4	SE5	SE6	SE7	SE8	SE9	SE10	Self Efficacy
SE1	Pearson Correlation	1	.729**	.684**	.749**	.776**	.018	.746**	.549**	-.112	.648**	.809**
	Sig. (2-tailed)		.000	.000	.000	.000	.877	.000	.000	.328	.000	.000
	N	78	78	78	78	78	78	78	78	78	78	78
SE2	Pearson Correlation	.729**	1	.677**	.589**	.556**	-.042	.488**	.481**	.117	.495**	.782**
	Sig. (2-tailed)	.000		.000	.000	.000	.712	.000	.000	.308	.000	.000
	N	78	78	78	78	78	78	78	78	78	78	78
SE3	Pearson Correlation	.684**	.677**	1	.722**	.670**	-.080	.499**	.626**	-.069	.440**	.771**
	Sig. (2-tailed)	.000	.000		.000	.000	.489	.000	.000	.549	.000	.000
	N	78	78	78	78	78	78	78	78	78	78	78
SE4	Pearson Correlation	.749**	.589**	.722**	1	.658**	.006	.644**	.513**	-.222	.509**	.763**
	Sig. (2-tailed)	.000	.000	.000		.000	.957	.000	.000	.051	.000	.000
	N	78	78	78	78	78	78	78	78	78	78	78
SE5	Pearson Correlation	.776**	.556**	.670**	.658**	1	.269*	.628**	.407**	-.385**	.438**	.707**
	Sig. (2-tailed)	.000	.000	.000	.000		.017	.000	.000	.000	.000	.000
	N	78	78	78	78	78	78	78	78	78	78	78
SE6	Pearson Correlation	.018	-.042	-.080	.006	.269*	1	.271*	-.106	-.200	-.058	.074
	Sig. (2-tailed)	.877	.712	.489	.957	.017		.017	.354	.079	.615	.522
	N	78	78	78	78	78	78	78	78	78	78	78
SE7	Pearson Correlation	.746**	.488**	.499**	.644**	.628**	.271*	1	.433**	-.185	.558**	.668**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.017		.000	.106	.000	.000
	N	78	78	78	78	78	78	78	78	78	78	78
SE8	Pearson Correlation	.549**	.481**	.626**	.513**	.407**	-.106	.433**	1	.307**	.637**	.713**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.354	.000		.006	.000	.000
	N	78	78	78	78	78	78	78	78	78	78	78
SE9	Pearson Correlation	-.112	.117	-.069	-.222	-.385**	-.200	-.185	.307**	1	.281*	.080
	Sig. (2-tailed)	.328	.308	.549	.051	.000	.079	.106	.006		.013	.489
	N	78	78	78	78	78	78	78	78	78	78	78
SE10	Pearson Correlation	.648**	.495**	.440**	.509**	.438**	-.058	.558**	.637**	.281*	1	.685**
	Sig. (2-tailed)											
	N											

suatu masalah.

if Kasim Riau



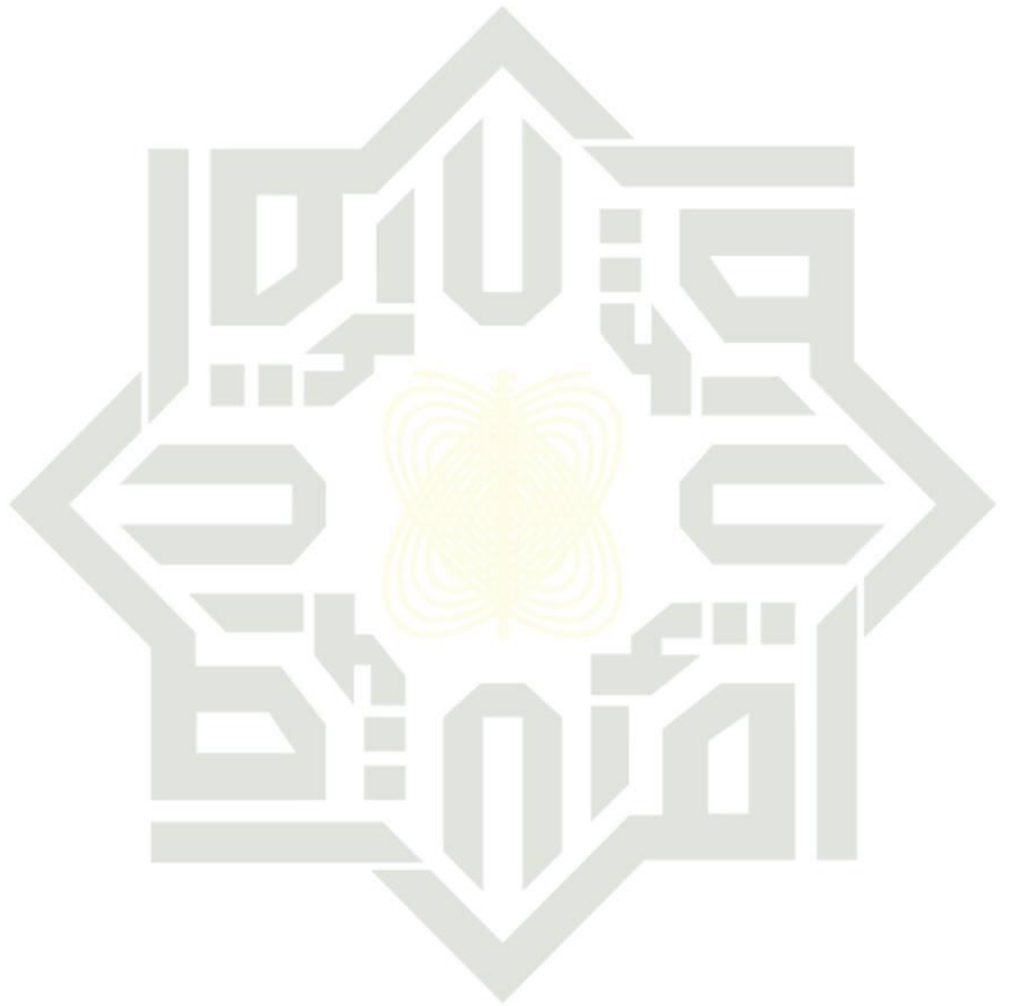
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.615	.000	.000	.013		.000
	N	78	78	78	78	78	78	78	78	78	78	78
Self E	Pearson Correlation	.809**	.782**	.771**	.763**	.707**	.074	.668**	.713**	.080	.685**	1
Phyllis	Sig. (2-tailed)	.000	.000	.000	.000	.000	.522	.000	.000	.489	.000	
	N	78	78	78	78	78	78	78	78	78	78	78

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

ng-Undang

ngian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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 dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





Correlations

		SE11	SE12	SE13	SE14	SE15	SE16	SE17	SE18	SE19	SE20	SE21	Self Efficacy
SE11	Pearson Correlation	1	.616**	-.050	.461**	.350**	.197	.257*	.498**	.367**	.053	-.003	.723**
	Sig. (2-tailed)		.000	.661	.000	.002	.084	.023	.000	.001	.644	.980	.000
	N	78	78	78	78	78	78	78	78	78	78	78	78
SE12	Pearson Correlation	.616**	1	-.138	.375**	.350**	.038	.447**	.214	.207	.104	.009	.588**
	Sig. (2-tailed)	.000		.229	.001	.002	.739	.000	.060	.068	.364	.939	.000
	N	78	78	78	78	78	78	78	78	78	78	78	78
SE13	Pearson Correlation	-.050	-.138	1	.021	.048	-.015	-.027	.101	.159	.217	.032	.138
	Sig. (2-tailed)	.661	.229		.858	.674	.897	.813	.378	.166	.056	.782	.227
	N	78	78	78	78	78	78	78	78	78	78	78	78
SE14	Pearson Correlation	.461**	.375**	.021	1	.476**	.368**	.358**	.422**	.420**	.109	.047	.600**
	Sig. (2-tailed)	.000	.001	.858		.000	.001	.001	.000	.000	.344	.682	.000
	N	78	78	78	78	78	78	78	78	78	78	78	78
SE15	Pearson Correlation	.350**	.350**	.048	.476**	1	.418**	.658**	.286*	.519**	-.191	-.074	.659**
	Sig. (2-tailed)	.002	.002	.674	.000		.000	.000	.011	.000	.094	.517	.000
	N	78	78	78	78	78	78	78	78	78	78	78	78
SE16	Pearson Correlation	.197	.038	-.015	.368**	.418**	1	.435**	.220	.331**	.072	.315**	.423**
	Sig. (2-tailed)	.084	.739	.897	.001	.000		.000	.053	.003	.533	.005	.000
	N	78	78	78	78	78	78	78	78	78	78	78	78
SE17	Pearson Correlation	.257*	.447**	-.027	.358**	.658**	.435**	1	.380**	.569**	.107	.186	.665**
	Sig. (2-tailed)	.023	.000	.813	.001	.000	.000		.001	.000	.350	.102	.000
	N	78	78	78	78	78	78	78	78	78	78	78	78
SE18	Pearson Correlation	.498**	.214	.101	.422**	.286*	.220	.380**	1	.687**	.015	.016	.668**
	Sig. (2-tailed)	.000	.060	.378	.000	.011	.053	.001		.000	.899	.889	.000
	N	78	78	78	78	78	78	78	78	78	78	78	78
SE19	Pearson Correlation	.367**	.207	.159	.420**	.519**	.331**	.569**	.687**	1	.040	.089	.715**
	Sig. (2-tailed)	.001	.068	.166	.000	.000	.003	.000	.000		.730	.437	.000
	N	78	78	78	78	78	78	78	78	78	78	78	78
SE20	Pearson Correlation	.053	.104	.217	.109	-.191	.072	.107	.015	.040	1	.446**	.192
	Sig. (2-tailed)	.644	.364	.056	.344	.094	.533	.350	.899	.730		.000	.092
	N	78	78	78	78	78	78	78	78	78	78	78	78
SE21	Pearson Correlation	-.003	.009	.032	.047	-.074	.315**	.186	.016	.089	.446**	1	.152
	Sig. (2-tailed)	.980	.939	.782	.682	.517	.005	.102	.889	.437	.000		.183
	N	78	78	78	78	78	78	78	78	78	78	78	78
Self	Pearson Correlation	.723**	.588**	.138	.600**	.659**	.423**	.665**	.668**	.715**	.192	.152	1



