

The Impact of Journal Writing Training on Self Efficacy and Attitude of Postgraduate Program Students in Writing Scientific Publication Articles

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Abstract— The purpose of this study is to determine the effect of journal writing training on the attitudes and self efficacy of Postgraduate Masters (PPs) students at Yogyakarta State University (UNY) in writing scientific publications in the form of journal articles as a graduation requirement. The method used to achieve the objectives of this research is retrospective causal-comparative design or ex-post facto research (Gay and Airasian, 2011). The population in this study were students of the UNY Postgraduate Masters program. The sampling technique used was cluster random sampling, with 304 students from 14 Study Programs. Self-efficacy instruments with reliability (0.802) and validity (0.320 - 0.712), while the attitude instruments with reliability (0.895) and validity (0.248 - 0.843). The data analysis technique uses Regression followed by Anova. The results of the study showed that: (1) participation in journal writing training significantly affected the attitudes and facilitation of the students of the Postgraduate Program of the UNY Postgraduate Program that they were able to write scientific publications in the form of Journal articles as graduation requirements. Even being able to contribute effectively reaches 35%. However, the positive attitude of the students of the Postgraduate Program at UNY did not affect their ability to write journals as a graduation requirement.

Keywords— *attitude, self efficacy, training in journal writing, students*

I. INTRODUCTION

Scientific works in the form of writings, published in reputable international journals, and produced by the academics of Higher Education (PT), are one of quality indicator of a PT. The data shows that developed countries like the United States, Western European countries, and some developed countries in Asia such as China, which have several reputable universities, are very linear with the quantity of their scientific works published in various reputable international journals, for example, published on Scopus [20]. Asserts that scientific publications in reputable international journals are

one of the criteria for assessing the level of progress of a nation and state [1]. The development of science and technology in a nation can be measured by how much scientific publications are produced and cited in international journals.

Recognizing the above conditions, the Minister of Research and Technology of the Republic of Indonesia issued the Regulation No. 44 of 2015, concerning National Standards for Higher Education. In the regulation, including a clause that states that writing in an international journal is reputable as a condition for graduation of the Masters program. To follow up on the policy, the Manager of the Yogyakarta State University Postgraduate Program (PPs UNY) has carried out various reputable international journal writing training activities. However, the potential for students to fail college due to their inability to compile a thesis and write an article, to be published in reputable national and international journals, is quite high. For example, students of the Masters program (S2) class of the academic year 2015/2016, who have more than two years of college, there are still 27% who have not succeeded in the thesis examination. On the other hand, after the thesis examination, they also have to wait for the publication of an international journal or a presentation at an international seminar as a condition of graduation. Such conditions further slow the graduation of students to be on time.

Starting in 2017, various attempts have been made by the management of PPs UNY to overcome the obstacles of students in writing final journals for publication as a condition of graduation. But whatever effort is made, its success is largely determined by the attitude and self-efficacy (SE) of the students themselves. Attitude is an abstract conception of understanding human behavior. The change in attitude that is taking place is a change in the system from positive to negative, or vice versa, feeling emotions and agreeing or disagreeing with the object. The attitude object itself consists of knowledge, judgment,

feeling, and attitude change [12]. He further said that attitude is the level of affection (feeling), both positive and negative, in relation to the object of psychology. Defines attitude as a pattern of behavior, tendencies or anticipatory readiness, predisposition to adjust to social situations; or simply, attitude is a response to social stimulation that has been conditioned [2]. A positive attitude towards the policy of journal writing for publication, as a condition of graduation, will encourage students to seriously work on the obligations that are required. James (2018) states that one way to increase positive attitudes is to always act with goals. Participation in journal writing training is a very clear action goal so that students will have a positive attitude.

Likewise, a strong SE will correlate with students' success in keeping a journal as a graduation requirement. Bandura (1986, 1997) asserted that SE as a belief in one's ability to organize and enhance the actions needed, to produce the expected achievements. Klassen (2002) states that the efficiency of perception about SE affects the choice of activities, perseverance of tasks, the level of effort expended, and, perhaps, the level of success achieved. The SE writing plays an important role in predicting the achievement of writing (Pajares, 2003), specifically relating to the quality of writing in early adolescents [23]. Pajares and Valiante (1997) state that the efficacy of writing students has a direct influence on their understanding of writing, the perceived benefits, and the performance of essay writing. Initial studies were conducted with undergraduate students [13]. So far there has been no research of the writing ability of master students, so it is quite interesting to study. Pajares and Cheong (2003) show that students with higher SE in writing have higher task goals in elementary, middle, and high school years; This type of achievement goal is positively related to motivation index.

