



The Influences of Microteaching and Peer Interaction on Undergraduate Students Self-Efficacy

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ABSTRACT

Microteaching is an educational course program conducted by prospective teacher students who learn about the practice of how to teach properly and correctly also produce students as professional teacher candidates. On the Malang State University to support the formation of professional teacher candidates, in addition to microteaching learning, there is also a real class teaching and learning program, namely the field practice study program (KPL). In the smoothness of implementing KPL activities, students must have support from within and from outside. This research was conducted to find out how much influence microteaching learning and peer interaction had on self-efficacy in undergraduate students of the Mechanical Engineering Study Program (PTM) participating in the KPL program. This study used an ex-post facto research method with a quantitative approach. The population and research sample used were PTM study program students class of 2015. The research instrument used as a data collection technique was in the form of a questionnaire. Research results: Microteaching learning (X1) has a partially significant effect on self-efficacy. The regression coefficient value is 0.331. The results of the analysis of hypothesis testing showed a significant value of (0.005 < 0.05). Peer interaction (X2) has a partially significant effect on self-efficacy. The regression coefficient value is 0.525. The results of the analysis of hypothesis testing showed a significant value of (0.000 < 0.05). variable Learning Microteaching (X1) and Peer Interaction (X2) have a significant effect simultaneously on Self-efficacy (Y). The results of the analysis on the F test showed a significant value of (0.000 < 0.05). There were needed more focusing on the microteaching process in the classroom to advance undergraduate student self-efficacy as competed teacher candidates.

Keywords: *Microteaching, Self-efficacy, Peer interaction.*

1. INTRODUCTION

KPL is courses that provide an experience practice to major focused students education about how activity learning native at school, from activity that will make student the will pocketing the required competencies for finish duties and responsibilities respond according to the skills are interested in. KPL course program is a purposeful learning process for developed capabilities art professional teaching that required by personnel educator or institutional other education.

Microteaching is activity training learning practice teaching carried out by teachers / prospective teachers in scope small (micro) with goal to get develop Skills base teach. Objective from microteaching learning for as candidate educator before plunge to school where place exercise practice teach student or often called the Practice

Study Field (KPL). So, with appearance microteaching courses are expected possibility problem in practice teach or KPL can minimized or can omitted. However, in the reality microteaching activities that occur got student Still something is missing understand method making RPP, less Serious follow activity practice teaching, making less teaching materials maximum, and less utilize time practice microteaching and study learning practice field become important part in environment education and science teacher training. Practical study field especially in education technique machine this teach to student for think nor act in a manner creative How method teach participants educate so desire educator can be reached at the time practice teaching in the field / vocational school.

In KPL student activities will get really experience will bring himself feel become a teacher. In activity This

student get chance teach status children students who have personality different. Here it is student will grow develop potency personality as prospective teachers who have a package knowledge, skill nor attitude, and the ethics that must be proper imitated remember profession as prospective teacher inside carry out the education good method teach at school nor outside school. There are several opinions from results chatting together KPL friends, according to [1] time implementation KPL activities, less Certain can carry out activity This with perfect because feel that lack of knowledge and lack experience teach. Whereas according to [2] at the time timetable activity teaching, there is a sense of lack certain can teach with good because not yet once teach in front of real student.

Student at the time teach still not enough own readiness especially in facet skills and mental attitude, such as method how method started good lesson, way delivery a material lesson and end the activity process lesson [3]. With emergence aspect lack of own readiness teach in the class so will result emergence bad impact atmosphere class and student will not succeed show performance in a manner steady and convincing. For overcome problem in self student like lack of mental attitude or lack of confidence (self-efficacy) in the teaching process in class so KPL students need solution for handle problem.

Self-efficacy can define something belief individual to ability for direct motivation, set and take something action to be support face the problems he faced for the sake of reach desired goal achieved. Self-efficacy we along as the teacher will impact big to quality experienced learning participant educate us [4]. Teacher with own efficacy low self often mired in problem class and inclined will say that ability less students adequate with reason his students Not yet learning, teachers who have efficacy low like this already can confirmed will not own something belief to ability participant he taught for manage a medium class he taught, finally get stressed and emotional exists attitude less students good [4].

According to [1] has different feeling inside self when moment teach in company friend, i.e., more believe self and confident can carry out the teaching process. According to [5] the participants learn who can enjoy something connection nice friendship together his friends at school tend will own high achievement. Whereas the reality sometimes student difficult KPL participants look for friend to accompany the teaching process in the class because the KPL participants are still someone 's late present even someone is present only now there are teaching hours.

