

## Teacher's Strategy To Improve Self Efficacy For Accelerated Student's In MAN 1 Yogyakarta

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**Abstract.** Accelerated classes are educational services for students with unique talents to complete learning faster than regular classes, giving students a highly competitive spirit and impacting student learning loads. Therefore, accelerated class students need to have high self efficacy so that learning motivation can grow because students' learning is driven by self belief. The belief that is owned is called self efficacy. This study aims to (1) find out the teacher's learning strategy to enhance students's self efficacy at the accelerated classes; (2) find out the supporting factors and obstacles of the teacher's learning strategy in improving students' self efficacy; (3) find out the impact of the teacher's learning strategy in improving students' self efficacy. The research method used in this study is qualitative, with primary data collection techniques of interviews and documentation with three teachers and three students. Data analysis techniques are data collection, reduction, presentation, and conclusions. Based on the results of the study, it can be seen that (1) the strategies used by teachers to improve students' self efficacy are using teaching modules and giving rewards; (2) the supporting factors for teachers in improving students' self efficacy are student characteristics and adequate facilities and infrastructure, while for the teacher's constraining factors are time constraints; (3) the impact of the strategies applied by the teacher are the students more active and the learning more effective.

## INTRODUCTION

Human resources in a country play an immensely significant role in the progress of that nation. According to the Human Resource Development Index, the quality of Indonesia's human resources (HR) currently lags far behind ASEAN countries (1). The underdevelopment of human resources will render us unable to compete with the outside world and may even lead to self elimination. Therefore, current national development will be directed more towards improving the quality of education so that the country is better prepared to compete, and human resources (HR) can be enhanced (2). Education is a systematic effort undertaken by individuals to educate, create a conducive learning environment, and motivate individuals to develop their capacities fully, fostering spiritual strength so that they can achieve a higher quality than their current selves (3).

Education is carried out to strengthen intelligence, spirituality, and the abilities needed by oneself and one's country, as education is included in the elements involved in realizing quality human resources. Creating quality human resources, of course, still faces obstacles, one of which is the difficulty in learning in the classroom. It is essential to identify the cause because if students encounter learning difficulties, their academic achievements may not be maximized.

Research on learning difficulties is caused by several factors, which are divided into two groups: (1) internal factors consisting of motivation (not realizing their abilities, fear of failure), physical condition, and others; (2) external factors consisting of a lack of appreciation from parents, socioeconomic status, and inappropriate selection of learning strategies as mentioned by (4). The mental condition of students who feel pressured will make them increasingly avoid and dislike certain activities because they believe it will worsen the situation. This

is not because students feel threatened but because they feel incapable of handling all the tasks given because learning difficulties are not only felt by students with below average abilities but also by students with aboveaverage abilities, and usually those in accelerated classes often experience the same feelings (5).

The accelerated class program is one of the educational services for students who have the potential for exceptional intelligence and/or special talents to complete the learning program in a shorter time than regular classes. The benefits of having an accelerated class program are not only to acknowledge students with exceptional intelligence to complete education quickly but also to increase effectiveness. The acceleration program itself is one of the implementations of Law No. 20 of 2003 concerning the National Education System and has been tested since 1989/1999 in three private schools: SLTP Lab School Jakarta, SMU Laboratorium School Jakarta, and SMU Boarding School Al Azhar Cikarang, West Java. After that, in 2000, the government also disseminated the program to as many as 11 schools in Jakarta as trial organizers, and then in 2001, the trial program was disseminated to several schools in the provincial capital of the PLB Directorate in (6). One of them is MAN 1 Yogyakarta.

MAN 1 Yogyakarta is one of the Islamic high schools fostered by the Ministry of Religious Affairs of the Republic of Indonesia in Yogyakarta which has a special program, namely the accelerated class program. The existence of accelerated classes at MAN 1 Yogyakarta poses a challenge for the madrasah, especially for the teachers. This is because students in the accelerated class have a much more complex learning load compared to regular students. Additionally, accelerated students have a high competitive spirit to achieve academic excellence, causing them to feel an excessive learning burden and competitive stress resulting in a sense of learning stress. Therefore, students in accelerated classes need to have high self efficacy for learning motivation to flourish because students' learning is driven by self belief. The belief they hold is called self efficacy (7).

