



FACTORS AFFECTING THE COURAGE OF STUDENTS TO ASK DURING LEARNING PROCESS AT STAIN MAJENE

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ABSTRACT

The purpose of this research is to determine factors affecting the courage of students to ask during learning process at STAIN Majene. This research used a qualitative method with a phenomenological approach, so that the data generated is based on the direct experience or views of individuals, namely STAIN Majene students from different Study Programs as informants. The data collection technique used is through semi-structured interview, which is manually transcribed in the Microsoft Word 2016 application. Then, the interview transcript was imported into the Nvivo.x64 application for analysis. Afterwards, the results showed that factors affecting the courage of students to ask during learning process are divided into two types, namely factors affecting students do not dare to ask and factors affecting students dare to ask. Some of the factors affecting students do not dare to ask are: fear, embarrassment, did not get opportunity to ask, no questions, and lazy. Meanwhile, factors affecting students dare to ask are: lecturer assessment, getting opportunity, honing public speaking, comparing answers, want to test the speaker's knowledge, do not understand the material, ignorance, and want to hone critical thinking.

Keywords: *Factors, Courage, Ask, Students*

1. INTRODUCTION

Learning is a crucial part of the education process. In learning, there is a process to get new knowledge from discussions or individual tasks. The individual task or discussion task, such as an interactive learning process must be implemented.

Learning can be organized interactively if there is a reciprocal relationship in the classroom. A reciprocal relationship can be established between the lecturer and students or between one student and other student through discussion.

Permendikbud (Ministry of Education and Culture Regulation) number 65 of 2013 states that learning activities must be carried out in an interactive, inspiring, can attract student's attention, can motivate students to play an active role and can be a space to hone creativity and independence according to their talents, interests, and development student's physical and psychological.

The important of learning according to Brown & Green in Budiastuti et al., (2021) is learning objective can enable a person to have a willingness to learn. Students' willingness to learn is one of the goals of the learning process. Meanwhile, learning is carried out with the aim that there are changes that occur towards the better in the cognitive, affective, and psychomotor aspects. These three aspects of assessment are essential to see the development of the student learning process.

One of the crucial roles of students during learning process in the classroom is to be active participants. Students are actively participating when they dare to express their opinions in

discussion. The discussion activities refer to group discussions and class discussions that can invite students to interact with other students or with their lecturers. The interaction can take the form of students actively participating when they want to express their opinions or ask questions.

In the learning process, it is inseparable from the word the courage to ask questions. Courage is the ability to face danger, difficulty, and so on with confidence. The courage to ask during learning process is a positive action taken to face fear or embarrassment when seeking unclear information during learning process. Some students usually ask questions during learning process. They have the courage and really want to get more information.

The courage to ask during learning process is essential because it has some positive impacts. Some of the positive impacts of asking questions include increasing insight, building confidence to express opinions, and increasing student's participation during learning process. Sunarto & Rohita (2019) suggest that the positive impacts of asking questions for students are: it can increase class participation, increase thinking power, and overcome problems (p. 02).

According to Sulastrri & Alimin (2017) the characteristics that include a brave attitude include having a big heart, not being easily afraid, willing to sacrifice, and being resilient. Not feeling afraid when facing a danger is one of the characteristics of courage. With courage, we can train ourselves always to be ready to face dangers, challenges, or fears that will occur. Thus, the courage to ask questions is the self-confident nature to ask questions to get some information out of someone. On the other hand, Novianti & Husni (2022) states that the courage to ask is a trait that each individual has with confidence and can overcome fear when asking for information and getting answers that are not understood.

Moreover, Budiyono in Kusumawati et al., (2021) suggests six things that are called brave: (1) Patience with frightening problems, (2) Looking lightly at something that is generally considered heavy by others, (3) Not sad about something that cannot be achieved, and (4) Not being upset when receiving various trials. All of these characteristics of courage are usually implemented by people who dare to face danger, fear, shyness to ask questions, and other harmful things that not everyone can overcome with courage. Therefore, according to the author, people who have the nature of courage should be respected.