2. LITERATURE REVIEW

2.1. *Microteaching*

Microteaching origin at first from the word's micro and teaching. Micro which means small, little, or limited and teaching means teach. So, microteaching i.e., an activity learning teaches all _ teaching process activities simplified. So, with simplification or diminution several suite activities teach the can make microteaching activities do not seen complicated like case teach like ordinary [6].

Understanding microteaching only from facet language just still not enough, us need listening from opinion several experts. According to [7] Microteaching is a learning model teaching done in scope small (micro) with objective for increase something Skills base teach (base teaching skills) with done in small and deep simplified conditions. According to [6] Microteaching is a teacher / prospective teacher training process the goal for the teacher to be control skills teach certain through a teaching model that is simple. Whereas [8] is also of the opinion that microteaching is real teaching for student teacher candidates carried out inside class laboratory not in front of real classroom teaching. So, microteaching is carried out inside room laboratory special and do with all activities done in summary or minimized. Objective from microteaching learning itself that is used as supplies and so on means exercise student prospective teachers for Study teach before student the prospective teacher plunge to school exercise teaches in a manner real up-front participant educate.

So, it can be concluded that Microteaching is something activity training learning practice teaching carried out by teachers / prospective teachers in minified scope (micro) implemented inside class laboratory with goal to get develop or increase something Skills base teach. Scope small mean covers competence basis and results study, terms time used practice teaching, teaching materials, amount participant learn who will encountered and skills teaching that is trained [9].

2.1.1. *Microteaching goals*

Objective general from the implementation of microteaching learning namely as outlook theory nor ordinance practice teach student good or student teacher before student the plunge spaciousness teaches at school or normal called with term study practice field (KPL). So, at the moment activity student microteaching learning the prospective teacher given chance for train teach practice and develop multiple skill models teach before his friends at alone classmate with friendly atmosphere, so at the moment practice teach student Still own still mentally prepared good so that still can maximizing performance in come on stage study teach later will used as stock in

practice teach at school in a manner real up front participant completely teach.

According to [9] there are 14 objectives special teaching microteaching include : (1) so that students Can more skilled in making preparation For teach ; (2) have professional attitude as candidate educator ; (3) as exercise be a responsible teacher answer and hold on stick to ethics teacher training ; (4) can explained term from microteaching; (5) can speak explain material lesson ahead participant easy learn understood ; (6) have Skills open / close lessons ; (7) can give question in a manner right ; (8) can give A motivation participant educate For Keep going learn ; (9) creates variation Skills in teach ; (10) use equipment lesson with right ; (11) capable observe A Skills knowledge teacher training ; (12) plays role as educator , supervisor , or observer in a manner good ; (13) can apply theory Study nor learning in situation whatever in a manner precise and interesting , and (14) can increase believe self .

2.2. Interaction Friend peer

According to [10] friends peer that is children / adolescents who have age / level almost age same. Friend peer is something connection interaction social where connection the established by students one with student other. Connection this very important thing for student with student other used for communicate about problem learning. This supported by opinion [11] that is already No rarely the participants teach already feel exists enhancement results study because get influence positive from interaction friend as capable give influence positive motivation to her for plus spirit learn.

According to [12] explains there are 6 functions that can said important from A friendship or Friend peers , namely : 1. As comrade (companionship); 2. As giver encouragement (stimulation); 3. As giver support physical (physical support); 4. As ego support (ego support); 5. As comparison social (social comparison); and 6. As observer (intimacy/affection), where friendship will give individual close , warm , mutual relationship trust with others.

Can concluded from description on is that friendship or familiarity with Friend peer own six function, namely the first used for comrade (companionship), the second used for a booster (stimulation), the third used for support physical (physical support), the fourth used for ego support (ego support), the fifth used for comparison social (social comparison), and the sixth used for familiarity nor attention (intimacy/affection). In this research to six function the made indicator for measure interaction variables friend peer.

In an interaction process social student to Friend peers, there are form's reaction shown an interaction social between students. According to [11] summarizing forms interaction social namely: 1. Cooperation

(cooperation); 2. Competition (Competition); 3. Contradictions (conflict); 4. Accommodation; and 5. Fusion.

2.3. Self-efficacy

Self-efficacy has very important position in life every day, individual can confirm capable use its potential optimally if efficacy self-individual they can support it. It will influence action what can done individual in the future with hope can reach an objective included in it various possibility incident what happened to him later.