Efficacy	Sig. (2-tailed)												
N		78	78	78	78	78	78	78	78	78	78	78	78

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

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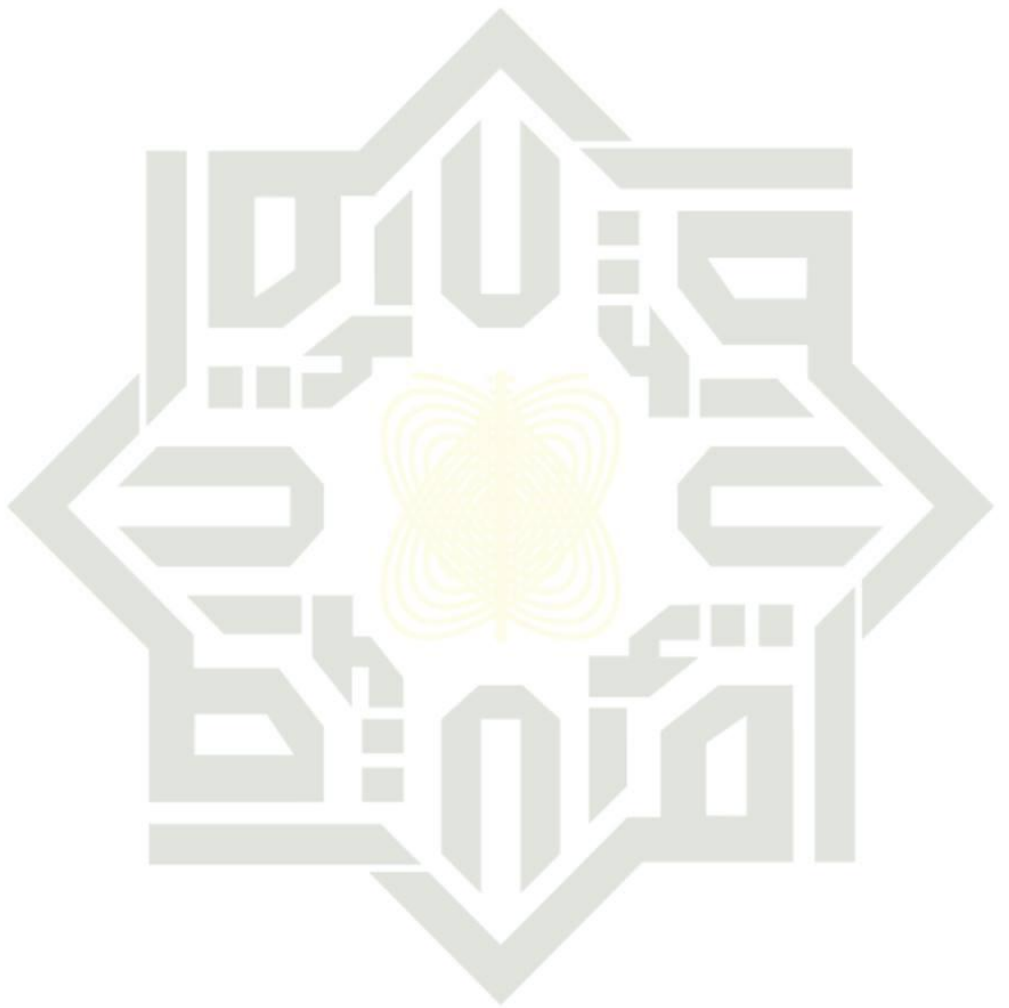
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Dilindungi Undang-Undang

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4. Undang yang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU



Correlations

		SE22	SE23	SE24	SE25	SE26	SE27	SE28	SE29	SE30	SE31	SE32	Self Efficacy
SE22	Pearson Correlation	1	.622**	.716**	.654**	.384**	.356**	.534**	.291**	.083	.765**	.672**	.775**
	Sig. (2-tailed)		.000	.000	.000	.001	.001	.000	.010	.471	.000	.000	.000
	N	78	78	78	78	78	78	78	78	78	78	78	78
SE23	Pearson Correlation	.622**	1	.692**	.587**	.359**	.457**	.570**	.147	.161	.441**	.477**	.673**
	Sig. (2-tailed)	.000		.000	.000	.001	.000	.000	.198	.159	.000	.000	.000
	N	78	78	78	78	78	78	78	78	78	78	78	78
SE24	Pearson Correlation	.716**	.692**	1	.727**	.382**	.480**	.462**	.186	.050	.523**	.607**	.754**
	Sig. (2-tailed)	.000	.000		.000	.001	.000	.000	.104	.665	.000	.000	.000
	N	78	78	78	78	78	78	78	78	78	78	78	78
SE25	Pearson Correlation	.654**	.587**	.727**	1	.271*	.480**	.409**	.136	-.004	.436**	.512**	.683**
	Sig. (2-tailed)	.000	.000	.000		.016	.000	.000	.234	.970	.000	.000	.000
	N	78	78	78	78	78	78	78	78	78	78	78	78
SE26	Pearson Correlation	.384**	.359**	.382**	.271*	1	.191	.450**	.265*	.013	.327**	.339**	.522**
	Sig. (2-tailed)	.001	.001	.001	.016		.093	.000	.019	.910	.004	.002	.000
	N	78	78	78	78	78	78	78	78	78	78	78	78
SE27	Pearson Correlation	.356**	.457**	.480**	.480**	.191	1	.465**	.261*	-.062	.286*	.446**	.710**
	Sig. (2-tailed)	.001	.000	.000	.000	.093		.000	.021	.588	.011	.000	.000
	N	78	78	78	78	78	78	78	78	78	78	78	78
SE28	Pearson Correlation	.534**	.570**	.462**	.409**	.450**	.465**	1	.263*	.185	.503**	.368**	.743**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.020	.105	.000	.001	.000
	N	78	78	78	78	78	78	78	78	78	78	78	78
SE29	Pearson Correlation	.291**	.147	.186	.136	.265*	.261*	.263*	1	-.055	.429**	.349**	.404**
	Sig. (2-tailed)	.010	.198	.104	.234	.019	.021	.020		.630	.000	.002	.000
	N	78	78	78	78	78	78	78	78	78	78	78	78
SE30	Pearson Correlation	.083	.161	.050	-.004	.013	-.062	.185	-.055	1	.149	.187	.180
	Sig. (2-tailed)	.471	.159	.665	.970	.910	.588	.105	.630		.194	.101	.114
	N	78	78	78	78	78	78	78	78	78	78	78	78
SE31	Pearson Correlation	.765**	.441**	.523**	.436**	.327**	.286*	.503**	.429**	.149	1	.705**	.686**
	Sig. (2-tailed)	.000	.000	.000	.000	.004	.011	.000	.000	.194		.000	.000
	N	78	78	78	78	78	78	78	78	78	78	78	78
SE32	Pearson Correlation	.672**	.477**	.607**	.512**	.339**	.446**	.368**	.349**	.187	.705**	1	.726**
	Sig. (2-tailed)	.000	.000	.000	.000	.002	.000	.001	.002	.101	.000		.000
	N	78	78	78	78	78	78	78	78	78	78	78	78
Self	Pearson Correlation	.775**	.673**	.754**	.683**	.522**	.710**	.743**	.404**	.180	.686**	.726**	1



Efficacy	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.114	.000	.000	
N		78	78	78	78	78	78	78	78	78	78	78	78

** . Correlation is significant at the 0.01 level (2-tailed).

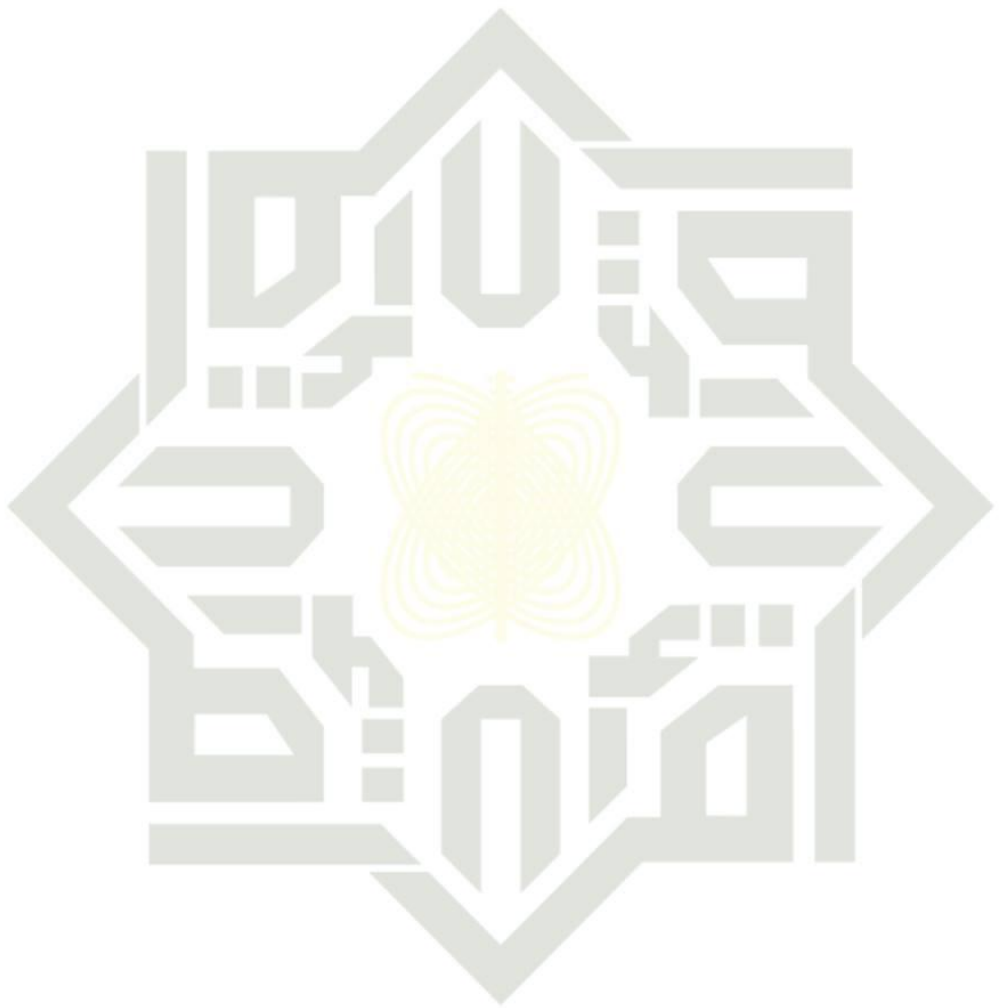
* . Correlation is significant at the 0.05 level (2-tailed).

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 utipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 yang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU



Digital Literacy Correlations

Correlations

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

		DL1	DL2	DL3	DL4	DL5	DL6	DL7	DL8	DL9	DL10	Digital Literacy
DL1	Pearson Correlation	1	.347**	.234	.410**	.093	.227	.426**	.280*	.452**	.249	.485**
	Sig. (2-tailed)		.002	.039	.000	.416	.046	.000	.013	.000	.028	.000
	N	78	78	78	78	78	78	78	78	78	78	78
DL2	Pearson Correlation	.347**	1	.485**	.468**	.305**	.663**	.664**	.328**	.328**	.422**	.609**
	Sig. (2-tailed)	.002		.000	.000	.007	.000	.000	.003	.003	.000	.000
	N	78	78	78	78	78	78	78	78	78	78	78
DL3	Pearson Correlation	.234	.485**	1	.580**	.481**	.387**	.485**	.076	.285*	.187	.558**
	Sig. (2-tailed)	.039	.000		.000	.000	.000	.000	.506	.011	.101	.000
	N	78	78	78	78	78	78	78	78	78	78	78
DL4	Pearson Correlation	.410**	.468**	.580**	1	.355**	.466**	.377**	.280*	.426**	.352**	.469**
	Sig. (2-tailed)	.000	.000	.000		.001	.000	.001	.013	.000	.002	.000
	N	78	78	78	78	78	78	78	78	78	78	78
DL5	Pearson Correlation	.093	.305**	.481**	.355**	1	.402**	.255*	-.095	.011	-.056	.161
	Sig. (2-tailed)	.416	.007	.000	.001		.000	.025	.407	.927	.626	.159
	N	78	78	78	78	78	78	78	78	78	78	78
DL6	Pearson Correlation	.227	.663**	.387**	.466**	.402**	1	.540**	.170	.151	.316**	.430**
	Sig. (2-tailed)	.046	.000	.000	.000	.000		.000	.137	.188	.005	.000
	N	78	78	78	78	78	78	78	78	78	78	78
DL7	Pearson Correlation	.426**	.664**	.485**	.377**	.255*	.540**	1	.238*	.492**	.352**	.645**
	Sig. (2-tailed)	.000	.000	.000	.001	.025	.000		.036	.000	.002	.000
	N	78	78	78	78	78	78	78	78	78	78	78
DL8	Pearson Correlation	.280*	.328**	.076	.280*	-.095	.170	.238*	1	.250*	.231*	.195
	Sig. (2-tailed)	.013	.003	.506	.013	.407	.137	.036		.027	.042	.088
	N	78	78	78	78	78	78	78	78	78	78	78
DL9	Pearson Correlation	.452**	.328**	.285*	.426**	.011	.151	.492**	.250*	1	.392**	.510**
	Sig. (2-tailed)	.000	.003	.011	.000	.927	.188	.000	.027		.000	.000
	N	78	78	78	78	78	78	78	78	78	78	78
DL10	Pearson Correlation	.249	.422**	.187	.352**	-.056	.316**	.352**	.231*	.392**	1	.471**



