

---

## Learning to Translate in Digital Age: The Role of Self-Efficacy in Online Independence

Refika Andriani<sup>1\*</sup>, Destina Kasriyati<sup>2</sup>, Aura Syalshabillah<sup>3</sup>

<sup>1</sup>English Language Education Program, Universitas Lancang Kuning, Pekanbaru, Indonesia: [refika@unilak.ac.id](mailto:refika@unilak.ac.id)

<sup>2</sup>English Language Education Program, Universitas Lancang Kuning, Pekanbaru, Indonesia: [destina@unilak.ac.id](mailto:destina@unilak.ac.id)

<sup>3</sup>English Language Education Program, Universitas Lancang Kuning, Pekanbaru, Indonesia: [aurasyalsha15@gmail.com](mailto:aurasyalsha15@gmail.com)

---

### ABSTRACT

This study investigates students' perceptions of self-confidence and self-efficacy in promoting independent learning within translation education amid the growing shift toward digital and autonomous learning environments. Employing a quantitative survey among translation students, the research measured digital self-efficacy related to internet-based independent learning, revealing a moderate level of confidence (mean score 3.03 on a 4-point Likert scale). These results suggest that while students generally feel capable of managing their learning through digital platforms, there remains room for improvement. Consequently, the study highlights the need for targeted institutional support and training for effective use of online tools, time management, and problem-solving skills to enhance students' digital self-efficacy and better prepare them for success in online and blended translation courses.

### KEYWORDS

Internet, independent learning, digital environment, Self-efficacy

### ABSTRAK

Penelitian ini mengkaji persepsi mahasiswa terhadap peran rasa percaya diri dan efikasi diri dalam mendorong pembelajaran mandiri pada pendidikan penerjemahan, terutama dalam konteks pergeseran pembelajaran yang semakin mengarah pada lingkungan digital dan otonom. Dengan menggunakan survei kuantitatif yang diberikan kepada mahasiswa program penerjemahan, penelitian ini mengukur efikasi diri digital mereka dalam pembelajaran mandiri berbasis internet dan menemukan tingkat kepercayaan diri yang sedang dengan skor rata-rata 3,03 pada skala Likert 4 poin. Temuan ini menunjukkan bahwa meskipun mahasiswa secara umum merasa cukup mampu mengelola pembelajaran melalui platform digital, masih terdapat ruang untuk peningkatan. Oleh karena itu, penelitian ini menekankan pentingnya pemberian dukungan dan pelatihan penggunaan platform daring secara efektif, manajemen waktu, dan keterampilan pemecahan masalah untuk meningkatkan efikasi diri digital mahasiswa yang terarah sehingga mereka lebih siap menghadapi pembelajaran daring dan blended pada mata kuliah penerjemahan.

### KATA KUNCI

Internet, pembelajaran mandiri, sistem pembelajaran online, self-efficacy

### \*Corresponding Author:

Refika Andriani

English Language Education Program, Universitas Lancang Kuning

---

## **INTRODUCTION**

The Fourth Industrial Revolution is characterized by the deep integration of technology and globalization into all aspects of human life. This transformation has led to increasing interdependence among nations, where the boundaries of sovereignty are becoming increasingly porous due to global flows of information, goods, and services. In this globalized context, the demand for effective cross-linguistic communication has grown significantly, and translation has become an essential tool to bridge linguistic differences between countries and communities (Erwen & Wenming, 2013; Putri, 2019).

Technological advancements have significantly transformed the field of translation, particularly through the development of various types of Machine Translation (MT) systems. Over time, MT has undergone continual innovation to meet the diverse needs of research and translation practices. The proliferation of internet access has enabled these technologies to be used more optimally, shifting traditional learning models toward more modern, digital, and flexible approaches. Consequently, learning processes have become more practical, effective, and accessible, allowing students and translators to utilize MT tools independently in online environments. These tools not only enhance translation quality but also accelerate the translation process itself.

The integration of machine translation tools into translation pedagogy aligns well with the evolution of modern education, which increasingly emphasizes learner autonomy. Students are now expected to take greater responsibility for their learning, a trend that reflects broader changes in educational paradigms worldwide. Although the transition from classical to independent, technology-enhanced learning presents challenges, students are required to adapt by becoming more self-directed. The abundance of open-access learning resources on the internet has facilitated this shift, enabling learners to tailor their educational experiences to their individual needs and preferences.