Self efficacy is an individual's assessment of their ability to manage and execute a series of actions required to achieve goals (8). Student has high self efficacy, they can complete challenging tasks because they have confidence, thus affecting their efforts to master the task compared to students with low self efficacy, as explained by (9). To determine the level of someone's self efficacy, it can be observed by how well they can solve the problems they face (5). Therefore, selfefficacy is important for students because it enables them to be capable and motivated to complete their tasks. If students already have confidence, their learning motivation will also begin to grow, and students will be more able to compete, especially considering the highly competitive atmosphere in the accelerated class.

Improving self efficacy can be done, one of which is by implementing appropriate teaching strategies, as explained by (10). Many countries have implemented this because interesting teaching materials can encourage cognitive development and increase the level of student reasoning, improving their ability to use thinking skills. The more appropriate the teaching strategies applied by the teacher, the higher the level of student self efficacy, as consistent with the research conducted by (11).

Based on the above description, self efficacy is crucial for students to increase learning motivation. As student mentors, teachers are essential in improving and optimizing students' abilities; teachers must optimize their abilities and know what factors influence them. An indepth analysis is needed regarding how students' self efficacy abilities can increase. Therefore, the researcher chose "Teacher's Strategy To Improve Self Efficacy Accelerated Student's In Man 1 Yogyakarta." This study aims to (1) find out the teacher's learning strategy to enhance students's self efficacy at the accelerated classes; (2) find out the supporting factors and obstacles of the teacher's learning strategy in improving students' self efficacy; (3) find out the impact of the teacher's learning strategy in improving students' self efficacy.

## METHOD

This research was conducted at MAN 1 Yogyakarta. The research focus can be described as 1) teachers' strategies in improving students' self efficacy; 2) the supporting factors of the teacher's strategy in improving students' self efficacy; 3) the obstacles of the teacher's strategy in improving students' self efficacy, and 4) the impact results from the strategies that the teacher has implemented. This research uses a qualitative method with a case study approach. Generally, the events selected for the case study approach are ongoing, real life events, not something that has passed.

The data collection technique uses primary data, namely interviews and observations involving three teacher informants and three student informants in accelerated classes. In this study, the interview technique uses purposive and snowball sampling techniques. Interviews guidelines draws from the research of (12). The initial informant chosen was a teacher who had the capacity for accelerated classes at MAN 1 Yogyakarta, who then selected several informants teaching in accelerated classes and chose student informants from the accelerated classes themselves. This research was interpreted using source triangulation by comparing one source with

another. The initial informant chosen was a teacher who had the capacity for accelerated classes at MAN 1 Yogyakarta, who then selected several informants teaching in accelerated classes and chose student informants from the accelerated classes themselves. This research was interpreted using source triangulation by comparing one source with another.

The data analysis technique used in this research is the Miles and Huberman model, which consists of data collection where this technique is carried out from the results of interviews, observations of three teacher informants and three student informants as well as several documents that have been recorded while in the field. The field data consists of a description of the data by the research theme, which is then developed again by searching for data, namely data reduction. In this technique, the interview recording data is changed into the subject matter by the theme of self efficacy by making a comparison table. After the data is reduced, the next step is data presentation (data display), where this technique presents interview data with sources by the theme of self efficacy and then converts it into text and adds supporting relevant articles. The final step is drawing conclusions or verification (conclusions); this technique is carried out by concluding the data that has been arranged according to the existing sub themes and then drawing conclusions so that the formulation of previously unclear problems is answered.

## RESULT AND DISCUSSION

### Teacher's Learning Strategies To Enhance Student's Self Efficacy

According to the information provided by the interviewee TA, strategies typically used at the beginning of the lesson include creating teaching modules and presenting them to students in the class before the lesson begins. Here is the account of the interview results,

*"Saya di awal semester itu selalu membuat modul ajar terlebih dahulu untuk sekalian pembelajaran satu semester. Setelah itu saya upload semua materi di google drive biar mereka semua tahu dan siap apa saja materi yang akan dipelajari, setelah itu di awal pembelajaran saya sampaikan tujuan sama materinya."*

"At the beginning of the semester, I always make teaching modules in advance for the next semester's learning. Furthermore, I upload all the materials on Google Drive so that they know and are ready for all the material to be learned after that, at the beginning of the lesson, I will convey the objectives and also the material."