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

	Sig. (2-tailed)	.028	.000	.101	.002	.626	.005	.002	.042	.000		.000
	N	78	78	78	78	78	78	78	78	78	78	78
Digital Literacy	Pearson Correlation	.485**	.609**	.558**	.469**	.161	.430**	.645**	.195	.510**	.471**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.159	.000	.000	.088	.000	.000	
	N	78	78	78	78	78	78	78	78	78	78	78

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

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Correlations

		DL11	DL12	DL13	DL14	DL15	DL16	DL17	DL18	DL19	DL20	Digital Literacy
DL11	Pearson Correlation	1	.265*	-.031	.028	.111	.109	-.009	.168	.153	.108	.178
	Sig. (2-tailed)		.019	.787	.805	.331	.343	.941	.141	.180	.348	.119
	N	78	78	78	78	78	78	78	78	78	78	78
DL12	Pearson Correlation	.265*	1	.544**	.195	.524**	.191	.011	.012	.124	.467**	.585**
	Sig. (2-tailed)	.019		.000	.086	.000	.093	.923	.914	.281	.000	.000
	N	78	78	78	78	78	78	78	78	78	78	78
DL13	Pearson Correlation	-.031	.544**	1	.440**	.520**	.085	-.143	-.197	.164	.242*	.379**
	Sig. (2-tailed)	.787	.000		.000	.000	.458	.211	.084	.151	.033	.001
	N	78	78	78	78	78	78	78	78	78	78	78
DL14	Pearson Correlation	.028	.195	.440**	1	.310**	-.035	.008	-.198	-.140	-.002	.200
	Sig. (2-tailed)	.805	.086	.000		.006	.761	.944	.083	.223	.986	.079
	N	78	78	78	78	78	78	78	78	78	78	78
DL15	Pearson Correlation	.111	.524**	.520**	.310**	1	.258*	-.149	.103	-.038	.255*	.511**
	Sig. (2-tailed)	.331	.000	.000	.006		.023	.193	.372	.742	.024	.000
	N	78	78	78	78	78	78	78	78	78	78	78
DL16	Pearson Correlation	.109	.191	.085	-.035	.258*	1	.527**	.536**	.149	.463**	.620**
	Sig. (2-tailed)	.343	.093	.458	.761	.023		.000	.000	.193	.000	.000
	N	78	78	78	78	78	78	78	78	78	78	78
DL17	Pearson Correlation	-.009	.011	-.143	.008	-.149	.527**	1	.409**	.153	.419**	.406**
	Sig. (2-tailed)	.941	.923	.211	.944	.193	.000		.000	.181	.000	.000
	N	78	78	78	78	78	78	78	78	78	78	78
DL18	Pearson Correlation	.168	.012	-.197	-.198	.103	.536**	.409**	1	.255*	.413**	.433**
	Sig. (2-tailed)	.141	.914	.084	.083	.372	.000	.000		.024	.000	.000
	N	78	78	78	78	78	78	78	78	78	78	78
DL19	Pearson Correlation	.153	.124	.164	-.140	-.038	.149	.153	.255*	1	.558**	.210
	Sig. (2-tailed)	.180	.281	.151	.223	.742	.193	.181	.024		.000	.065
	N	78	78	78	78	78	78	78	78	78	78	78
DL20	Pearson Correlation	.108	.467**	.242*	-.002	.255*	.463**	.419**	.413**	.558**	1	.610**
	Sig. (2-tailed)	.348	.000	.033	.986	.024	.000	.000	.000	.000		.000
	N	78	78	78	78	78	78	78	78	78	78	78

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Digital Literacy	Pearson Correlation	.178	.585**	.379**	.200	.511**	.620**	.406**	.433**	.210	.610**	1
	Sig. (2-tailed)	.119	.000	.001	.079	.000	.000	.000	.000	.065	.000	
	N	78	78	78	78	78	78	78	78	78	78	78

*. Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

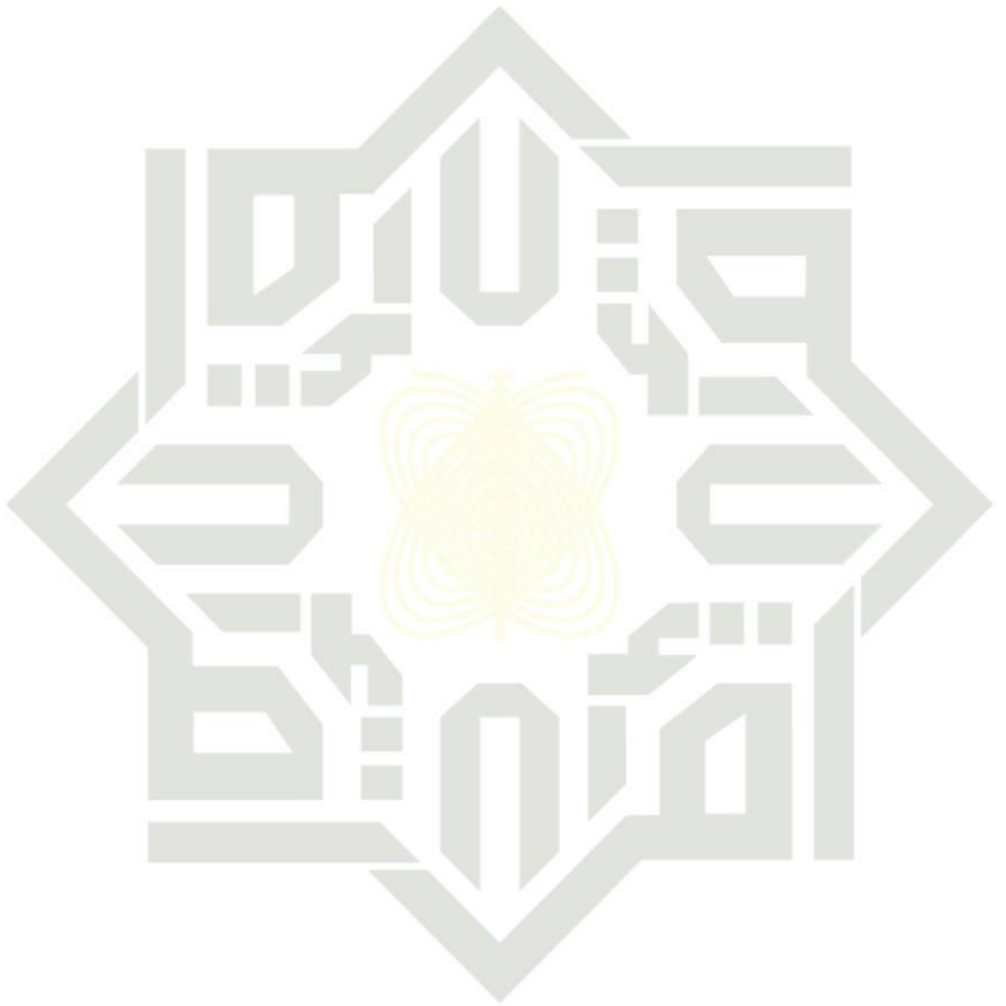
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tidak merugikan kepentingan yang wajar UIN Suska Riau.



UIN SUSKA RIAU



Correlations

		DL21	DL22	DL23	DL24	DL25	DL26	DL27	DL28	DL29	DL30	Digital Literacy
DL21	Pearson Correlation	1	.055	.317**	.435**	.433**	.484**	.398**	.356**	.202	.411**	.459**
	Sig. (2-tailed)		.629	.005	.000	.000	.000	.000	.001	.076	.000	.000
	N	78	78	78	78	78	78	78	78	78	78	78
DL22	Pearson Correlation	.055	1	.293**	.448**	.241*	.375**	.061	.332**	.158	.091	.190
	Sig. (2-tailed)	.629		.009	.000	.033	.001	.599	.003	.166	.428	.096
	N	78	78	78	78	78	78	78	78	78	78	78
DL23	Pearson Correlation	.317**	.293**	1	.430**	.502**	.331**	.183	.104	.437**	.374**	.430**
	Sig. (2-tailed)	.005	.009		.000	.000	.003	.108	.363	.000	.001	.000
	N	78	78	78	78	78	78	78	78	78	78	78
DL24	Pearson Correlation	.435**	.448**	.430**	1	.334**	.522**	.276*	.166	.433**	.386**	.415**
	Sig. (2-tailed)	.000	.000	.000		.003	.000	.015	.146	.000	.000	.000
	N	78	78	78	78	78	78	78	78	78	78	78
DL25	Pearson Correlation	.433**	.241*	.502**	.334**	1	.238*	.271*	.418**	.198	.257*	.445**
	Sig. (2-tailed)	.000	.033	.000	.003		.036	.016	.000	.082	.023	.000
	N	78	78	78	78	78	78	78	78	78	78	78
DL26	Pearson Correlation	.484**	.375**	.331**	.522**	.238*	1	.377**	.317**	.448**	.446**	.615**
	Sig. (2-tailed)	.000	.001	.003	.000	.036		.001	.005	.000	.000	.000
	N	78	78	78	78	78	78	78	78	78	78	78
DL27	Pearson Correlation	.398**	.061	.183	.276*	.271*	.377**	1	.680**	.467**	.478**	.535**
	Sig. (2-tailed)	.000	.599	.108	.015	.016	.001		.000	.000	.000	.000
	N	78	78	78	78	78	78	78	78	78	78	78
DL28	Pearson Correlation	.356**	.332**	.104	.166	.418**	.317**	.680**	1	.275*	.245*	.466**
	Sig. (2-tailed)	.001	.003	.363	.146	.000	.005	.000		.015	.031	.000
	N	78	78	78	78	78	78	78	78	78	78	78
DL29	Pearson Correlation	.202	.158	.437**	.433**	.198	.448**	.467**	.275*	1	.750**	.467**
	Sig. (2-tailed)	.076	.166	.000	.000	.082	.000	.000	.015		.000	.000
	N	78	78	78	78	78	78	78	78	78	78	78
DL30	Pearson Correlation	.411**	.091	.374**	.386**	.257*	.446**	.478**	.245*	.750**	1	.553**
	Sig. (2-tailed)	.000	.428	.001	.000	.023	.000	.000	.031	.000		.000
	N	78	78	78	78	78	78	78	78	78	78	78

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Digital Literacy	Pearson Correlation	.459**	.190	.430**	.415**	.445**	.615**	.535**	.466**	.467**	.553**	1
	Sig. (2-tailed)	.000	.096	.000	.000	.000	.000	.000	.000	.000	.000	
	N	78	78	78	78	78	78	78	78	78	78	78

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

ngi Undang-Undang

juip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. tidak merugikan kepentingan yang wajar UIN Suska Riau.