According to [13] self-efficacy is belief in one 's own abilities to arrange and carry out something action that is considered needed in things to achieve something the desired success. Self-efficacy is set belief individual to ability self to operate duties and responsibilities answer certain [14]. Individual own clear knowledge to potency what does it have good from facet the advantages nor drawbacks, so individual can own belief that capable operate nor finish the task he faces.

Support statement from Taylor, according [14] efficacy self-focused on level belief individual in reckon ability in framework operate his job how much the required abilities in success task he carries out. Based on from several definitions presented by experts, that can be pulled conclusion the notion of self-efficacy is something form belief somebody will ability or potency the self he has good seen from form facet the positive nor the negative for finish must task faced and able make something action that can overcome problem to be faced to achieve it something objective expected individual. Individual expected capable interpret himself as human must be capable for finish all problem life that will he faced with depend on capabilities and potential that exist within individual, so with own belief high self in him.

Self-efficacy can give influence something choice of activities participant educate. If students the own level low efficacy in matter learn so can happen that participant educate the will avoid self from many tasks study, especially task that has challenge or hard to work on for individual, while the participants students who have high efficacy will own spirit in approaching the task study. participant students who have high self-efficacy more possible as defense with his efforts at work study from the participants students who have low self-efficacy [4].

Students self-individual about circumstances or condition in himself alone is aspect main from how much far knowledge self them. According to [15] self-efficacy can build from 4 sources main information, namely: a. Enactive Mastery Experience (experience success); b. Vicarious Experience (other people's experiences); c. Verbal Persuasion; and d. Physiological and Affective States.

3. RESEARCH METHOD

3.1. Research desain

This study uses ex-post-facto with use approach quantitative, which has meaning that the data obtained based on from results something incident that has happened and revealed various existing facts without exists engineering data or create situation or condition certain.

This objective is to analyses the influence microteaching learning (X1) and interaction friend peers (X2) on self-efficacy in the MPA program (Y).

3.2. Population and sample

Population used in study This is education program students' mechanical engineering the 2015 batch at Malang State University amounted to 84. The sample used form sample are all students as respondent research.

3.3. Instruments

Instrument variable microteaching learning from [11] was obtained from several indicator items which are then indicator items the will used as grid-lattice to make a statement or question obtain a data needed by researchers. The indicators of the variable are preparation, teaching proses, and teaching evaluation.

There are six important functions from friendship or Friend peer [12]. Furthermore, six functions by researchers made instrument indicators (companionship, stimulation, physical support, ego support, social cooperation, and intimacy/affection) and then developed become several grid instruments.

Self-efficacy is obtained of the 3 indicators in this instrument (course self-efficacy, roommate self-efficacy, and social self-efficacy) then developed together become several indicator items.

The results of the validity test all items declared valid and reliability test obtained Cronbach value on each variable among others, namely variable microteaching learning (X1) gets value 0.921, variable interaction Friend peer (X2) of 0.945 and student self-efficacy variable (Y) of 0.899. So, from results analysis from those data third variable has fulfil condition or already reliable, then the research instrument can be continued for retrieve research data.

3.4. Research test

There are several statistical tests used as following .

a. Partial Test Analysis (t-test)

The t-test was used to know is there an influence between variable free (microteaching learning and interaction friend peer) with variable bound (student self-efficacy). In do a t-test first formerly determine level significant that is $\alpha = 0.05$ or 5%. For count t-table can used formula $df = n - k$ with information that df is degrees freedom, n is amount sample / respondent, and k is amount whole variable. The necessary provisions noticed as following.

1. If $\text{sig} > 0.05$ then H_0 is accepted or H_1 is rejected .
2. If $\text{sig} < 0.05$ then H_0 is rejected or H_1 is accepted .

b. Simultaneous Test Analysis (F-Test)

The F-test will used to know connection variable free with method simultaneous to variable bound with use level significant already determined. Besides the test is also used to know influence variable free (independent) against variable bound (dependent) with method simultaneous. For count F-table can used formula $df(N1) = k - 1$ and $df(N2) = n - k$.

1. If $\text{sig} > 0.05$ then H_0 is accepted or H_1 is rejected.
2. If $\text{sig} < 0.05$ then H_0 is rejected or H_1 is accepted.