Based on the elaboration, it is reinforced by statements from informant A who explained as follows,

*"Kalau cara saya agar self efficacy nya meningkat yaitu membuat modul ajar di awal semester dan strategi nya terlebih dahulu yang sesuai agar siswa tidak bosan saat belajar."*

"My way to increase self efficacy is to use teaching modules at the beginning of the semester and appropriate learning strategies so that students do not feel bored when learning."

Based on the statements of the two informants, it was found that the strategy to improve students' self efficacy is by preparing teaching modules for one semester and using appropriate learning strategies so that learning is not boring. The teaching module that has been prepared will then be uploaded to google drive so that students can learn the material that will be studied for the next semester. In addition, students can also find out what goals and tasks they will do during learning.

The second strategy to increase students' self efficacy is by giving rewards to students. The following is a statement from A,

*"Saya juga terkadang memberikan reward untuk siswa yang sudah mau menjawab atau yang mau bertanya saat diskusi atau pembelajaran berlangsung, agar mereka tambah semangat."*

"I sometimes reward students willing to answer or ask questions if there is a discussion or during learning to increase their enthusiasm."

This statement is also supported by a course statement from student TH who stated,

*"Saya senang jika guru sudah memberikan reward sehingga kita yang ingin mencoba bertanya atau menjawab tidak takut, lalu dapat menambah semangat juga."*

"I like it when teachers give rewards so that those of us who try to ask questions or answer will not be afraid and will be more enthusiastic to keep trying."

The statement that has been presented is another strategy that can enhance students' self efficacy in accelerated classes. The reward strategy is given to students who actively ask or answer questions. Providing rewards will have a positive impact, namely increasing students' enthusiasm for learning and eliminating their fear.

Another strategy used to improve students' self efficacy is utilizing the weekend for learning. Informant A conveyed this. Here is an explanation of the results of his interview.

*"Terkadang saat weekend dari siswa memintaa untuk melakukan zoom ke guru untuk menjelaskan kembali materi yang memang belum dipahami, atau jika tidak dari saya yang akan menawarkan zoom membahas materi yang memang tidak dibahas saat pelajaran di kelas."*

"Sometimes, if it is a weekend of students asking to zoom in to us to discuss material that has not been understood, or also from me who sometimes offers additional material that might not be explained during normal classroom learning."

Based on the research results, the teacher's strategies to improve students' self efficacy are preparing teaching modules, giving rewards, and utilizing the weekend for additional learning. These strategies are organized to achieve specific goals to make learning more actively involved. The first teacher strategy to enhance students' self efficacy is to prepare teaching modules for the upcoming lesson with several suitable methods and learning objectives. This is arranged so that the teacher is better prepared to deliver the material, and students receiving the instruction also understand the goals to be achieved.

In preparing students mentally for what they will learn, teachers need to make an effort by providing materials. This is done so that students can focus (13). Students who are good at learning readiness are those who already know the learning objectives, the problems to be examined, the learning steps, and the tasks to be done to understand the lesson.

Based on the research results, the teacher's strategy to improve students' self efficacy is to prepare teaching modules. The second strategy implemented by the teacher is to give rewards to students. With rewards, students will be more enthusiastic, and their self confidence will increase. Appreciation given to students is crucial because it can boost students' enthusiasm, self confidence, and even alter their behavior (14). Rewards are provided so that students feel valued for their efforts. With these rewards, it is hoped that students will become more active in learning, thereby increasing their self efficacy.

In addition, another strategy employed by teachers to enhance students' self efficacy is to utilize weekend time for reviewing materials not yet mastered by students or providing additional materials that may not be covered during regular learning hours. With additional lessons, students' abilities will improve, especially in areas that will be tested, and it can enhance human resources (15). However, this differs from the research on study time, indicating that the duration of study time and the volume of knowledge to be mastered can trigger the impact of academic stress on students (16). These three strategies are capable of assisting teachers in increasing students' self efficacy in learning.

### **Supporting Factors And Obstacles To Teacher Learning Strategies In Improving Student Self Efficacy**

Supporting factors are crucial in helping teachers enhance students' self efficacy in learning because if the supporting factors are good, the learning process will also be good. Based on the results of interviews with several informants, supporting factors that could assist the teacher's strategy in improving the self efficacy of accelerated students were identified. The statement below from AB explains the supporting factors that can enhance students' self efficacy.