Research has shown that students perceive internet-based learning environments as helpful in guiding their learning process. This is reflected in their active engagement with challenges and willingness to take risks in learning. The independence afforded by online learning environments fosters creativity and self-discovery, as students are encouraged to explore ideas autonomously (Lin & Hsieh, 2001; Suryatiningsih, 2019). As a result, this learning model not only supports the acquisition of knowledge but also enhances students' self-awareness, motivation, and ability to choose learning strategies that align with their individual goals and capacities.

However, successful implementation of internet-based independent learning, especially in translation studies, requires more than access to digital tools. It demands learners' confidence in their own abilities to use these tools effectively. In this regard, the concept of self-efficacy becomes central. Introduced by Bandura (2012) self-efficacy refers to an individual's belief in their capability to organize and execute the actions required to manage prospective situations (Brashi, 2022). It is a foundational construct in social cognitive theory and plays a crucial role in motivation, decision-making, and performance (Bolaños-Medina, 2014).

In the context of language learning, self-efficacy significantly influences learner behavior and outcomes. Learners with high self-efficacy are more likely to engage in language tasks, persist in overcoming difficulties, and employ effective strategies, whereas those with

low self-efficacy may experience anxiety, lack of motivation, and reduced learning outcomes (Raofi et al., 2012; Su et al., 2018). These beliefs can be shaped by various factors, including prior experiences, feedback, perceived task difficulty, and observations of others' success. With the increasing incorporation of digital technology into education, the concept of digital self-efficacy has emerged as a critical variable. Digital self-efficacy refers to individuals' belief in their ability to effectively and confidently utilize digital technologies such as computers, smartphones, and the internet to achieve learning or work-related goals (Ulfert-Blank & Schmidt, 2022). It encompasses a range of digital competencies, including the ability to access and evaluate information, communicate and collaborate online, produce digital content, and safeguard digital identities.

Studies have shown that digital self-efficacy contributes positively to students' digital literacy and learning outcomes. Hatlevik et al. (2018) and Yu & Hu 2022 emphasize that students with high digital self-efficacy are less likely to experience anxiety related to technology use, and are more motivated to explore and engage in independent learning. Christoph et al. (2015) and Hatlevik et al. (2018) also found that digital self-efficacy is a strong predictor of students' willingness to engage with digital tools and undertake technology-based tasks, thereby broadening their learning opportunities.

Given the increasingly digital nature of learning environments and the centrality of student autonomy, it is crucial to investigate the interplay between internet-based independent learning and students' digital self-efficacy. The ability to effectively use digital tools is no longer optional but essential. However, this ability is deeply influenced by learners' beliefs in their own capabilities. Therefore, understanding how digital self-efficacy functions in translation course is critical for designing effective instructional strategies in independent digital learning settings.

This study aims to explore and describe the relationship between internet-based independent learning and students' digital self-efficacy in translation learning contexts, offering insights that may inform the development of more supportive, autonomous, and technology-integrated educational practices.

## METHOD

This study aimed at discovering and describing the role of internet-based independent learning which focuses on students' digital self-efficacy in Translation courses. The method of the research is quantitative to get the data concerning to research purpose. The participants of the research are all the students who are enrolled in the course "Translation" in academic year 2024/2025. The number of the participants are about 75 students. For collecting the data, the researcher used questionnaire as the instrument. It has indicator of digital self-efficacy. It distributed online to the participants. The questionnaire has 4-point likert scales with positive statements, "Strongly Agree" received 4 points, "Agree" received 3, "Disagree" received 2, and "Strongly Disagree" received 1.