4. RESULT AND DISCUSSION

The t-test was used to know do each variable free in a manner Partial have significant influence on variable bound. The results of the t test between X1 (Microteaching Learning) and Y (Self-efficacy) show t count = 2.923. While t table ($\alpha = 0.05$; db residual = 58) is of 1.672. Because t count > t table i.e. $2.923 > 1.672$ or sig t value $(0.005) < \alpha = 0.05$ then the effect of X1 (Microteaching Learning) on Self-efficacy is significant. this means H_0 is rejected and H_1 is accepted so that can conclude that Self-efficacy can influenced in a manner significantly by Microteaching Learning or with increase Microteaching Learning then Self-efficacy will experience enhancement in a manner real.

The results of the t test between X2 (Interaction Friend Peers) with Y (Self-efficacy) shows t count = 5.693. While t table ($\alpha = 0.05$; db residual = 58) is of 1.672. Because t count > t table namely $5.693 > 1.672$ or sig t value $(0.000) < \alpha = 0.05$ then influence of X2 (Interaction Friend Peers) on Self-efficacy is significant at 5% alpha. this means H_0 is rejected and H_1 is accepted so that can conclude that Self-efficacy can influenced in a manner significant by Interaction Friend Peers or with increase Interaction Friend Peers then Self-efficacy will experience enhancement in a manner real.

F testing or model testing is used to know is results from analysis regression significant or not, in other words a predictable model right / appropriate or no. If the result significant, then H_0 is rejected and H_1 is accepted. Based

on analysis calculated F value of 42.631. While the F table ($\alpha = 0.05$; db regression = 2 : db residual = 58) is of 3.16. Because F count > F table ie $42.631 > 3.16$ or sig F value (0.000) < $\alpha = 0.05$ then the analysis model regression is significant. This means H0 is rejected and H1 is accepted so that can conclude that variable bound (Self-efficacy) can influenced in a manner significant by variable free Microteaching Learning (X1) and Interaction Friend Peers (X2).

4.1. Influence Microteaching Learning (X1) on Student Self Efficacy (Y)

Based on from results analysis can be identified that learning microteaching have positive and significant influence on student self-efficacy in participate in the KPL program. Microteaching is a learning model teach in scope small (micro) with objective to develop skills base teaching (base teaching skills) carried out in a manner isolated and deep simplified conditions [7]. Besides that, seen from one objective special in microteaching learning according to [9] i.e., microteaching learning is used as exercise in build or increase trust self-candidate educator. So, students who have follow microteaching learning now carry out KPL activities already no doubt to implement and complete duties and responsibilities answer in the MPA's activities in a manner believe self because already have stock teach from microteaching learning from facet theory nor practice.

From statement on that can concluded the more tall or good following a microteaching learning process student so the taller level belief student can carry out MPA activities. Likewise, when the more low or bad process activities student microteaching learning so will lower belief student in carry out MPA activities and things they will greatly affect the student process carry out MPA activities. One objective from microteaching learning itself that is for student before plunge carry out practice teach at school certain, so this microteaching encouragement from outside order students can carry out activity teach with ok. When student follow microteaching learner with good so student the will fluent moment carries out activity practice teach at school.

4.2. Influence Interaction Friend Peers (X2) on Student Self Efficacy (Y)

According to [12] there are 6 functions from something Friend equal to one of them that is as giver ego support (ego support) i.e., friendship will give support or hope, encouragement, and will make individual will maintain impression on himself as capable, attractive, and valuable individual. So, students who have a good friend and have good relationship so friend will give support from outside and will result exists Spirit new to

finish existing task. According to [11] that is few participants experienced students' enhancement results study because get influence positive from interaction friend as capable give influence motivation to her for plus spirit to learn.

Participants educate with ability interaction good social can easier accepted in the environment society as well as in the environment his friends at school. Because of that if participant educate the have trouble in eye lesson moment is at school, participant educate will disinclined ask with his friends or with the teacher. From statement on that can be concluded that more tall or high interaction student to friend peers so the taller level belief student can carry out MPA activities. Likewise, when the more low or bad interaction student to Friend peers so will lower belief student in carry out MPA activities and things it will affect the student process carry out MPA activities.

On results analysis the has obtained some data one of them that is mark coefficient regression of 0.525. So got concluded that every increasing One mark kind interaction together Friend peers hence deep self-efficacy KPL activities will increase of 0.525. Besides get coefficient data regression was also obtained t value count of 5.693 with t table of 1.672 so variable Interaction Friend Peers own significant influence on Self-efficacy. So that can be concluded Interaction Friend Peers have significant influence on Self-efficacy.