*"Sebenarnya untuk meningkatkan faktor pendukungnya banyak, karena mereka (siswa) sudah di kelas akselerasi jadi karakter siswanya sudah bagus semangat nya untuk bersaing itu ada."*

"There are many supporting factors to improve things because they are already in accelerated classes, so the student's character is already good, and the spirit to compete is already there."

Based on the informants' explanation, it is known that the first supporting factor is the characteristics of students. According to the informants, the existence of good characteristics that accelerated students already have



can help increase their enthusiasm so that they can compete with others. Apart from the student characteristics factor, informant AB explained other supporting factors in increasing students' self efficacy in classroom learning.

*"Faktor lainnya yaitu tentunya sarpras sangat berpengaruh, baik dari guru yaitu bahan ajar ataupun yang memang sudah ada dari sekolah. Dari sekolah sudah tersedia ruang pendukung seperti multimedia."*

"Another factor that is very influential is the availability of facilities and infrastructure, both those that are already available from the teacher in the form of teaching materials or from the school, such as the existence of a supporting room in the form of a multimedia room."

The statement by informant AB was strengthened by informant A who explained,

*"Faktor pendukung dari strategi yang diterapkan yaitu terdapat bahan ajar yang sesuai sehingga suasana kelas yang dibangun menyenangkan, memang terkadang fakta nya mereka itu bisa tetapi rasa malas nya yang mengalahkan sehingga terlihat kurang menguasai."*

"The supporting factor of the applied strategy is the appropriate teaching material so that the classroom atmosphere that is built will be fun because, in fact students in the classroom can do it but often students seem lazy so they lack mastery."

Based on the interview results, another supporting factor is the existence of infrastructure provided by both the school and the teachers themselves. Facilities and infrastructure provided by the school include a multimedia room that can be used for learning and a student workspace equipped with a smart TV for easier viewing of related materials. Additionally, the teacher's infrastructure mentioned refers to teaching materials. Both of these factors can support better learning in the future. Based on the observation results, the facilities and infrastructure inside the classroom can be seen, as shown in figure 1, where there are already speaker facilities, an LCD projector, and a whiteboard that can be used for learning.



**FIGURE 1.** Facilities And Infrastructure In The Classroom

In achieving a goal, of course, there are obstacles faced. Based on the results of the interview, it can be seen that the teacher's obstacles in increasing students' self efficacy in learning. It was explained by informant A,

*"Dibalik faktor pendukung pasti tetap ada kendala. kendalanya sendiri yaitu singkatnya waktu pembelajaran di kelas akselerasi, karena kelas akselerasi kelas percepatan yang harus selesai lebih cepat daripada reguler sedangkan materinya banyak yang harus ditempuh."*

"Behind the supporting factors, of course, there are obstacles faced, namely the short learning time in accelerated classes; this is because accelerated classes are accelerated classes that must be completed

earlier than regular classes in general, but the material taken is very much."

The statement made by informant A is an obstacle faced by teachers in increasing students' self efficacy in learning, namely time constraints. Time constraints are a challenge because students in accelerated classes have a lot of material, but the available time is very limited. This can be seen in the subjects they undertake every day usually accelerated students have approximately 10 subjects while regular classes have only 8 subjects, even though the teaching and learning hours are the same. This situation forces teachers to choose the material to be explained to students, making them less than optimal in delivering the material.

Based on the interview results with informants, it is known that supporting factors are crucial in helping teachers improve students' learning self efficacy because if the supporting factors are good, the learning process will also be good. The first supporting factor that can increase students' self efficacy is their characteristics. In the accelerated class, the characteristics of students' abilities are above average, and they can understand more quickly. Accelerated students have excess thinking skills, so the teacher's role in the classroom is not too dominant because the students are also more active and can manage themselves (6).

The second factor is the provided infrastructure. With adequate infrastructure, it will support learning activities and fulfill the skill needs of students (17). Additionally, with the existence of infrastructure facilities, teachers will find it easier to carry out their duties because the presence of good facilities and infrastructure can facilitate the education process, making teaching and learning activities smoother, and achieving the desired goals (18). The success of the learning process is due to the infrastructure sought by teachers and support from the academic party (19).