Meanwhile, asking questions is an attempt to obtain information that has yet to be discovered or needs to be clarified. With the question-and-answer process in the classroom, the learning process is successful. However, if there are no students who want to ask, the teacher must be able to ask questions to students so that they are motivated to think more critically. In addition, many students are afraid to ask questions because they are afraid of the negative judgment of others. Moreover, fear also undeniably causes students not to want to ask. In addition, fear can be caused by a sense of trauma experienced when asking. Therefore, lecturers and students should still support students who ask questions, even if the questions are too easy or outside the material.

Previous research by (Ramadani, et al., 2023) with the title "Analysis of Student Questioning Skills during Class Presentations". This study uses descriptive quantitative research which aims to identify factors that affect students' ability to ask questions. The results of their research state that most students do not actively ask questions due to anxiety factors, fear of negative judgment, lack of understanding of the material, and lack of development of questioning skills. Meanwhile, the desire to gain deeper understanding, increase engagement in learning, and develop critical thinking are factors that influence students to ask questions frequently.

Previous research by (Ginanjari et al., 2019) titled "Factors Affecting the Low Learning Participation of Vocational Students". This research used descriptive quantitative research. The results of his research state that the factors that cause students to lack the courage to ask questions are self-confidence and lack of motivation. Self-confidence is the ability a person has to appear in public without any embarrassment. The existence of insecurity also causes students to be inactive in asking questions.

Previous Research by (Novianti & Husni, 2022) under the title "Perception of Teacher's Sense of Humor with the courage to Ask Questions to Students at Private MTs (Madrasah Tsanawiyah) Four Kampar". This research aims to find the relationship between the perception

of the teacher's sense of humor and the courage to ask questions to students at Private MTs Four Kampar. This research uses quantitative methods. The results of this study concluded that there is a significant relationship between student's perceptions of the teacher's sense of humor and the courage to ask students.

The author examines factors affecting the courage, because based on the observations of the author, the courage to ask of students during learning process is still relatively low. Most of the students prefer to remain silent when the material is unclear rather than ask questions to the lecturer. On the other hand, there are some students who dare to ask questions. Therefore, the author is interested in investigating what "Factors Affecting the Courage of Students to Ask During Learning Process" to find out what are the factors affecting the courage of students to ask during learning process.

The subject of this research is the students of STAIN (State Islamic Religious College) Majene from various majors. The author takes STAIN Majene students from different study programs because the author believes that the problem of low courage to ask questions and some students who dare to ask questions does not occur only in one study program but also occurs in several study programs. Therefore, the author chose STAIN Majene students as the subject of this research.

This research is conducted at STAIN Majene. STAIN Majene is one of the universities in West Sulawesi. In addition, STAIN Majene can be said to be a new campus because it was established a few years ago, which attracted the author's attention to research factors affecting the courage of students to ask at STAIN Majene. Therefore, the author chose STAIN Majene as a research site with the title "Factors Affecting the Courage of Students to Ask during Learning Process at STAIN Majene".

2. METHOD

This study is categorized as qualitative research. Qualitative research is research that often shows the perspective of the subject, the process and meaning of the research to support theories to match the facts that occur in the field (Fiantika et al., 2022). In addition, qualitative research tends to involve interviews.

This type of research approach is a phenomenological approach. According to Tumangkeng & Maramis (2022), phenomenology shows the way of formulating science through certain stages where a phenomenon experienced by humans becomes the subject of study. The phenomenological approach is carried out to obtain data based on the direct experience of the research subject on the researcher's research focus.

This research was conducted at STAIN Majene, which is located in Totoli Village, Banggae District, Majene Regency, and West Sulawesi Province. STAIN Majene was inaugurated on 12 November 2016. The Principal of STAIN Majene is Wasilah Sahabuddin.