4.3. Influence Simultaneous Microteaching Learning (X1) and Interaction Friend Peers (X2) on Student Self Efficacy (Y) in follow MPA activities

According to [16] success a learning process broadly speaking influenced by 2 factors that is factor external (environment) and internal factors (in self). On research this factor external exist in interactions friend peer whereas internal factors are found in microteaching learning. So can concluded that in a manner simultaneous between variable microteaching and interaction learning Friend peer have possible role for student self-efficacy can implement and complete MPA activities with fine and smooth. Students who feel can take subject microteaching learning with good will raises impact great at the time student the carry out activity teach especially teach inside class in front of participant educate really, feelings groggy and lacking believe self No will become influence bad for him So student will teach with feeling mediocre just with the best performers.

This social economy as factor external, whereas characteristics and performance learning as internal factors, in research the There is results A stated conclusion that according to [17] in a manner simultaneous variable social economy and performance learning influential to efficacy themselves to the

participants educated at UPT training work (BLK) Singosari regency poor with mark coefficient determinant (R square) of 0.842 and F count $8.080 > F$ table 4.10 so in matter this H_a is accepted and H_0 is rejected with significance of $0.001 > 0.05$ then condition social economy and performance learning participant educated at UPT training work (BLK) effect to self-efficacy.

In results F test analysis was performed test hypothesis stated research that there is significant influence between Microteaching Learning (X1) and Interaction Friend Peers (X2) on Self-efficacy simultaneous. Based on from the results of the test data obtained calculated F value of 42.631. While the F table ($\alpha = 0.05$; db regression = 2; db residual = 58) is of 3.16. Because F count $> F$ table ie $42.631 > 3.16$ or sig F value ($0.000 < \alpha = 0.05$) so the significance of $F < \alpha$ is $0.000 < 0.05$. this show that H_0 is rejected, it means there is significant influence between variable Microteaching Learning (X1) and Interaction Friend Peers (X2) on Self-efficacy simultaneous. If seen from Adjust R Square value obtained, then Microteaching Learning (X1) and Interaction Friend Peers (X2) have influence as much as 59.5% in affect Self-efficacy, meanwhile the remaining 40.5% is influenced by other variables that are not researched in study this.

This aligned with [18] in test results performed in study This found results show that self-efficacy has support positive influence to readiness teaching students, if student have high self-efficacy so student it will too own readiness high teaching anyway, however If student have low self-efficacy so readiness teach too follow low can said student the not yet own sufficient readiness ripe For teach in the class and if matter the happen so student the will experience difficulty teach in the class.

Then, if student follow learning microteaching with good readiness teach will increase and student self-efficacy they will also come increase and students the will can finish practice teach with good and smooth, so student will have experience practice impressive teaching.

This aligned with study [2] in his research researcher summarizing results his research that is if a student the more high or good understanding and implementation microteaching learning then readiness teach student to carry out activity practice teaching too high. Likewise, when a student own understanding about low and less microteaching learning serious in follow microteaching learning then readiness to carry out activity practice teach at school will the more decrease or can said not yet Ready follow activity practice teach. From the results study the can pulled conclusion namely in the microteaching learning process of students must follow learning the with serious order now student will carry out activity practice teach at school, student ready to carry out

activity teach and will own belief that will carry out activity practice teach with fine and smooth.

According to results study from [10] interaction social with Friend peer have very big and significant influence on performance results Study accountancy student, increasingly good student interacts with Friend peers so performance study student it also follows become more increased. With statement the so interaction friend peer is very important for student to student can reach performance good study especially now student currently take practice teach, friend peer will become motivation for friend else, if friend peers can give good example so friend will try imitating it so you can become better again in the learning process. On results study [3] found a statement or conclusion to grow a self-efficacy in college students not regardless from exists support from friend peers, friends' peers can give an encouragement or motivation to friend other students to grow attitude resilient and optimistic.

5. CONCLUSION

From the statements and discussion above, so study can be taken conclusion that is that microteaching and interaction learning friend peer can affect student self-efficacy, especially for moderate students take subject practice vocational students' education that is practice teach at school or can called KPL. Microteaching and interaction learning Friend good peers can push or give good stimulant to student and will give positive belief. If student have high self-efficacy so student will have a belief that student can do activity practice teach with perfectionist and can overcome all problems in practice teach so that student have performance good teaching. Statement is supported by the results study from [26] from results study the researcher summarizing results his research stated that a students who have high self-efficacy have belief that student the feel capable for overcome a problem to be he faced on my bench lectures with method do all business in a manner effective in order to overcome all the problem is there, on the other hand if student have low self-efficacy so student would hesitate to pass the problems will be he faced so that student will feel burdened with tasks nor problem to be he faced .

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