UIN SUSKA RIAU

Correlations

		DL31	DL32	DL33	DL34	DL35	DL36	DL37	DL38	Digital Literacy
DL31	Pearson Correlation	1	.472**	.533**	.239*	.453**	.385**	.614**	.280*	.163
	Sig. (2-tailed)		.000	.000	.035	.000	.001	.000	.013	.154
	N	78	78	78	78	78	78	78	78	78
DL32	Pearson Correlation	.472**	1	.256*	.039	.059	.295**	.326**	.122	.103
	Sig. (2-tailed)	.000		.023	.737	.609	.009	.004	.286	.369
	N	78	78	78	78	78	78	78	78	78
DL33	Pearson Correlation	.533**	.256*	1	.354**	.499**	.289*	.630**	.238*	.420**
	Sig. (2-tailed)	.000	.023		.001	.000	.010	.000	.036	.000
	N	78	78	78	78	78	78	78	78	78
DL34	Pearson Correlation	.239*	.039	.354**	1	.311**	.340**	.418**	.072	.561**
	Sig. (2-tailed)	.035	.737	.001		.006	.002	.000	.533	.000
	N	78	78	78	78	78	78	78	78	78
DL35	Pearson Correlation	.453**	.059	.499**	.311**	1	.251*	.356**	.251*	.189
	Sig. (2-tailed)	.000	.609	.000	.006		.027	.001	.027	.098
	N	78	78	78	78	78	78	78	78	78
DL36	Pearson Correlation	.385**	.295**	.289*	.340**	.251*	1	.261*	.274*	.087
	Sig. (2-tailed)	.001	.009	.010	.002	.027		.021	.015	.448
	N	78	78	78	78	78	78	78	78	78
DL37	Pearson Correlation	.614**	.326**	.630**	.418**	.356**	.261*	1	.267*	.458**
	Sig. (2-tailed)	.000	.004	.000	.000	.001	.021		.018	.000
	N	78	78	78	78	78	78	78	78	78
DL38	Pearson Correlation	.280*	.122	.238*	.072	.251*	.274*	.267*	1	.150
	Sig. (2-tailed)	.013	.286	.036	.533	.027	.015	.018		.190
	N	78	78	78	78	78	78	78	78	78
Digital Literacy	Pearson Correlation	.163	.103	.420**	.561**	.189	.087	.458**	.150	1
	Sig. (2-tailed)	.154	.369	.000	.000	.098	.448	.000	.190	
	N	78	78	78	78	78	78	78	78	78

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

a. Pengumpulan data untuk keperluan penelitian, penentuan, penulisan karya ilmiah, penyusunan laporan, penulisan buku atau jurnal suatu masalah.
b. Penelitian tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Reliability Self Efficacy

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	78	100.0
	Excluded ^a	0	.0
	Total	78	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.939	32

Reliability of Digital Literacy

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	78	100.0
	Excluded ^a	0	.0
	Total	78	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.863	38

UIN SUSKA RIAU

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengumpulan tidak mengemukakan uraian, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan naskah atau tinjauan suatu masalah.

- b. Pengutipan tidak mengemukakan kepentingan yang wajar UIN Suska Riau.



Frequencies

Frequency Table

SE1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	16	20.5	20.5	20.5
	Often	18	23.1	23.1	43.6
	Sometimes	19	24.4	24.4	67.9
	Rarely	16	20.5	20.5	88.5
	Never	9	11.5	11.5	100.0
	Total	78	100.0	100.0	

SE2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	9	11.5	11.5	11.5
	Often	23	29.5	29.5	41.0
	Sometimes	20	25.6	25.6	66.7
	Rarely	20	25.6	25.6	92.3
	Never	6	7.7	7.7	100.0
	Total	78	100.0	100.0	

SE3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	13	16.7	16.7	16.7
	Often	21	26.9	26.9	43.6
	Sometimes	23	29.5	29.5	73.1
	Rarely	14	17.9	17.9	91.0
	Never	7	9.0	9.0	100.0
	Total	78	100.0	100.0	

SE4

- a. Penugupan riarnya unruk keperluan perididkai, penemai, penuisan karya miiat, penyusunan laporan, penuisan riuk atau unjukan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	10	12.8	12.8	12.8
	Often	22	28.2	28.2	41.0
	Sometimes	24	30.8	30.8	71.8
	Rarely	17	21.8	21.8	93.6
	Never	5	6.4	6.4	100.0
	Total	78	100.0	100.0	

SE5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	27	34.6	34.6	34.6
	Often	19	24.4	24.4	59.0
	Sometimes	22	28.2	28.2	87.2
	Rarely	7	9.0	9.0	96.2
	Never	3	3.8	3.8	100.0
	Total	78	100.0	100.0	

SE7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	19	24.4	24.4	24.4
	Often	28	35.9	35.9	60.3
	Sometimes	14	17.9	17.9	78.2
	Rarely	12	15.4	15.4	93.6
	Never	5	6.4	6.4	100.0
	Total	78	100.0	100.0	

SE8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	9	11.5	11.5	11.5
	Often	16	20.5	20.5	32.1
	Sometimes	28	35.9	35.9	67.9



Rarely	20	25.6	25.6	93.6
Never	5	6.4	6.4	100.0
Total	78	100.0	100.0	

SE10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	12	15.4	15.4	15.4
	Often	15	19.2	19.2	34.6
	Sometimes	32	41.0	41.0	75.6
	Rarely	13	16.7	16.7	92.3
	Never	6	7.7	7.7	100.0
	Total	78	100.0	100.0	

SE11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	8	10.3	10.3	10.3
	Often	21	26.9	26.9	37.2
	Sometimes	22	28.2	28.2	65.4
	Rarely	23	29.5	29.5	94.9
	Never	4	5.1	5.1	100.0
	Total	78	100.0	100.0	

SE12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	14	17.9	17.9	17.9
	Often	26	33.3	33.3	51.3
	Sometimes	20	25.6	25.6	76.9
	Rarely	15	19.2	19.2	96.2
	Never	3	3.8	3.8	100.0
	Total	78	100.0	100.0	

- a. Pengutipan hanya untuk keperluan penulisan, penemuan, penyusunan karya ilmiah, penyusunan laporan, penulisan buku atau jurnal suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



SE14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	13	16.7	16.7	16.7
	Often	22	28.2	28.2	44.9
	Sometimes	22	28.2	28.2	73.1
	Rarely	14	17.9	17.9	91.0
	Never	7	9.0	9.0	100.0
	Total	78	100.0	100.0	

SE15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	24	30.8	30.8	30.8
	Often	25	32.1	32.1	62.8
	Sometimes	21	26.9	26.9	89.7
	Rarely	8	10.3	10.3	100.0
	Total	78	100.0	100.0	

SE16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	8	10.3	10.3	10.3
	Often	31	39.7	39.7	50.0
	Sometimes	27	34.6	34.6	84.6
	Rarely	7	9.0	9.0	93.6
	Never	5	6.4	6.4	100.0
	Total	78	100.0	100.0	

SE17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	27	34.6	34.6	34.6
	Often	24	30.8	30.8	65.4
	Sometimes	22	28.2	28.2	93.6

a. Pengutipan hanya untuk kepentingan penulisan, penemuan, penulisan karya ilmiah, penyusunan laporan, penulisan buku atau jurnal atau suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Rarely	5	6.4	6.4	100.0
Total	78	100.0	100.0	

SE18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	11	14.1	14.1	14.1
	Often	17	21.8	21.8	35.9
	Sometimes	33	42.3	42.3	78.2
	Rarely	16	20.5	20.5	98.7
	Never	1	1.3	1.3	100.0
	Total	78	100.0	100.0	

SE19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	10	12.8	12.8	12.8
	Often	24	30.8	30.8	43.6
	Sometimes	21	26.9	26.9	70.5
	Rarely	20	25.6	25.6	96.2
	Never	3	3.8	3.8	100.0
	Total	78	100.0	100.0	

SE22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	10	12.8	12.8	12.8
	Often	28	35.9	35.9	48.7
	Sometimes	16	20.5	20.5	69.2
	Rarely	15	19.2	19.2	88.5
	Never	9	11.5	11.5	100.0
	Total	78	100.0	100.0	

2. Diarangi mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
- a. Pengumpulan karya untuk keperluan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan buku atau uraian suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.



SE23

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	16	20.5	20.5	20.5
	Often	24	30.8	30.8	51.3
	Sometimes	13	16.7	16.7	67.9
	Rarely	18	23.1	23.1	91.0
	Never	7	9.0	9.0	100.0
	Total	78	100.0	100.0	

SE24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	12	15.4	15.4	15.4
	Often	19	24.4	24.4	39.7
	Sometimes	24	30.8	30.8	70.5
	Rarely	14	17.9	17.9	88.5
	Never	9	11.5	11.5	100.0
	Total	78	100.0	100.0	

SE25

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	21	26.9	26.9	26.9
	Often	20	25.6	25.6	52.6
	Sometimes	21	26.9	26.9	79.5
	Rarely	11	14.1	14.1	93.6
	Never	5	6.4	6.4	100.0
	Total	78	100.0	100.0	

SE26

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	1	1.3	1.3	1.3
	Often	34	43.6	43.6	44.9

a. Pengutipan karya untuk kepentingan penulisan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau uraian suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Sometimes	26	33.3	33.3	78.2
Rarely	13	16.7	16.7	94.9
Never	4	5.1	5.1	100.0
Total	78	100.0	100.0	

SE27

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	27	34.6	34.6	34.6
	Often	20	25.6	25.6	60.3
	Sometimes	21	26.9	26.9	87.2
	Rarely	7	9.0	9.0	96.2
	Never	3	3.8	3.8	100.0
	Total	78	100.0	100.0	

SE28

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	10	12.8	12.8	12.8
	Often	15	19.2	19.2	32.1
	Sometimes	28	35.9	35.9	67.9
	Rarely	20	25.6	25.6	93.6
	Never	5	6.4	6.4	100.0
	Total	78	100.0	100.0	

SE29

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	15	19.2	19.2	19.2
	Often	37	47.4	47.4	66.7
	Sometimes	17	21.8	21.8	88.5
	Rarely	9	11.5	11.5	100.0
	Total	78	100.0	100.0	

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
- a. Pengutipan hanya untuk keperluan penulisan karya ilmiah, penulisan karya atau uraian suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.