The subject of this research is all the students of STAIN Majene from different study programs. The study programs that will be used as subject are: Islamic Religious Education (PAI), English Education Study Program (TBI), Madrasah and Ibtidaiyah Teacher Training (PGMI), Islamic Counseling and Guidance (BKPI), Sharia Economic Law (HES), Islamic Family Law (HKI), Islamic Broadcast Communication (KPI), Quranic Science and Interpretation (IAT), and Arabic Language Literature (BSA). The researcher chose the STAIN Majene students from all of the study programs because the courage to ask does not only occur in one study program, but in all of the study programs. Afterwards, the researcher determines the number of respondents through purposive sampling that is by determining which respondent criteria can be selected according to what has been determined. Thus, the researcher only took as many as nine participants based on the category of students who were actively participating in learning, willing to be interviewed and had the availability of time to provide the information needed by the researcher.

This research uses data collection techniques through interviews. An interview is the process of obtaining information from a source about a topic or a case. In research, there are three types of interviews: structured, unstructured, and semi structured. Here are some types of interviews in research:

According to Nietzel et al., in Fadhallah (2021) structured interview is used when the interviewer prepares a list of questions in advance before asking the respondent, and the order of the questions is not changed. Therefore, questions asked of one respondent to others do not need be changed.

An unstructured interview is an interview that does not refer to a question instrument, or only refers to the discussion points as a guide for questions, and may not even use an interview instrument (Mulyana al., in Kaharuddin, 2021). Therefore, unstructured interviews can be said to be less effective because they are not based on interview instruments. Another disadvantage of unstructured interviews is that they take a long time to complete.

According to (Nietzel et al., in Fadhallah (2021) a semi-structured interview is an interview conducted by an interviewer who has prepared a list of questions to ask the respondent, but the order in which the questions are asked is flexible because it depends on the direction of the conversation. Semi-structured interview is also a combination of structured and unstructured interview. Therefore, in semi-structured interview, the questions can increase based on the answers of the respondents.

The data collection technique used is a semi-structured interview method to collect factors affecting the courage to ask of students during learning process. The interview will be conducted directly at STAIN Majene in the free time of the respondents and researcher. The result of the interview will be recorded in the mobile phone's audio recorder application and the data will be stored in the researcher's personal memory. The interview will be conducted in Indonesian or adapted to the context.

The data analysis used includes transcript, data reduction, data display, and data conclusion and verification. The initial stage in data collection is the transcript technique. In the transcript technique, the researcher makes a complete description in written form of what was said by the research subject during the interview process. This form of description can be typed or written.

The second data analysis is data reduction. According to Sarosa (2021), data reduction is the process of selecting, focusing, simplifying, summarizing, and transforming raw data. Data is reduced so that the amount of data does not increase and is not complicated. Therefore, in this study, the subjects studied will be randomly selected from different majors.

Furthermore, the data analysis used is data display. In this stage of data presentation, all the data that have been presented in detail in the previous stage are presented in a denser and easier to understand form (Ai & Ekasatya, 2021). Presenting the data in this form will make it easier for researchers to understand their research. Display data is systematically, so that it is easy to understand and draw conclusion form.

The last but not least, data analysis in the form of data conclusion. The conclusions drawn should be able to answer the formulation of this research problem that was formulated at the beginning (Ai & Ekasatya, 2021). In addition to answering the formulation of the problem, research that has never existed is also disclosed. The research can be in the form of a description of the object under study.

3. RESULTS

The results of this study were obtained from interviews with nine STAIN Majene students from various Study Programs to obtain information about "Factors Affecting the Courage of Students to Ask During Learning Process at STAIN Majene". Interview recordings from respondents were transcribed manually using the Microsoft Words 2016 application. After that, the transcript results were imported into the Nvivo.x64 application for later analysis.

Through the coding results that have been carried out in Nvivo.x64, information was found about factors affecting the courage of students to ask during the learning process. The researcher presents the data using one of the data visualizations features in Nvivo.x64. The results of the data presentation are as follows.