Table 1. Questionnaire Items of Digital Self-Efficacy

No	Questionnaire Items
1	I have the needed skills to use the new system
2	I am motivated to use the new system

3	I can operate effectively the functionalities of the new system
4	I am confident about how to use the tools of the new system
5	I am able to use the computer and its technologies
6	I know how the new system looks like.
7	I am curious about exploring new technologies

(Source: Bellini et al., 2016)

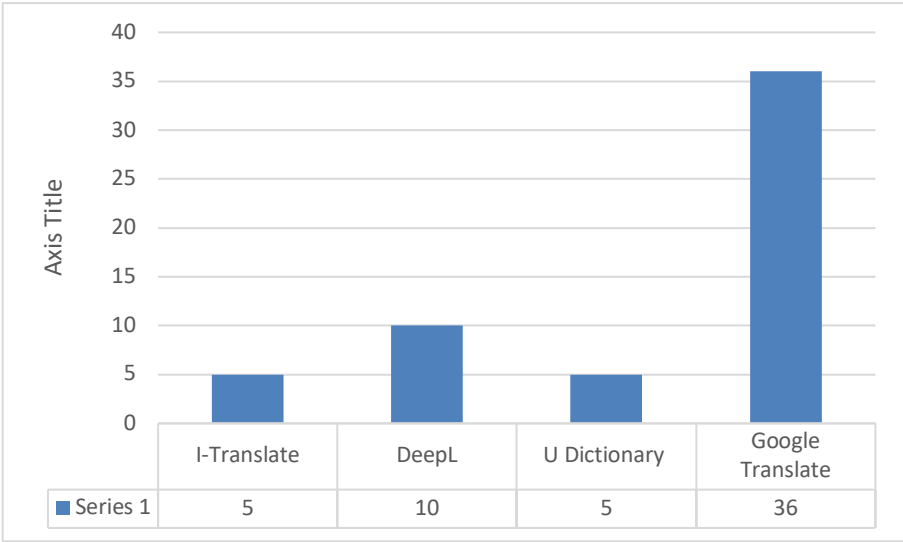
The validity of the scale was analysed by Exploratory Factor Analysis (EFA) and the Kaiser Meyer and Olkin test (KMO). Optimal levels of reliability were achieved using Cronbach’s Alpha coefficient statistic (Iraola-Real et al., 2023). To analyze the data, the researcher employed descriptive statistics analysis. It determines the role of students’ internet-based independent learning through their digital self-efficacy in translation course.

**FINDING AND DISCUSSION**

In this section, the researcher presents and discuss the results of the study concerning to the students’ digital self-efficacy in translation. To get the data which concern to the topic, the researcher used indicators of digital self-efficacy such as capability, motivation, and self-confidence.

**1. Students’ Responses to Indicator Capability in Translation Course**

Based on the data analyzed, students confirmed that they are skillful in using new system in the process of learning translation course. They are familiarize with kinds of online (machine) translation such as *google translate*, *i translate*, *u dictionary*, and *DeepL*. The following diagram 1 shows the respondents’ frequency in using machine translation.



**Diagram 1.** Students’ Frequency in Using Machine Translation

Using machine translation becomes the part of students translation project activity. It makes students adapt themselves with using technology and new learning system in digital

age. So, students agreed to state that they have the needed skill to use the new system in the activities of translation course with the mean score 3,07. Besides that, almost all of the students also stated that they can operate the functionalities of new system effectively. This statement has mean score about 2.91. In the last statement for indicator capability of digital self-efficacy in translation course students stated that they are able to use computer and its technology in doing translation activity with the mean score about 3.05. It can be concluded that for indicator capability of digital self-efficacy in translation course students show their capability is in moderate level. They are skillfull in using new system in digital age for their translation course. Students are familiarize in using information technology in the activity of translation project such as using translation machine and also computer assisted translation (CAT) tools. Table 2 bellow presents the data analysis of indicator “Capability” from students’ digital self-efficacy in translation course.

Table 2. Descriptive Statistics Data of Indicator Capability

Items	Frequency				Mean	St. Dev
	SD	D	A	SA		
I have the needed skills to use the new system	1 (1,82)	8 (14,55)	32 (58,18)	14 (25,45)	3,07	0,7
I can operate effectively the functionalities of the new system	2 (3,64)	11 (20,00)	32 (58,18)	10 (18,18)	2,91	0,7
I am able to use the computer and its technologies	3 (5,45)	6 (10,91)	31 (56,36)	15 (27,27)	3,05	0,8

Nowadays, digital technology has become ubiquitous. It leads human life aspects. In education field, the transformation of learning system from the conventional into digital age has been developed various virtual learning process, virtual camp, and digital politic education. It confirms about students’ digital self-efficacy and for the teachers who had handled the virtual learning process during pandemic even without any resources and facilities (Can & Bardakci, 2022). Digital self-efficacy affects the convenience and acceptance of virtual education. Moreover, it associated with the factors such as age. For instance, the digital natives or well-known as generation Z are claimed more efficient in using digital tools because of their parts of a world in which technologies are always present. So, it should be noted that they were familiarized with technology since in early age. They rely on the use of technology in doing almost everything in their life.