A positive attitude, and SE, are very important in working on publications in the form of international journals. Without positive attitude and SE, any light work will not be completed at any time. A positive attitude in the context of PPs UNY students can be interpreted as a state of self in students who move to act or do deeds in the form of writing publications, in the form of international journals, with feelings. Whereas SE is a subjective assessment of Master of Study Program PPs UNY about what can be done to achieve goals in writing international journal publications as a graduation requirement.

Thus, SE is a self-awareness of Masters students that they are able to work on scientific publications in the form of international journals. SE is something that is believed and lives in the student's mind, whether consciously or not, will determine the attitudes and actions of the student. Thus, students who have SE will be able to make international journal publications; if they are not sure, then they are doubtful about their abilities. To have an SE, it must begin with a positive attitude first, so that a positive attitude and SE is the basic capital and key to success for students who want to succeed in working on scientific journal articles, which can be published as a graduation requirement.

Departing from the theoretical study as mentioned above, the following hypotheses can be formulated: There is an

influence in the participation in journal writing training on the SE and attitudes of students in the master program in making scientific publications in the form of writing journal articles as a graduation requirement. It is interesting to examine the students of the master program PPs UNY because it is important to know the impact of training interventions in writing journal articles on attitudes and SE. Thus, the purpose of this research is to determine the influence of participation in journal writing training on the attitudes and SE of students of the PPs UNY master program in the ability to write journal articles as a graduation requirement.

II. METHOD

This research was conducted using the retrospective causal-comparative design method, or ex-post facto research (Gay & Airasian, 2011), to describe the attitude and SE variables of the students of the master program PPs UNY, and also to determine the influence of journal writing training on attitudes and Student confidence in writing articles as a condition of graduation.

A. Respondent

The respondents of this research were students of the 2017 Masters of PPs UNY who took, and graduated, in the Research Methodology, Thesis Proposal, and Writing Scientific Papers courses. The sampling technique used was cluster random sampling totaling 304 people, who came from 14 Masters Study Programs. With the details of the respondent as follows.

TABLE 1. DETAILS OF RESEARCH RESPONDENTS

No	Name of S2 Study Program	Total (People)
1	Counseling Guidance	21
2	Sports Science	48
3	Chemistry Education	20
4	Mathematics Education	13
5	Science Education	18
6	Physics education	17
7	Primary Education	26
8	Psychology	8
9	Vocational Engineering Education	6
10	Applied Linguistics	17
11	History Education	20
12	Educational Research and Evaluation	26
13	Early Childhood Education Program (PAUD)	34
14	Social Science Education	20
Total		304

B. Variable and Instrument

The attitude variable in this research is interpreted as an opinion of the state of self that drives PPs UNY Masters Program students, after receiving a journal writing training on scientific publication policy in the form of Journal writing as a condition of graduation, with positive or negative feelings. To express this attitude, an instrument in the form of an attitude scale was adopted from attitude theory using the instrument approach developed by Saefudin Azwar. This instrument consists of 21 questions with validity ranging from 0.248 to 0.843, while the Cronbach's alpha coefficient for instrument reliability is 0.802

The SE variable in this research is a subjective assessment of the PPs UNY Study Program students for their ability to successfully produce scientific articles in the form of a Journal as a condition of graduation, after they receive training in journal writing. To uncover the SE, an instrument in the form of SE Scale was developed from the theory of Bandura (1986), with the following indicators: (1) Magnitude; (2) Generality, and (3) Strength. The validity of the instrument is 0.360 - 0.712, while the Cronbach's Alpha coefficient for instrument reliability is 0.895

Journal writing training variable as an independent variable is a journal writing training program whose material is designed by the management of PPs, which consists of subject matter as follows: 1) Urgency of Journal Writing as a Requirement for Master Program Graduation, 2) Scientific and Proceeding Journal Writing Strategy, 3) Types of Scientific Journals, and 4) Systematics and Substance of Writing Scientific Journal Articles and Proceedings. Participants also received guidance on writing scientific papers on tutorial activities and writing practice. The training activities take place for 32 hours, or for 3 days.