SE31

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	11	14.1	14.1	14.1
	Often	18	23.1	23.1	37.2
	Sometimes	32	41.0	41.0	78.2
	Rarely	16	20.5	20.5	98.7
	Never	1	1.3	1.3	100.0
	Total	78	100.0	100.0	

SE32

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	11	14.1	14.1	14.1
	Often	23	29.5	29.5	43.6
	Sometimes	21	26.9	26.9	70.5
	Rarely	20	25.6	25.6	96.2
	Never	3	3.8	3.8	100.0
	Total	78	100.0	100.0	

DL1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	13	16.7	16.7	16.7
	Often	27	34.6	34.6	51.3
	Sometimes	26	33.3	33.3	84.6
	Rarely	8	10.3	10.3	94.9
	Never	4	5.1	5.1	100.0
	Total	78	100.0	100.0	

DL2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	23	29.5	29.5	29.5
	Often	24	30.8	30.8	60.3

- a. Pengumpulan data untuk kepentingan penelitian, penemuan, penemuan karya ilmiah, penyusunan laporan, penemuan kritik atau ungkapan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Sometimes	17	21.8	21.8	82.1
Rarely	14	17.9	17.9	100.0
Total	78	100.0	100.0	

DL3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	15	19.2	19.2	19.2
	Often	20	25.6	25.6	44.9
	Sometimes	33	42.3	42.3	87.2
	Rarely	10	12.8	12.8	100.0
	Total	78	100.0	100.0	

DL4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	8	10.3	10.3	10.3
	Often	34	43.6	43.6	53.8
	Sometimes	29	37.2	37.2	91.0
	Rarely	7	9.0	9.0	100.0
	Total	78	100.0	100.0	

DL6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	11	14.1	14.1	14.1
	Often	20	25.6	25.6	39.7
	Sometimes	26	33.3	33.3	73.1
	Rarely	14	17.9	17.9	91.0
	Never	7	9.0	9.0	100.0
	Total	78	100.0	100.0	

DL7

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
- a. Pengutipan hanya untuk keperluan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	13	16.7	16.7	16.7
	Often	24	30.8	30.8	47.4
	Sometimes	22	28.2	28.2	75.6
	Rarely	14	17.9	17.9	93.6
	Never	5	6.4	6.4	100.0
	Total	78	100.0	100.0	

DL9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	9	11.5	11.5	11.5
	Often	19	24.4	24.4	35.9
	Sometimes	41	52.6	52.6	88.5
	Rarely	5	6.4	6.4	94.9
	Never	4	5.1	5.1	100.0
	Total	78	100.0	100.0	

DL10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	19	24.4	24.4	24.4
	Often	30	38.5	38.5	62.8
	Sometimes	23	29.5	29.5	92.3
	Rarely	4	5.1	5.1	97.4
	Never	2	2.6	2.6	100.0
	Total	78	100.0	100.0	

DL12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	12	15.4	15.4	15.4
	Often	20	25.6	25.6	41.0
	Sometimes	26	33.3	33.3	74.4



Rarely	17	21.8	21.8	96.2
Never	3	3.8	3.8	100.0
Total	78	100.0	100.0	

DL15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	14	17.9	17.9	17.9
	Often	24	30.8	30.8	48.7
	Sometimes	27	34.6	34.6	83.3
	Rarely	10	12.8	12.8	96.2
	Never	3	3.8	3.8	100.0
	Total	78	100.0	100.0	

DL17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	20	25.6	25.6	25.6
	Often	25	32.1	32.1	57.7
	Sometimes	23	29.5	29.5	87.2
	Rarely	7	9.0	9.0	96.2
	Never	3	3.8	3.8	100.0
	Total	78	100.0	100.0	

DL18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	10	12.8	12.8	12.8
	Often	19	24.4	24.4	37.2
	Sometimes	40	51.3	51.3	88.5
	Rarely	5	6.4	6.4	94.9
	Never	4	5.1	5.1	100.0
	Total	78	100.0	100.0	

- a. Pengutipan hanya untuk keperluan penulisan, penemuan, penulisan karya ilmiah, penyusunan laporan, penulisan buku atau uraian suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



DL23

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	12	15.4	15.4	15.4
	Often	24	30.8	30.8	46.2
	Sometimes	28	35.9	35.9	82.1
	Rarely	10	12.8	12.8	94.9
	Never	4	5.1	5.1	100.0
	Total	78	100.0	100.0	

DL24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	15	19.2	19.2	19.2
	Often	24	30.8	30.8	50.0
	Sometimes	27	34.6	34.6	84.6
	Rarely	9	11.5	11.5	96.2
	Never	3	3.8	3.8	100.0
	Total	78	100.0	100.0	

DL25

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	13	16.7	16.7	16.7
	Often	25	32.1	32.1	48.7
	Sometimes	30	38.5	38.5	87.2
	Rarely	8	10.3	10.3	97.4
	Never	2	2.6	2.6	100.0
	Total	78	100.0	100.0	

DL26

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	23	29.5	29.5	29.5
	Often	25	32.1	32.1	61.5

a. Pengutipan hanya untuk kepentingan penunjang, penunjang, penunjang karya ilmiah, penyusunan laporan, penunjang kritik atau uraian suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Sometimes	17	21.8	21.8	83.3
Rarely	13	16.7	16.7	100.0
Total	78	100.0	100.0	

DL27

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	15	19.2	19.2	19.2
	Often	22	28.2	28.2	47.4
	Sometimes	29	37.2	37.2	84.6
	Rarely	10	12.8	12.8	97.4
	Never	2	2.6	2.6	100.0
	Total	78	100.0	100.0	

DL28

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	10	12.8	12.8	12.8
	Often	30	38.5	38.5	51.3
	Sometimes	27	34.6	34.6	85.9
	Rarely	7	9.0	9.0	94.9
	Never	4	5.1	5.1	100.0
	Total	78	100.0	100.0	

DL29

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	20	25.6	25.6	25.6
	Often	22	28.2	28.2	53.8
	Sometimes	30	38.5	38.5	92.3
	Rarely	6	7.7	7.7	100.0
	Total	78	100.0	100.0	

DL30

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
- a. Pengutipan hanya untuk keperluan penulisan, penelitian, pengumpulan karya ilmiah, penyusunan laporan, penulisan buku atau jurnal suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	9	11.5	11.5	11.5
	Often	19	24.4	24.4	35.9
	Sometimes	28	35.9	35.9	71.8
	Rarely	17	21.8	21.8	93.6
	Never	5	6.4	6.4	100.0
	Total	78	100.0	100.0	

DL33

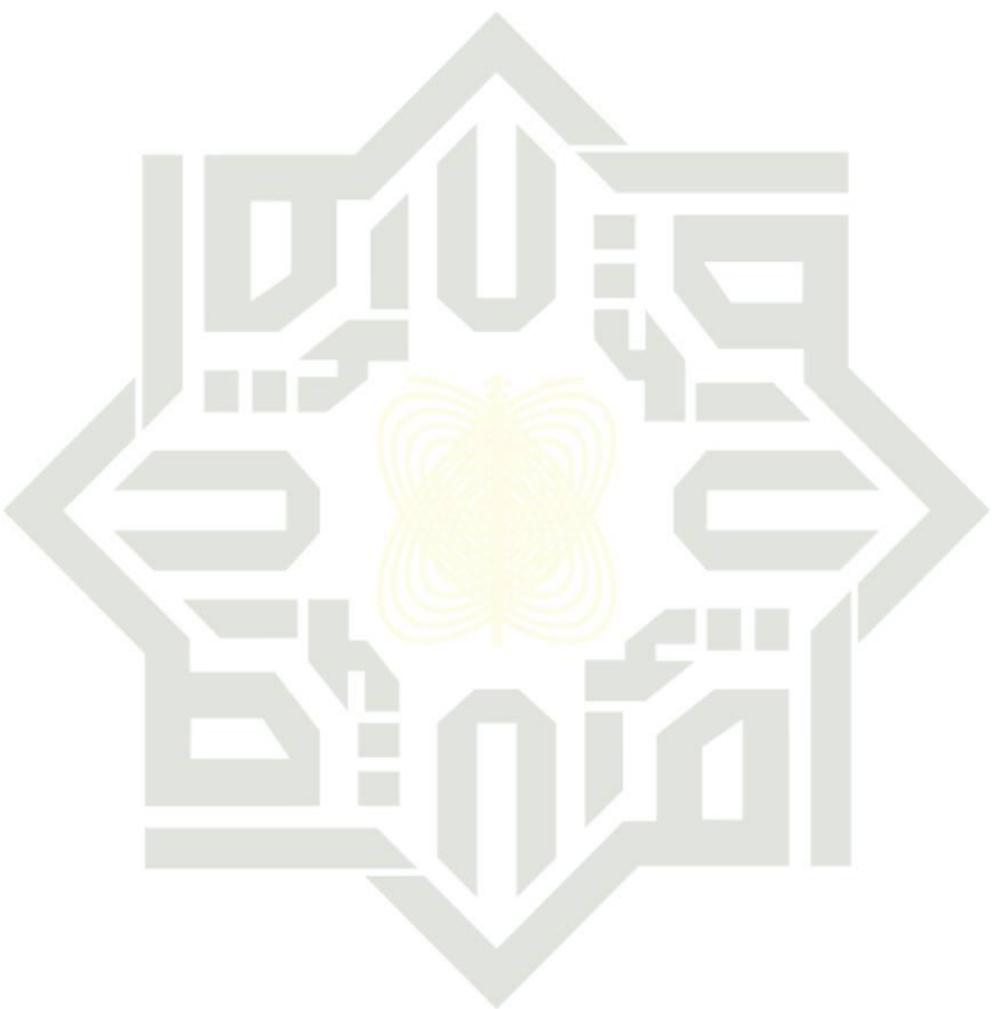
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	16	20.5	20.5	20.5
	Often	27	34.6	34.6	55.1
	Sometimes	25	32.1	32.1	87.2
	Rarely	7	9.0	9.0	96.2
	Never	3	3.8	3.8	100.0
	Total	78	100.0	100.0	

DL34

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	11	14.1	14.1	14.1
	Often	28	35.9	35.9	50.0
	Sometimes	23	29.5	29.5	79.5
	Rarely	12	15.4	15.4	94.9
	Never	4	5.1	5.1	100.0
	Total	78	100.0	100.0	

DL37

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	23	29.5	29.5	29.5
	Often	34	43.6	43.6	73.1



UIN SUSKA RIAU

Sometimes	9	11.5	11.5	84.6
Rarely	12	15.4	15.4	100.0
Total	78	100.0	100.0	

ciptanya milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

a. Dilindungi Undang-Undang

yang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU



Frequencies Fully

Fully

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Good (> 87 -100)	7	9.0	9.0	9.0
	Good (> 73 – 87)	23	29.5	29.5	38.5
	Enough (> 60 – 73)	27	34.6	34.6	73.1
	Ballast (\leq 60)	21	26.9	26.9	100.0
	Total	78	100.0	100.0	

Regression

Variables Entered/Removed

Type	Variables Entered	Variables Removed	Method
1	Digital Literacy, Self Efficacy		Enter

a. Variable Dependent: Completion

b. All requested variables entered.