## 2. Students’ Responses to Indicator Motivation

Indicator motivation of digital self-efficacy in translation course has two statements. Based on the data analysis, it found that students’ motivation in using new system for studying translation course and also finishing their translation project is categorized into moderate level with the mean score 3.05. There are about almost all of the students agreed to state that they were motivated in using new system for translation. Then, students agreed that they felt curious in exploring new technologies for translation course. This statement has got mean score about 3.25. Using translation machine and also CAT tools in assisting their translation project gives students new experiences and challenges for obtaining the better result of

translation and also achieving the course objective optimally. The data analysis of indicator motivation is presented in table 3 bellow.

Table 3. Descriptive Statistics Data of Indicator Motivation

Items	Frequency				Mean	St. Dev
	SD	D	A	SA		
I am motivated to use the new system	2 (3,64)	7 (12,73)	32 (58,18)	14 (25,45)	3,05	0,7
I am curious about exploring new technologies	3 (5,45)	4 (7,27)	24 (43,64)	24 (43,64)	3,25	0,8

Learners' self-determined behaviour might arise from intrinsic motivation, which involves engaging in an activity they find fascinating or enjoyable. Extrinsic motivation refers to a learner's desire to attain a certain result, such as obtaining a reward. Self-efficacy is a critical factor in one's motivation, as it influences their judgments regarding to what need to be invest in a particular situation (Barling & Beattie, 2008). Technology-enabled environments provide individuals with unparalleled opportunities for exploration and easy access to information, improving sensory and cognitive abilities (Liu et al., 2011). Furthermore, using technology challenges the students to obtain their learning goal. In the translation course, there are various technology-based translation machine can be utilized to finish the task. Having a certain goal and assisted by many tools affects students' self-efficacy in the learning activity.

### 3. Students' Responses to Indicator Self-Confident

Self-confident as the general feeling of students in their abilities and positive view concerning to their digital tools usage in translation course has three statements. Since the transformation of learning system from conventional to modern one, students have been being expected to be able to use technology as tools in learning process in digital age. This ability has been developed rapidly day by day. So that, students stated that they were able to use computer and its technologies in the translation course with mean score about 3.05. They also agreed that they understand and familiar with new system with mean score about 2.93. Besides that, students felt they know very well how to use tools for learning and completing translation project such as translation machine and also CAT tools. This statement has mean score about 2.93. The data analysis of this indicator is presented in the table 4.

Table 4. Descriptive Statistics Data of Indicator Self-Confident

Items	Frequency				Mean	St. Dev
	SD	D	A	SA		
I am confident about how to use the tools of the new system.	3 (5,45)	8 (14,55)	34 (61,82)	10 (18,18)	2,93	0,7
I am able to use the computer and its technologies	3 (5,45)	6 (10,91)	31 (56,36)	15 (27,27)	3,05	0,8
I know how the new system looks like	1 (1,82)	12 (21,82)	31 (58,18)	10 (18,18)	2,93	0,7

Self-confidence plays a crucial role in the success of language learning. It can affect individual to be more committed to set their learning goal and take particular steps to achieve the outcome successfully. A strong efficacy sense is considered belongs to them who have high self-confidence. To develop their competence or skill, students will take a difficult task as challenge instead of avoiding it. In the other words, they commit to the challenging goals they have set. Furthermore, the level of learning pressure and anxiety can be reduced. So that the amount of personal accomplishment is improved. Otherwise, People are considered having low self-efficacy when they have strong doubt about their ability in what they do. They tend to avoid the difficult task because they believe that it will become a threat for them (Alqurashi, 2016). Individuals with low self-efficacy often dwell on personal shortcomings and anticipated obstacles, which increases the likelihood of disengagement and difficulty recovering from setbacks (Bandura, 2012; Schunk & DiBenedetto, 2021).