C. Data Analysis Technique

This descriptive analysis uses a test of central tendency and variability, by calculating the mean, median, and mode, from the score of the instrument [14]. Quantitative analysis in the form of regression and ANOVA, is used to interpret the results data from the attitude and SE scales of students after receiving training in writing scientific papers.

Stages of data analysis include: (1) checking the data that has been collected; (2) scrutiny of the subject's answers to instrument items. Each question item consists of five alternative answers using a Likert Scale, ranging from a range of scores 1 (never) to a score of 5 (always), then giving attention to the nature of the instrument items, whether favorable or unfavorable; (3) adjusting data with item numbers on each of the aspects measured; (4) checking data adjusted to the concept; (5) analyzing data; (6) interpretation of the results of data analysis; (7) make criteria based on the average and standard deviations ideal for knowing the rise of attitudes and SE, and (8) the results of the analysis are compared with the criteria so that it can be stated the level of attitude and SE of students towards the policy of writing scientific publications as a condition of graduation, including the Very Good, Good, Less, and Very Less. A positive score indicates that his attitude and SE are high. Meanwhile, to uncover the relationship between attitude and SE, namely with journal writing training, and with simple regression analysis and ANOVA.

III. RESULT AND DISCUSSION

A. Descriptive Analysis Result

The results of descriptive analysis of SE variable data, and attitudes towards scientific publication policies, in the form of writing Journal articles as a condition of graduation, obtained the following results.

TABLE 2. CATEGORY OF SELF-EFFICACY VARIABLE SCORE AND STUDENTS' ATTITUDES TOWARDS SCIENTIFIC PUBLICATION POLICY AS A REQUIREMENT FOR GRADUATION

Variable	Score Category				Score		R	Frequency and Percentage			
	SK	K	B	SB	Min	Max		SK	K	B	SB
Self-Efficacy	40.25	57.5	74.75	92	40.25	92	57.5	5	74	198	27
								2%	24%	65%	9%
Attitude	36.75	52.5	68.25	84	36.75	84	52.5	10	91	189	13
								4%	30%	62%	4%
Details:		SK = Very Less				K = Less, B = Good, SB = Very Good					



Fig. 1. Category of Score and Percentage of Students' Self-Efficacy and Attitudes towards Scientific Publication Policy in the Form of Journal as a Requirement for Graduation

Table 1 and Figure 1 above show that in general, the attitudes of students 62% (189 students), and SE or 65% (198 students), Master of Study Program PPs UNY towards the policy of Scientific Publication in the form of journals as a condition of graduation, is good. Whereas 30% (91 people) have unfavorable attitudes, and 24% (74 people) are less sure that they are able to meet these requirements. 9% (27 people) had very good SE, and 4% (13 people) had very good attitudes towards scientific publication policies in the form of journal writing as a graduation requirement. Only 2% (5 people) have very little SE, and 4% (10 people) who have a very poor attitude towards the policy of scientific publication in the form of writing a journal as a graduation requirement.

B. Hypothesis Test Result

a. Hypothesis 1. Influence of Journal Writing Training on Self-Efficacy (SE).

The results of the data analyst indicate that there is influence of the participation of Masters students in the journal writing training on SE. More details are listed in Table 3.

Table 3

Results of the analysis of the influence of journal writing training on SE

TABLE 3. RESULTS OF THE ANALYSIS OF THE INFLUENCE OF JOURNAL WRITING TRAINING ON SE					
Multiple R	R Square	Adjusted R Square	Standard Error	Total N	Information
0.1816	0.0329	0.0297	9.124	304	Donation of 3%
	Df	SS	MS	F	Significance F
Regression	1	857.3089	857.3089	10.29722	0,001476
Residual	302	25143.42	83.25637		Significance
Total	303	26000.73			

The results of data analysis summary, as listed in Table 3 above, it is known that the $F_{count} = 10.29722$, with a significance of $0.001476 < 0.005$, then the hypothesis is accepted. Thus, it can be concluded that at the 0.05 significance level there is a significant influence between participation in journal writing training on the confidence to write scientific publications in the form of journal articles as a graduation requirement. With the effective contribution of participation in journal writing training on SE, that they are able to conduct scientific publications in the form of writing

journal articles as a condition of graduation, is by 3%.

b. Hypothesis 2. Influence of Journal Writing Training on Attitudes

The results of the data analysts show that there is a relationship with participation in journal writing training, but it does not significantly influence the attitude of scientific publications in the form of journal articles as a graduation requirement. Although the influence is not significant, the

results of the Regression and ANOVA analyzes are listed in the table below.