Model Summary^b

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.775a	.600	.590	7.78114	2.072

a. Predictors: (Constant), Digital Literacy, Self Efficacy

b. Variable Dependent: Completion

NEW ERA

Type		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6819.005	2	3409.502	56.313	.000b
	Residual	4540.957	75	60.546		
	Total	11359.962	77			

a. Variable Dependent: Completion

b. Predictors: (Constant), Digital Literacy, Self Efficacy

		Coefficient					Collinearity Statistics	
Type		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.	Tolerance	VIVID
1	(Constant)	9.317	6.473		1.439	.154		
	Self Efficacy	.399	.045	.656	8.874	.000	.974	1.026
	Digital Literacy	.266	.062	.319	4.319	.000	.974	1.026

a. Variable Dependent: Completion

		Collinearity Diagnostics				
Type	Dimension	Eigenvalue	Condition Index	Variance Proportions		
1	1	2.955	1.000	(Constant)	Self Efficacy	Digital Literacy
	2	.034	9.325	.00	.01	.00
	3	.011	16.175	.05	.92	.18
				.95	.07	.82

a. Variable Dependent: Completion

		Residual Statistics				
		Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value		49.5857	88.7868	68.8846	9.41055	78
Std. Predicted Value		-2.051	2.115	.000	1.000	78
Standard Error of Predicted Value		.897	2.470	1.478	.382	78
Adjusted Predicted Value		49.5531	89.0213	68.8833	9.43913	78
Residual		-21.11545	15.16456	.00000	7.67942	78
Std. Residual		-2.714	1.949	.000	.987	78
Stud. Residual		-2.761	1.973	.000	1.006	78
Deleted Residual		-21.85415	15.54567	.00128	7.98599	78
Stud. Deleted Residual		-2.893	2.013	-.003	1.018	78
Expensive. Distance		.036	6.773	1.974	1.514	78
Cook's Distance		.000	.089	.013	.019	78
Centered Leverage Value		.000	.088	.026	.020	78

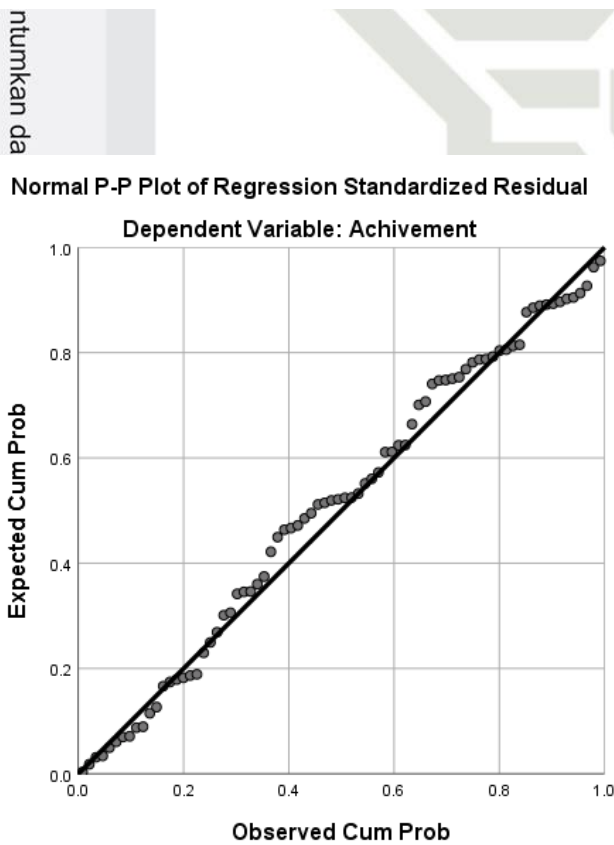
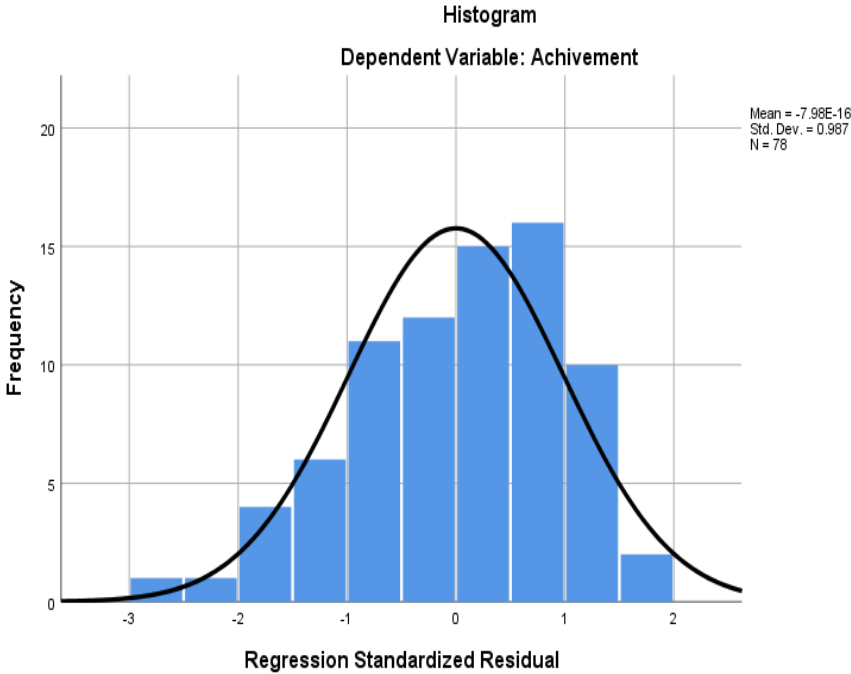
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



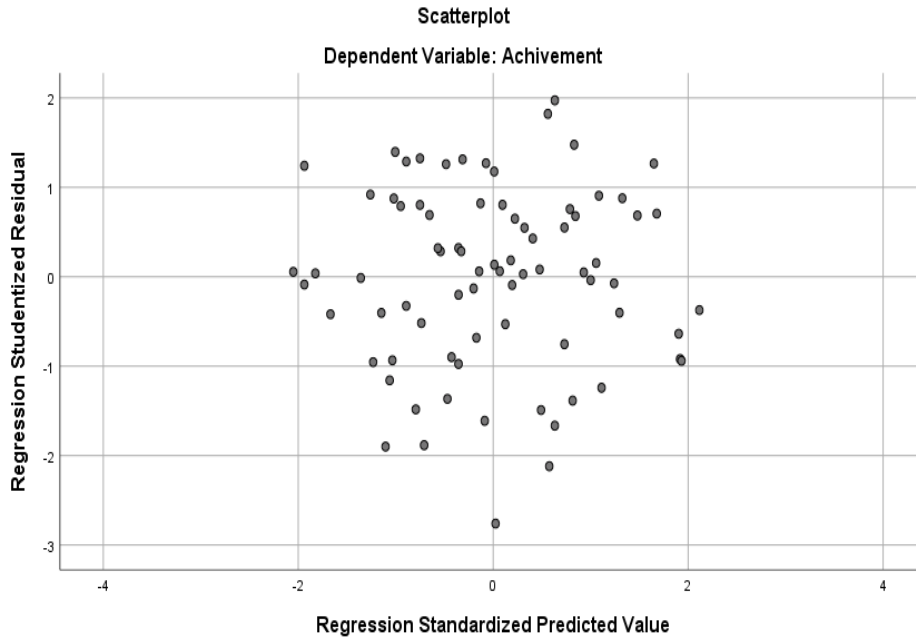
a. Variable Dependent: Completion

Charts

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1. Dilarang m



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Normal Tests

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		78
Normal Parameters, b	Mean	.0000000
	Std. Deviation	7.67941805
Most Extreme Differences	Absolute	.078
	Positive	.046
	Negative	-.078
Test Statistic		.078
Asymp. Sig. (2-tailed)		.200c,d

- Test distribution is Normal.
- Calculated from data.
- Lilliefors Significance Correction.
- This is a lower bound of the true significance.



Completion * Self Efficacy

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Completion * Self Efficacy	Between Groups	(Combined)	8289.495	43	192.779	2.135	.012
		Linearity	5689.610	1	5689.610	63.002	.000
		Deviation from Linearity	2599.885	42	61.902	.685	.878
	Within Groups		3070.467	34	90.308		
	Total		11359.962	77			

Measures of Association

	R	R Squared	Eta	Eta Squared
Completion * Self Efficacy	.708	.501	.854	.730

Achivement * Digital Literacy

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Achivement * Digital Literacy	Between Groups	(Combined)	6550.962	40	163.774	1.260	.240
		Linearity	2050.815	1	2050.815	15.779	.000
		Deviation from Linearity	4500.146	39	115.388	.888	.643
	Within Groups		4809.000	37	129.973		
	Total		11359.962	77			

Measures of Association

	R	R Squared	Eta	Eta Squared
Achivement * Digital Literacy	.425	.181	.759	.577

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengumpulan riaya untuk keperluan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau uraian suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Dilarang

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F Table Statistics Level of Significance 5%)

DF	2	df 1				DF	2	df 1				
		2	3	4	5			1	2	3	4	5
1	6,448	199,500	215,707	224,583	230,162	51	4,030	3,179	2,786	2,553	2,397	
2	5,13	19,000	19,164	19,247	19,296	52	4,027	3,175	2,783	2,550	2,393	
3	4,28	9,552	9,277	9,117	9,013	53	4,023	3,172	2,779	2,546	2,389	
4	3,709	6,944	6,591	6,388	6,256	54	4,020	3,168	2,776	2,543	2,386	
5	3,308	5,786	5,409	5,192	5,050	55	4,016	3,165	2,773	2,540	2,383	
6	3,097	5,143	4,757	4,534	4,387	56	4,013	3,162	2,769	2,537	2,380	
7	2,91	4,737	4,347	4,120	3,972	57	4,010	3,159	2,766	2,534	2,377	
8	2,75	4,459	4,066	3,838	3,687	58	4,007	3,156	2,764	2,531	2,374	
9	2,61	4,256	3,863	3,633	3,482	59	4,004	3,153	2,761	2,528	2,371	
10	2,49	4,103	3,708	3,478	3,326	60	4,001	3,150	2,758	2,525	2,368	
11	2,39	3,982	3,587	3,357	3,204	61	3,998	3,148	2,755	2,523	2,366	
12	2,31	3,885	3,490	3,259	3,106	62	3,996	3,145	2,753	2,520	2,363	
13	2,24	3,806	3,411	3,179	3,025	63	3,993	3,143	2,751	2,518	2,361	
14	2,18	3,739	3,344	3,112	2,958	64	3,991	3,140	2,748	2,515	2,358	
15	2,13	3,682	3,287	3,056	2,901	65	3,989	3,138	2,746	2,513	2,356	
16	2,08	3,634	3,239	3,007	2,852	66	3,986	3,136	2,744	2,511	2,354	
17	2,04	3,592	3,197	2,965	2,810	67	3,984	3,134	2,742	2,509	2,352	
18	2,00	3,555	3,160	2,928	2,773	68	3,982	3,132	2,740	2,507	2,350	
19	1,97	3,522	3,127	2,895	2,740	69	3,980	3,130	2,737	2,505	2,348	
20	1,94	3,493	3,098	2,866	2,711	70	3,978	3,128	2,736	2,503	2,346	
21	1,91	3,467	3,072	2,840	2,685	71	3,976	3,126	2,734	2,501	2,344	
22	1,89	3,443	3,049	2,817	2,661	72	3,974	3,124	2,732	2,499	2,342	
23	1,87	3,422	3,028	2,796	2,640	73	3,972	3,122	2,730	2,497	2,340	
24	1,85	3,403	3,009	2,776	2,621	74	3,970	3,120	2,728	2,495	2,338	
25	1,83	3,385	2,991	2,759	2,603	75	3,968	3,119	2,727	2,494	2,337	
26	1,82	3,369	2,975	2,743	2,587	76	3,967	3,117	2,725	2,492	2,335	

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. b. Pengutipan tidak merugikan.