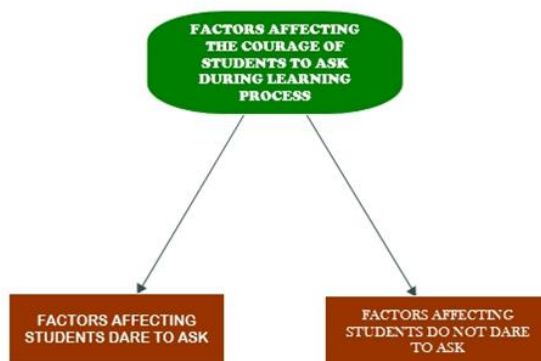


Figure 1. Concept Map on Factors Affecting the Courage of Students to Ask During Learning Process

The concept map above shows the factors affecting the courage of students to ask during learning process. The factors that will be presented by researchers are divided into two. The division of this category is factors affecting students do not dare to ask and also factors affecting students dare to ask.

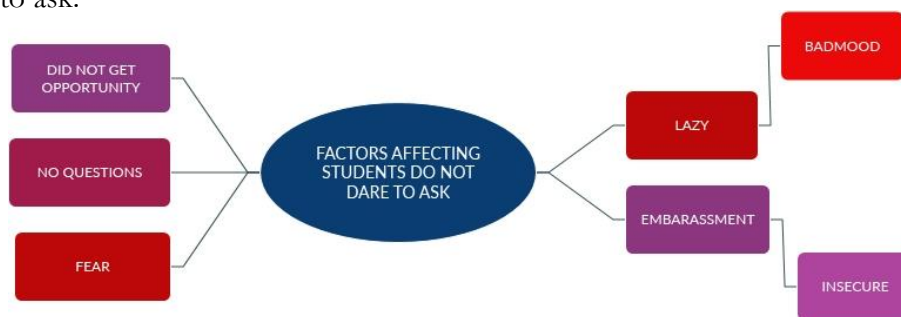


Figure 2. Mind Map on Factors Affecting Students Do Not Dare to Ask

The mind map above describes the factors affecting students do not dare to ask. From the mind map, it was found that there are several factors that cause students not to dare to ask in the learning process based on respondents' statements. The factors are fear, lazy, no questions, do not understand, and embarrassment.

The first factor that causes students not to dare or rarely ask questions is due to laziness. This laziness is caused because sometimes students feel badmood in class. In addition, students also said that there was indeed a phase that made them lazy to pay attention and others. As stated by one respondent.

“...then secondly maybe laziness. Lazy to ask means we do not care because there are phases where you are really lazy to ask, lazy to pay attention, that's all” (Tiara).

The second most discussed factor by students is fear. Sometimes students are afraid to ask questions because they feel that their questions have no weight. This is in line with what one respondent said.

“The second is fear, for example, that my question will not carry any weight. So, that’s what makes me afraid, not to let my question go off the mark” (Sarina).

↳ Embarrassment is also one of the most common factors used as a reason for students not to dare to ask questions. Students feel embarrassed to ask questions because they are hesitant whether the question is good or not. In addition, students are shy to ask because they feel insecure if their friends ask weighty questions. The statement is in line with the expression of one of the respondents.

“Apart from that, usually, our friends ask questions that have weight, which makes us overthink whether our question has any weight so that we think we don't need to ask because the question is just ordinary and can be searched on Google” (Tiara).

Furthermore, students also said that they did not ask questions because they did not have questions. Therefore, students usually do not have questions because they already understand the material presented by the speaker. In addition, there are also students who are not interested in asking questions or looking for new things.

The last factor that makes students not dare to ask questions is because they do not get the opportunity to ask their questions. Often the presenters only allow three questioners, so other students who want to ask do not get the opportunity. On the other hand, lecturers also sometimes do not give students the opportunity to ask questions because the lecturer was in a hurry. As one respondent said.

"However, there are also lecturers who do not provide opportunities to ask questions usually because the lecturer is in a hurry" (Sarina).

Apart from the factors that cause students not to dare to ask, there are also factors that cause students to dare to ask. Using the hierarchy chart feature in Nvivo.x64, researchers found that there are several factors that cause students to dare to ask questions. The explanation will be described in the following hierarchy chart.