TABLE 4. RESULTS OF ANALYSIS OF THE INFLUENCE OF PARTICIPATION IN JOURNAL WRITING TRAINING ON attitudes

Multiple R	R Square	Adjusted R Square	Standard Error	Total N	Information
0.067376752	0.004539627	0.0012434	8.523300445	304	Donation 0.004%
	Df	SS	MS	F	Significance F
Regression	1	100.0504	100.0504	1.377219	0.2415
Residual	302	21939.29	72.64665		Not Significance
Total	303	22039.34			

The results of data analysis summarize as shown in Table 4 above, it is known that there is a correlation between participation in journal writing training, with students' attitudes toward scientific publications in the form of journal writing, as a condition of graduation, with $R = 0.0673$. However, based on the ANOVA analysis obtained $F_{count} = 1.377219$ with a significance of $0.2415 > 0.005$, this means the hypothesis was rejected. Thus, it can be concluded, that at the 0.05 significance level, there is no significant influence between the participation in Journal research training, with the attitude towards scientific publication in the form of journal writing, as a graduation requirement; with an effective

contribution of only 0.004%.

c. Hypothesis 3. Influence of participation in journal writing training on attitudes and self-efficacy (SE)

The results of the data analysis of the influence of participation on journal script writing training on the attitudes and SE of scientific publications, in the form of writing Journal articles as a condition of graduation, using regression and ANOVA, obtained the results as listed in Table 5 below.

TABLE 5. THE RESULTS OF THE ANALYSIS OF THE INFLUENCE OF JOURNAL SCRIPT WRITING TRAINING ON ATTITUDES AND SELF-EFFICACY (SE)

Multiple R	R Square	Adjusted R Square	Standard Error	Total N	Information
0.59591	0.355109	0.352974	6.860233	304	Donation 35%
	Df	SS	MS	F	Significance F
Regression	2	7826.373	7826.373	166.2964	1.3130
Residual	302	14212.97	47.0628		Significance
Total	303	22039.34			

Summarizing the results of data analysis as listed in Table 5 above, it is known that $F_{count} = 166.2964$ is greater than $F_{table} = 3.03$ at the significance level (0.05), then the hypothesis is accepted. Thus, it can be concluded that at the 0.05 significance level there is a significant influence in the journal writing training on the attitudes and SE of scientific publications, in the form of writing Journal articles as a condition of graduation; with an effective contribution reaching 35%.

IV. DISCUSSION

Based on the results of data analysis as mentioned above, it shows that in general the attitudes and SE of the PPs UNY S2 Study Program on journal writing policy, as a condition of graduation, is good. A positive attitude and also the existence of good faith in the students of S2 PPs UNY, regarding the obligation to write scientific papers as a condition for graduation, cannot be separated from the roles and anticipatory steps taken by the management of PPs UNY. The

management of PPs UNY has carried out policies, including the implementation of the Thesis Proposal Preparation course, with a weight of 1 SKS, and placed in the initial semester; starting in 2017, a thesis advisory decree (SK) is issued early, namely at the end of the first semester, assistance in supporting facilities for writing scientific papers for students, various journal writing training activities, and facilities for international seminars.