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2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

27	4,210	3,354	2,960	2,728	2,572	77	3,965	3,115	2,723	2,490	2,333
28	4,196	3,340	2,947	2,714	2,558	78	3,963	3,114	2,722	2,489	2,332
29	4,183	3,328	2,934	2,701	2,545	79	3,962	3,112	2,720	2,487	2,330
30	4,171	3,316	2,922	2,690	2,534	80	3,960	3,111	2,719	2,486	2,329
31	4,160	3,305	2,911	2,679	2,523	81	3,959	3,109	2,717	2,484	2,327
32	4,149	3,295	2,901	2,668	2,512	82	3,957	3,108	2,716	2,483	2,326
33	4,139	3,285	2,892	2,659	2,503	83	3,956	3,107	2,715	2,482	2,324
34	4,130	3,276	2,883	2,650	2,494	84	3,955	3,105	2,713	2,480	2,323
35	4,121	3,267	2,874	2,641	2,485	85	3,953	3,104	2,712	2,479	2,322
36	4,113	3,259	2,866	2,634	2,477	86	3,952	3,103	2,711	2,478	2,321
37	4,105	3,252	2,859	2,626	2,470	87	3,951	3,101	2,709	2,476	2,319
38	4,098	3,245	2,852	2,619	2,463	88	3,949	3,100	2,708	2,475	2,318
39	4,091	3,238	2,845	2,612	2,456	89	3,948	3,099	2,707	2,474	2,317
40	4,085	3,232	2,839	2,606	2,449	90	3,947	3,098	2,706	2,473	2,316
41	4,079	3,226	2,833	2,600	2,443	91	3,946	3,097	2,705	2,472	2,315
42	4,073	3,220	2,827	2,594	2,438	92	3,945	3,095	2,704	2,471	2,313
43	4,067	3,214	2,822	2,589	2,432	93	3,943	3,094	2,703	2,470	2,312
44	4,062	3,209	2,816	2,584	2,427	94	3,942	3,093	2,701	2,469	2,311
45	4,057	3,204	2,812	2,579	2,422	95	3,941	3,092	2,700	2,467	2,310
46	4,052	3,200	2,807	2,574	2,417	96	3,940	3,091	2,699	2,466	2,309
47	4,047	3,195	2,802	2,570	2,413	97	3,939	3,090	2,698	2,465	2,308
48	4,043	3,191	2,798	2,565	2,409	98	3,938	3,089	2,697	2,465	2,307
49	4,038	3,187	2,794	2,561	2,404	99	3,937	3,088	2,696	2,464	2,306
50	4,034	3,183	2,790	2,557	2,400	100	3,936	3,087	2,696	2,463	2,305

T Table Statistics

Df	Level of Significance				Df	Level of Significance			
	0,005	0,010	0,025	0,050		0,005	0,010	0,025	0,050
51	2,676	2,402	2,008	1,675	51	2,676	2,402	2,008	1,675
52	2,674	2,400	2,007	1,675	52	2,674	2,400	2,007	1,675
53	2,672	2,399	2,006	1,674	53	2,672	2,399	2,006	1,674
54	2,670	2,397	2,005	1,674	54	2,670	2,397	2,005	1,674
55	2,668	2,396	2,004	1,673	55	2,668	2,396	2,004	1,673
56	2,667	2,395	2,003	1,673	56	2,667	2,395	2,003	1,673
57	2,665	2,394	2,002	1,672	57	2,665	2,394	2,002	1,672
58	2,663	2,392	2,002	1,672	58	2,663	2,392	2,002	1,672
59	2,662	2,391	2,001	1,671	59	2,662	2,391	2,001	1,671
60	2,660	2,390	2,000	1,671	60	2,660	2,390	2,000	1,671
61	2,659	2,389	2,000	1,670	61	2,659	2,389	2,000	1,670
62	2,657	2,388	1,999	1,670	62	2,657	2,388	1,999	1,670
63	2,656	2,387	1,998	1,669	63	2,656	2,387	1,998	1,669
64	2,655	2,386	1,998	1,669	64	2,655	2,386	1,998	1,669
65	2,654	2,385	1,997	1,669	65	2,654	2,385	1,997	1,669
66	2,652	2,384	1,997	1,668	66	2,652	2,384	1,997	1,668
67	2,651	2,383	1,996	1,668	67	2,651	2,383	1,996	1,668
68	2,650	2,382	1,995	1,668	68	2,650	2,382	1,995	1,668
69	2,649	2,382	1,995	1,667	69	2,649	2,382	1,995	1,667
70	2,648	2,381	1,994	1,667	70	2,648	2,381	1,994	1,667
71	2,647	2,380	1,994	1,667	71	2,647	2,380	1,994	1,667
72	2,646	2,379	1,993	1,666	72	2,646	2,379	1,993	1,666
73	2,645	2,379	1,993	1,666	73	2,645	2,379	1,993	1,666
74	2,644	2,378	1,993	1,666	74	2,644	2,378	1,993	1,666
75	2,643	2,377	1,992	1,665	75	2,643	2,377	1,992	1,665
76	2,642	2,376	1,992	1,665	76	2,642	2,376	1,992	1,665
77	2,641	2,376	1,991	1,665	77	2,641	2,376	1,991	1,665

- a. Penelitian hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Penelitian tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



28	2,763	2,467	2,048	1,701	78	2,640	2,375	1,991	1,665
29	2,756	2,462	2,045	1,699	79	2,640	2,374	1,990	1,664
30	2,750	2,457	2,042	1,697	80	2,639	2,374	1,990	1,664
31	2,744	2,453	2,040	1,696	81	2,638	2,373	1,990	1,664
32	2,738	2,449	2,037	1,694	82	2,637	2,373	1,989	1,664
33	2,733	2,445	2,035	1,692	83	2,636	2,372	1,989	1,663
34	2,728	2,441	2,032	1,691	84	2,636	2,372	1,989	1,663
35	2,724	2,438	2,030	1,690	85	2,635	2,371	1,988	1,663
36	2,719	2,434	2,028	1,688	86	2,634	2,370	1,988	1,663
37	2,715	2,431	2,026	1,687	87	2,634	2,370	1,988	1,663
38	2,712	2,429	2,024	1,686	88	2,633	2,369	1,987	1,662
39	2,708	2,426	2,023	1,685	89	2,632	2,369	1,987	1,662
40	2,704	2,423	2,021	1,684	90	2,632	2,368	1,987	1,662
41	2,701	2,421	2,020	1,683	91	2,631	2,368	1,986	1,662
42	2,698	2,418	2,018	1,682	92	2,630	2,368	1,986	1,662
43	2,695	2,416	2,017	1,681	93	2,630	2,367	1,986	1,661
44	2,692	2,414	2,015	1,680	94	2,629	2,367	1,986	1,661
45	2,690	2,412	2,014	1,679	95	2,629	2,366	1,985	1,661
46	2,687	2,410	2,013	1,679	96	2,628	2,366	1,985	1,661
47	2,688	2,408	2,012	1,678	97	2,627	2,365	1,985	1,661
48	2,687	2,407	2,011	1,677	98	2,627	2,365	1,984	1,661
49	2,688	2,405	2,010	1,677	99	2,626	2,365	1,984	1,660
50	2,678	2,403	2,009	1,676	100	2,626	2,364	1,984	1,660

Hak Cipta Dilindungi Undang-Undang

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Table (Pearson Product Moment) (Level of Significance 5 % and 2 Tailed)

df = (N-2)	r	df = (N-2)	r
1	0,997	51	0,271
2	0,950	52	0,268
3	0,878	53	0,266
4	0,811	54	0,263
5	0,754	55	0,261
6	0,707	56	0,259
7	0,666	57	0,256
8	0,632	58	0,254
9	0,602	59	0,252
10	0,576	60	0,250
11	0,553	61	0,248
12	0,532	62	0,246
13	0,514	63	0,244
14	0,497	64	0,242
15	0,482	65	0,240
16	0,468	66	0,239
17	0,456	67	0,237
18	0,444	68	0,235
19	0,433	69	0,234
20	0,423	70	0,232
21	0,413	71	0,230
22	0,404	72	0,229
23	0,396	73	0,227
24	0,388	74	0,226
25	0,381	75	0,224
26	0,374	76	0,223
27	0,367	77	0,221

1. Dilarang mengutip atau menyalin sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
2. Dilarang mengutip atau menyalin sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



- a. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

28	0,361	78	0,220
29	0,355	79	0,219
30	0,349	80	0,217
31	0,344	81	0,216
32	0,339	82	0,215
33	0,334	83	0,213
34	0,329	84	0,212
35	0,325	85	0,211
36	0,320	86	0,210
37	0,316	87	0,208
38	0,312	88	0,207
39	0,308	89	0,206
40	0,304	90	0,205
41	0,301	91	0,204
42	0,297	92	0,203
43	0,294	93	0,202
44	0,291	94	0,201
45	0,288	95	0,200
46	0,285	96	0,199
47	0,282	97	0,198
48	0,279	98	0,197
49	0,276	99	0,196
50	0,273	100	0,195