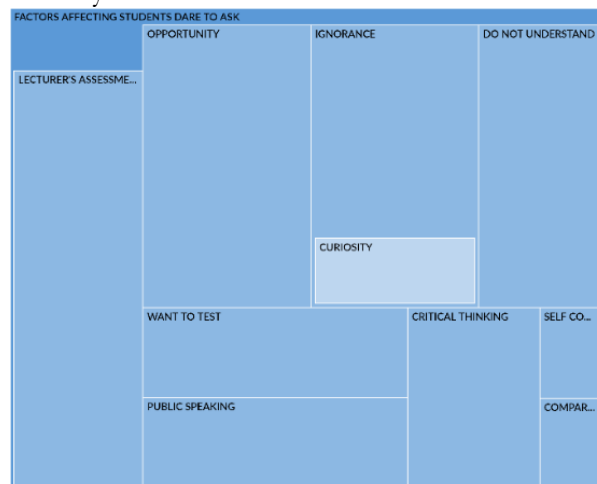


Figure 3. Hierarchy Chart Factors Affecting Students Dare to Ask

The hierarchy chart above shows the factors affecting students dare to ask. Based on the hierarchy chart, it can be seen that several factors that cause students to dare to ask are: lecturer's assessment, opportunity, want to test, critical thinking, self-confidence, ignorance, and do not understand. It can be seen that the factor that most causes students to dare to ask is lecturer's assessment. Despite comparing answers and self-confidence being mentioned very little by respondents, both still have an important role and are indeed factors that cause students to dare to ask questions.

The factor that most influences students to dare to ask questions is the lecturer's assessment. Most students like to ask questions in the learning process because they get a plus from the lecturer. lecturers do tend to assess students who are more active in talking. As said by one of the respondents.

"Sometimes there are some lecturers who assess activeness, so one of the activeness is asking questions so that's the reason I like to ask questions un the learning process" (Asmaul Husna).

The second most mentioned factor is because of the opportunity. Students dare to ask questions because they are given the opportunity by lecturers and presenters. Lecturers always provide space for students to ask questions after explaining the material. With the opportunity, of course students take advantage of the opportunities provided

Ignorance is also one of the factors that influence students to ask questions in the learning process. There are still many students who feel curious about material that is not clear. Due to ignorance and curiosity, students explore the material by asking questions to lecturers or presenters.

The next factor is do not understand. Although the material has been presented by the lecturer, it does not rule out the possibility that students do not understand the explanation of the material. Therefore, students ask questions because they do not understand the material. In addition to unclear material, students also often ask questions due to lack of knowledge.

Furthermore, what affects students to dare to ask is that they only want to test. Sometimes students actually know the answer they want to ask. However, because of the necessity to ask questions in the discussion process, sometimes students ask to test. This is in line with what one respondent said.

"...we already know the answer, but we are required to ask, sometimes it looks more like testing, not asking out of ignorance because we are required to ask" (Sarina).

Usually, students also ask because they want to hone their public speaking. Most students do not dare to speak in public. Therefore, by asking questions, students can improve their public speaking skills.

Critical thinking is also one of the factors that cause students to dare to ask questions. By asking questions, student thinking will be honed. That way, students who want to always think critically have a fairly high curiosity.

Eventhough comparing answers is the least mentioned factor, it is still an important part. There are students who say that they ask questions because they want to compare their understanding with others. This is similar to what one respondent stated.

"...I will compare my knowledge with the knowledge of the lecturer or student who is presenting, given the opportunity to present" (Ahmad Gazali Fadli).

The factor that was also least mentioned by respondents was self-confidence. By asking questions, their confidence will grow. What's more, if the students' questions are weighty, then they will be more confident. However, asking critical or weighty questions is tricky.

4. DISCUSSION

In the discussion session, the researcher will discuss the results of data collection, some theories and interpretation of the results. After that, the researcher introduces a description of the data obtained from the results of the interview. Then the researcher compares his research with previous research.

According to the researcher, courage is a trait that shows the strength to withstand negative attitudes such as fear and shame. Meanwhile, according to Gunn in Novianti & Husni (2022) describes courage as a behavior to do something by not thinking about something that has not happened yet. So as long as something hasn't happened yet, we still have to be brave to fight our fear.