The results of this research succeeded in proving hypothesis I (first), that there was influence of the participation of master program students in journal writing training on self-confidence, that they were able to write scientific publications in the form of journals as a graduation requirement. In other words, the first hypothesis of this research was accepted even though its influence was only 3% of students' self-efficacy (for example, the beliefs of master's students about their ability to write scientific publications, in the form of journals, successfully), and goal orientation (i.e., reasons for students to do assignments). This Self Efficacy, according to Bandura, is guided by their beliefs about how successful they can be in carrying out a task [3]. People not

only need to have the skills and knowledge to carry out tasks successfully, but they also need to have a certain level of expectation for success. The participation of students in journal writing training is a form of hope for success in writing scientific publications in the form of journals, as a condition of graduation. Personal efficacy assessments influence what students do by influencing the choices they make, the effort they make, the persistence, and perseverance they give when obstacles arise, and also the patterns of thought and emotional reactions they experience. Students who believe that they can successfully complete the task, in the form of writing journal articles as a condition of graduation, have high self-efficacy, and tend to perform better, compared to those who do not have such beliefs [8]. In addition, individual self-efficacy can influence the types of goals they adopt for learning. Reasons that encourage students to learn, such as attending journal article training, or the goals they have for learning, are referred to as goal orientation [6].

Other research results indicate that the second (second) hypothesis, which states that the participation in journal writing training affects the attitude towards the ability to write scientific publications in the form of journal articles as a graduation requirement, is not proven or rejected despite the relationship. That is, participation in journal training, even though it has to do with attitude, does not affect the ability of students to write scientific publications in the form of journals as a graduation requirement. According to G.W. Allport (in, Sears, 1985), attitude is the mental and nervous state of preparedness through experience that gives a dynamic or directed influence on individual responses to all objects and situations related to it. Mar'at (2000) asserts, attitude is the level of affection (feeling), both positive and negative, in relation to the object of psychology. Thus, participation in journal writing training, as an object, will foster positive feelings in students, as a provision in improving the ability to write scientific publications in the form of journals as a graduation requirement. Based on this, the attitude will relate to the object carried out, although not necessarily affect the ability to write publications in the form of journals as a graduation requirement.

However, the third (third) hypothesis which states that there is influence of the participation in journal writing training on the attitudes and SE of the students of the master program of PPs UNY, that they are able to write scientific publications in the form of journal articles as a graduation requirement, and is proven. Attitudes and SE are jointly influenced by the participation of journal training. This means that students who participate in journal writing training have significant attitudes and SE, that they are able to write scientific publications in the form of journal articles as a condition of graduation, and are even able to make effective contributions reaching 35%.

In various aspects of PPs UNY students' lives, the ability to write international journals as a condition that must be met is important for them to graduate or succeed in studying at PPs UNY. A positive attitude and SE are very important in working on publications in the form of international journals.

Without a positive attitude and SE, any light work will not be completed at any time. And vice versa, if there is a positive attitude and a strong SE, any heavy work, and as much as anything, feels light and finishes quickly. This is the importance of a positive attitude and SE.

Then what is a positive attitude in the context of PPs UNY students addressing the Journal Publication's obligation? A positive attitude is a state of self within a student that moves to act or does an act in the form of writing a journal publication, with a positive feeling in responding to policies for scientific publication as a product of the rules issued by PPs UNY. James (2018) states that one way to increase positive attitudes is to always act with goals. Participation in journal writing training is a very clear action goal so that students will have a positive attitude. Whereas SE is not an objective or tangible skill from students of S2 PPs UNY, but it is a subjective assessment of PPs UNY Master Study Program, about what can be done to achieve achievement in writing scientific publications in the form of journals as a graduation requirement.

Thus, SE is a self-awareness of Master Study Program that they are able to work on scientific publications in the form of international journals. Self-efficacy is something that is believed and lives in the student's mind, whether consciously or not, will determine the attitudes and actions of the student.

In conclusion: if students have SE, they will be able to make an international journal publication; even if they are not sure, they will not be able to either. To have SE, it must begin with a positive attitude first, so that a positive attitude and SE are the basic capital and key to success for students who want to succeed in working on scientific journal publications as a condition of graduation.

V. CONCLUSION

Based on the results of data analysis and discussion as mentioned above, it can be concluded as follows.

1. There is a significant influence of participation in training in journal writing on self-efficacy (SE) students of S2 PPs UNY Study Program that they are able to write scientific publications in the form of journals as a graduation requirement.
2. The positive attitude of the students of the S2 Study Program PPs UNY does not affect the ability to write a journal as a condition of graduation.
3. Participation in journal writing training significantly influences the attitude and SE of the PPs UNY S2 Study Program students, that they are able to write scientific publications in the form of journal articles as a condition of graduation; even able to contribute effectively to reach 35%.

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