DOCUMENTATION

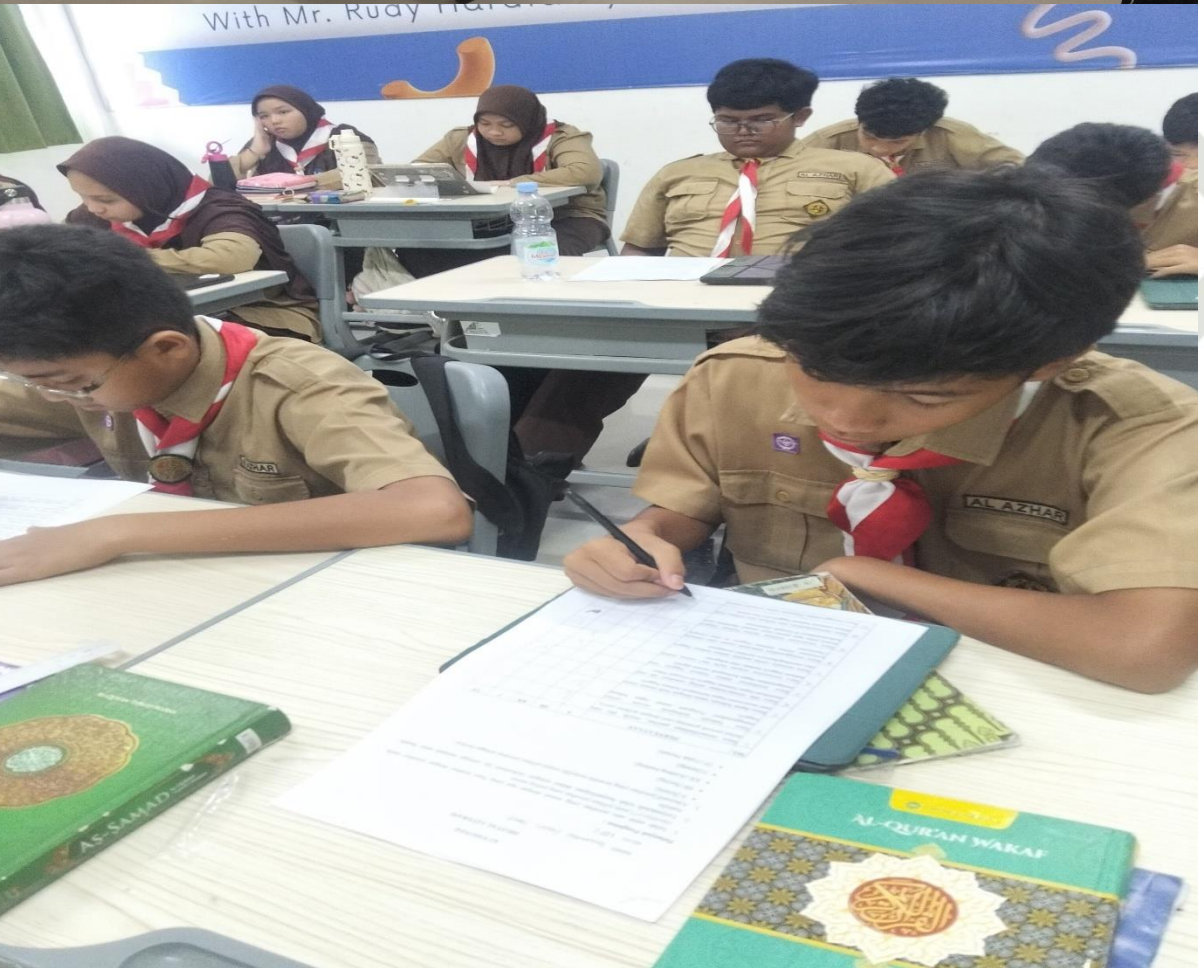
© H

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

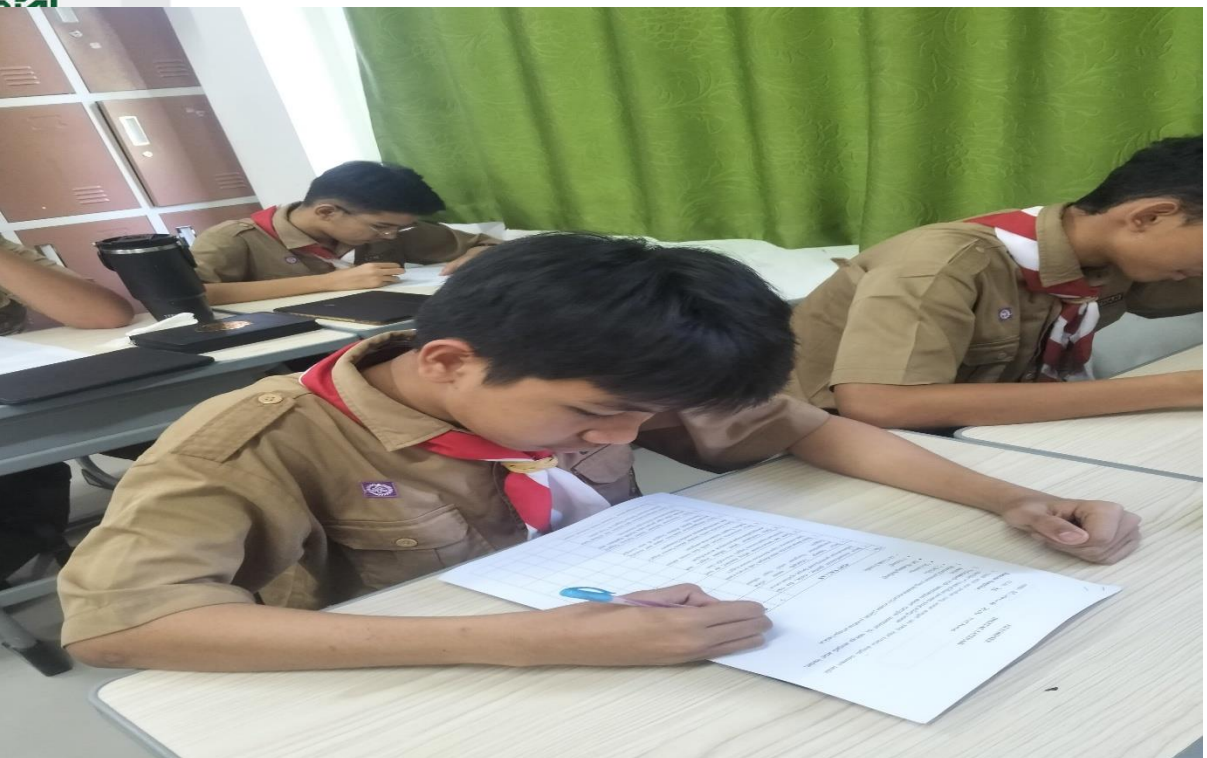


Sultan Syarif Kasim Riau



tan Syarif Kasim Riau

- a. Pengumpulan riaya untuk kepentingan penulisan, penemuan, penulisan karya ilmiah, penyusunan laporan, penulisan naskah atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



- a. Pengujiannya untuk kepentingan penilaian, penilaian, penilaian kali pertama, penyusunan laporan, penilaian riuk atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- a. Pengujiannya hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 Po.BOX. 1004
Phone & Fax (0761) 858832. Website: <https://pasca.uin-suska.ac.id>. Email : pasca@uin-suska.ac.id.

Pekanbaru, 12 Februari 2025

S00619/Un.04/Ps/PP.00.9/02/2025

1. Berkas

2. Penunjukan Pembimbing I dan
Pembimbing II Tesis Kandidat Magister

Kepada Yth.

1. Dr. Hj. Zuhiddah. M. Pd (Pembimbing Utama)
2. Dr. Dodi Settiawan. M. Pd (Pembimbing Pendamping)

di

Pekanbaru

Sesuai dengan musyawarah pimpinan, maka Saudara ditunjuk sebagai Pembimbing Utama dan Pembimbing Pendamping tesis kandidat magister a.n :

Nama	: Dona Armayanti
NIM	: 22390825030
Program Pendidikan	: Magister/Strata Dua (S2)
Program Studi	: Tadris Bahasa Inggris
Semester	: IV (Empat)
Judul Tesis	: The Relationship Between Self- Efficacy, Digital Literacy And Students' English Achievement At Eight Grade Of MTs Bustanul Ulum Pekanbaru

Masa bimbingan berlaku selama 1 tahun sejak tanggal penunjukan ini dan dapat diperpanjang (maks.) untuk 2x6 bulan berikutnya. Adapun materi bimbingan adalah sebagai berikut:

1. Penelitian dan penulisan tesis;
2. Penulisan hasil penelitian tesis;
3. Perbaikan hasil penelitian Setelah Seminar Hasil Penelitian;
4. Perbaikan tesis setelah Ujian Tesis; dan
5. Meminta ringkasan tesis dalam bentuk makalah yang siap di submit dalam jurnal.

Bersama dengan surat ini dilampirkan blanko bimbingan yang harus diisi dan ditandatangani setiap kali Saudara memberikan bimbingan kepada kandidat yang bersangkutan.

Demikianlah disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam,
Direktur,



Prof. Dr. H. Ilyas Husti. MA
NIP. 19611230 198903 1 002

Pembusan :
Sdr. Dona Armayanti
Arsip

Hak cipta dilindungi Undang-Undang

State Islamic University of Sultan Syarif Kasim Riau

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



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Phone & Fax (0761) 858832. Website: <https://pasca.uin-suska.ac.id>. Email : pasca@uin-suska.ac.id.

Nomor : B-750/Un.04/Ps/HM.01/02/2025
Lamp. : -
Hal : Izin Melakukan Kegiatan Riset Tesis/Disertasi

Pekanbaru, 24 Februari 2025

Kepada
Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu Prov. Riau
Pekanbaru

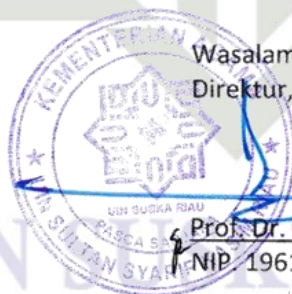
Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan Bapak/Ibu untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: DONA ARMAYANTI
NIM	: 22390825030
Program Studi	: Tadris Bahasa Inggris
Semester/Tahun	: IV (Empat) / 2025
Judul Tesis/Disertasi	: The Relationship between Self-Efficacy, Digital Literacy and Students' English Achievement in Grade Eight At SMP Islam Al Azhar 37 Pekanbaru.

untuk melakukan penelitian sekaligus pengumpulan data dan informasi yang diperlukannya dari SMP Islam Al Azhar 37 Pekanbaru.

Waktu Penelitian: 3 Bulan (24 Februari 2025 s.d 24 Mei 2025)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.



Wasalam
Direktur,

Prof. Dr. H. Ilyas Husti, MA
NIP. 19611230 198903 100 2

Tembusan:
Yth. Rektor UIN Suska Riau

Hal ini merupakan milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
- Felnguitipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.



YAYASAN PESANTREN ISLAM AL AZHAR

SEKOLAH MENENGAH PERTAMA ISLAM AL AZHAR 37

Jl. Swakarya No. 17 Kel. Tuah Karya, Kec. Tampan, Kota Pekanbaru - Riau

Telp. (0761) 8419865, 0812-8867644 E-mail : ypia_riau@al-azhar.or.id Website : http://www.ypia-riau.al-azhar.or.id

SURAT KETERANGAN

Nomor: 687/V/E/YPIA-SMPIA-37/1446.2025

Yang bertanda tangan di bawah ini :

Nama

: Riwa Giyantra, M.Pd.

Jabatan

: Kepala SMP Islam Al Azhar 37 Pekanbaru

Alamat Kantor

: Yayasan Pesantren Islam Al Azhar Cabang Riau,
Jl. Swakarya No. 17, Kel. Tuah Karya, Kec. Tampan,
Kota Pekanbaru – Riau.

dengan ini menerangkan :

Nama

: Dona Armayanti

NIM

: 22390825030

Program Studi

: Tadris Bahasa Inggris

Mahasiswa tersebut telah selesai melaksanakan penelitian/ riset Tesis/ Disertasi di SMP Islam Al Azhar 37 Pekanbaru dengan judul 'The Relationship Between Self-Efiacy, Digital Literacy and Students' English Achievment in Grade Eight At SMP Islam Al Azhar 37 Pekanbaru' dari tanggal 24 Februari - 24 Mei 2025.

Demikian surat keterangan ini dibuat, agar dapat dipergunakan sebagaimana mestinya.

Billahit tawfiq wal hidayah

Wassalamualaikum w.w

Kepala Sekolah,

Riwa Giyantra, M.Pd.



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI*

No.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing / Promotor *	Keterangan
1.	20/02/25	Menentukan Kata Operasional untuk Indikator Variabel		
2.	11/03/25	Instrumen Penelitian		
3.	20/04/25	Perbalkan Konsep operasional & Instrumen.		
4.	24/04/25 08/05/2025	ACC Instrument untuk uji coba Analisis Validitas Instrum.		
5.	20/05/2025	Approval		
6.				

Catatan:

*Coret yang tidak perlu

Pekanbaru, 2025

Pembimbing I / Promotor *

Rulinda

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI*

No.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing / Co Promotor *	Keterangan
1.	20/02/25	Explore and identify Variables of your research and then formulate the indicators		
2.	25/04/25	Adjust the questionnaire items to meet the context of your participants		
3.	30/04	Try out the instrumentation		
4.	17/05	Reliability test for items		
5.				
6.				

Catatan:

*Coret yang tidak perlu

Pekanbaru, 2025

Pembimbing II / Co Promotor *

Dr. Dodi Setiawan, M.Pd.