Furthermore, asking questions is one of the actions to obtain information. In accordance with what is said by Kulsum (2020) asking is a good action that can support the achievement of student understanding at a higher level. A high level of understanding is the acquisition of new information about something that students do not yet know. Students can find out things that are new or unclear by asking questions.

The topic that will be discussed in this discussion session is about the factors that influence students' courage to ask questions during the learning process. Regarding this topic, the factors are divided into two, namely the factors that influence students not to dare to ask and also the factors that influence students to dare to ask.

Based on the research that has been conducted, results were found regarding what factors affecting students dare to ask from respondents' statements. The factors are lazy, embarrassment,

fear, did not get opportunity, and no questions. Unfortunately, these factors are often an obstacle for students who do not dare to ask or express their opinions.

Referring to the research above, it is known that one of the factors that cause students not to dare to ask is because they are afraid. Students feel afraid because of anxiety. Quoting the opinion of Clark in Yahya (2022) that situational anxiety is a situation that makes the speaker anxious or worried about something. Usually, students feel anxious about ridicule from their friends, which inhibits students from daring to ask questions.

Meanwhile, other factors that cause students to not dare to ask questions during the learning process based on respondents' statements are no questions. However, according to the researcher this rarely happens because most students if given the opportunity they still have questions. Although sometimes students may find it difficult to seek questions related to the material if appointed spontaneously.

In addition to being afraid and also not having questions, students also do not dare to ask because of Embarrassment. Students feel embarrassed because sometimes their behaviour does not carry weight in the eyes of their friends. In addition, some students also feel insecure because the questions asked by their friends are very critical compared to their questions. Therefore, it would be nice if in a forum we respect different opinions and understandings.

Factors affecting students do not dare to ask have similarities with the previous research. Previous research that has the same results as this study is the research of Ramadani et al., (2023) on factors affecting students do not dare to ask. The equality of the results and discussion of this study with previous research, namely: the factors that affect students do not dare to ask are due to fear, anxiety and not understanding the material. Therefore, based on the results of the study, students did not dare to ask because they were afraid, did not understand the material and had anxiety.

Besides not dare to ask questions during learning process, there are also students who frequently or dare to ask questions during learning process. This is caused by several factors mentioned by respondents based on the results of the interview. The factors that encourage students to ask questions in the learning process are lecturer's assessment, opportunity, comparing answers, self-confidence, critical thinking, want to test, ignorance, public speaking, and do not understand.

Lecturer assessment is the factor most often mentioned by respondents. In fact, students like to ask if the lecturer evaluates the students' activity. The fact is lecturers prefer to give extra credit to students who often speak or are active in class. On the other hand, there are also lecturers who do not evaluate activeness and are more inclined to evaluate attendance compared assignments.

Although self-confidence and also comparing answers were only slightly mentioned by the respondents. However, both play an important role during discussion sessions. A confident attitude makes it easier for students to interact with other students. Confidence is a positive attitude of a person that allows him to develop a positive evaluation of themselves and their environment (Anggriani, 2022). Meanwhile, comparing answers means that students want to know the difference in their knowledge with their friends or lecturers.

From the results of research that has been revealed by Ramadani et al., (2023) shows that the factors that make students often ask are: they want to gain a deeper understanding and increase involvement in the learning process. In contrast to the result obtained by the researcher, that the factors affecting students dare to ask are due to lecturer's assessment, opportunity, critical thinking, want to test, self-confidence, ignorance, do not understanding, public speaking, and comparing answers as well. Although the research has different results, these two studies are still interrelated.

5. CONCLUSION

Based on the results of qualitative research with interview techniques carried out at STAIN Majene about factors affecting the courage of students to ask during learning process, it can be

concluded that factors affecting the courage of students to ask during learning process are divided into two types, namely factors affecting students do not dare to ask and factors affecting students dare to ask. The factors that affecting students do not dare to ask are: lazy, embarrassment, fear, not getting the opportunity, and no questions. Meanwhile, factors affecting students dare to ask include lecturer assessment, opportunity, want to test, ignorance, self-confidence, comparing answer, public speaking and do not understand the material.

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