In addition to supporting factors, there are also obstacles in improving students' self efficacy. The obstacles found in this study are time constraints because the accelerated class has a shorter learning time compared to what has been determined. Accelerated classes are indeed applied to students with aboveaverage abilities because they will receive denser and faster learning material than the specified learning mass later (20). However, in research on the obstacles faced by teachers in teaching, the finding that teachers have not implemented innovative learning models becomes an obstacle because if students are still explained using the lecture method, it will result in boredom (21). In addition, students need to quickly remember the lessons explained, and the received material cannot be understood.

### The Impact Of The Teacher's Learning Strategy In Improving Student's Self Efficacy

Based on the results of interviews and observations made, the impact of the teacher's learning strategy in increasing students' self efficacy is quite good. It is by the statement from informant A, who gave the following statement,

*"Karena kita sudah menerapkan strategi yang sesuai jadi siswa itu senang dan nyaman untuk belajar, dari situ nanti siswa akan hilang rasa stress beban belajarnya karena terkadang siswa juga keberatan dengan penilaian orang."*

"Because we have implemented appropriate learning strategies so that students will feel happy and comfortable, and from this, the stress of learning will disappear because students sometimes also feel objections to the judgments of others."

The statement from source A was also supported by other sources as explained by TA,

*"Dampak yang ditimbulkan baik karena mereka lebih aktif, terlebih lagi jika tugasnya kelompok mereka bisa saling bertukar pikiran satu sama lainnya dan mereka senang. Terus juga mereka jadi lebih percaya diri."*

"The impact is good because they are more active in learning, especially if they get group assignments so they can exchange ideas with each other, and it makes them happy. In addition, they will be more confident."

The following impact of applying appropriate strategies in accelerated classes is that learning becomes more effective. That is by the statement of informant A who explained that,

*"Adanya strategi-strategi seperti yang sudah diterapkan di kelas akselerasi seperti ini, terutama ada modul ajar yang memang sudah dirancang sebelumnya jadi memudahkan kita sebagai guru karena dengan begitu pembelajaran jadi lebih terarah."*

"The existence of strategies such as those that have been implemented in accelerated classes like this, especially the pre designed teaching modules, really make it easier for us as teachers because then learning becomes more focused."

Based on the research results, the impact resulting from the application of appropriate teacher strategies can have a positive effect that enhances students' self efficacy. Students already possess a strong sense of responsibility towards learning because teachers have implemented strategies and learning models that align with students' preferences. The application of suitable strategies can elevate students' self efficacy as classroom learning becomes more active, and students feel comfortable answering or asking questions. Moreover, students gain confidence thereby reducing the burden of learning stress.

Strategies in schools must align with what is needed, such as being interactive, enjoyable, and motivating students to play an active role in learning so that self efficacy can develop (11). Research on the impact of learning models also indicates that a learning model aligned with objectives can help have a positive impact, such as assisting students in developing their thinking skills (21). Moreover, the existence of an appropriate learning model can enhance student engagement in learning, leading to an increase in students' academic self efficacy.

Another positive impact is that learning becomes more effective, especially with the teaching module that has been planned before learning begins. Teaching modules have the same essential function as trainers or teachers, making the learning process more effective, as explained by (22). Additionally, the existence of teaching modules in learning can help convey messages between teachers and students and assist students in deepening material that has not yet been understood (23).

Therefore, teachers must understand the models students like so that learning does not seem boring and can have a good impact. With the application of the right strategy, it will also affect the level of students' self efficacy. If students' self efficacy is high, they will be more confident to rely on their abilities and not feel inferior to peers in the class because they also achieve high learning achievements even though they have the same intelligence.

## CONCLUSION

Based on the results of the research that has been done, it can be concluded: (1) the teacher's learning strategy in improving students' self efficacy at the accelerated classes consists of three methods, namely using teaching modules, giving rewards to students who are already active, and utilizing weekend time for additional learning; (2) the supporting factors for teachers in improving students' self efficacy at the accelerated classes are good student characteristics and adequate infrastructure, while for the teacher's constraining factors are time constraints; (3) the impact resulting from the application of appropriate teacher strategies has a positive impact, such as students becoming more active in learning and more effective learning

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