Studies have shown that learners with higher self-confidence tend to be more successful in acquiring a foreign language (Alam et al., 2021; Hayrettin, 2015). Research consistently demonstrates a significant positive relationship between self-confidence and independent learning among students. Multiple studies have found that higher levels of self-confidence correlate with increased learning independence (Pratiwi & Laksmiwati, 2016; Simatupang, 2019; Yuliawan & Nusantoro, 2020). Self-confidence is identified as a crucial factor influencing students' ability to engage in independent learning. Additionally, (Nuris & Istyaningputri, 2021) mention that other factors such as motivation and creativity have been shown to impact independent learning. The relationship between self-confidence and learning independence appears to be bidirectional, with higher self-confidence leading to greater learning independence and vice versa. The previous research suggests that fostering self-confidence in students may be an effective strategy for promoting independent learning skills.

Research on self-efficacy in translation education reveals its significant impact on student performance and academic achievement. Self-efficacy influences motivation, goal-setting, and persistence in challenging situations (Bolaños-Medina, 2014). Studies show that higher self-efficacy correlates with better source language comprehension, ambiguity tolerance, and documentation skills in translation. During the COVID-19 pandemic, self-efficacy was found to predict higher GPAs and increased computer use among translation students in online learning environments (Brashi, 2022). Teachers' feedback also plays a crucial role in developing students' self-efficacy beliefs, with indirect, elaborate, and dialogic feedback proving effective across face-to-face, blended, and online learning modes (Haro-Soler, 2017). Students with high self-efficacy are more likely to succeed in translation tasks, while those with low self-efficacy may struggle. These findings underscore the importance of fostering self-efficacy in translation education to enhance student performance and adaptability to various learning environments.

In the context of independent learning, self-efficacy positively influences students' learning independence and motivation. Self-efficacy accounts for 57% of the variance in independent learning (Diryatika & Armiami, 2023), while together with learning motivation, it explains 77% of the variance (Yuliani, 2021). Factors affecting self-efficacy include personal experiences, personality traits, social support, learning environments, and task difficulty. In online learning contexts, self-efficacy is particularly crucial as it influences students' attitudes, motivation, strategies, and predicts their behaviors and outcomes (Yang, 2024). Gender and academic year do not significantly affect learning independence. Enhancing students' self-efficacy is essential for promoting autonomous learning and academic success, especially in online environments (Yang, 2024).

The findings of this study highlight the dynamic and context-dependent nature of self-efficacy beliefs, particularly within the evolving landscape of translation education. As Bandura (2012) emphasized, self-efficacy is not a fixed trait but a situationally influenced judgment of one's capabilities. This notion is especially pertinent in light of recent shifts in educational delivery modes from traditional face-to-face instruction to online and technology-mediated learning environments. In translation courses, where the development of linguistic competence, cultural awareness, and strategic decision-making are crucial, learner self-efficacy plays a vital role in shaping both engagement and achievement. However, as the findings suggest, these beliefs are sensitive to changes in the learning context. The transition from classroom-based instruction to online formats accelerated by global trends and institutional change may disrupt students' confidence, especially if they feel less supported or find it harder to interact with peers and instructors.

In summary, as translation education increasingly embraces digital modalities, understanding and supporting self-efficacy in these new contexts becomes critical. A learner who believes in their ability to succeed in an online environment is more likely to engage meaningfully with the content, persist through challenges, and ultimately develop into a competent and independent translator.

## **CONCLUSION**

Self-efficacy is a crucial part in translation course independent learning. In today's digital age environment that demands high levels of independence, students with strong self-efficacy must be able to manage their time, choose appropriate learning strategies, and take challenges such as technical problems, limited direct interaction, or misinformation about instructional material. Self-efficacy will motivate the students to be more active in involving themselves in the learning process such as online discussion session, individual task, and utilizing digital media for language skills improvement. Otherwise, low self-efficacy will hinder their learning motivation, increase their anxiety, and decrease their active participation in all learning activities.

Therefore, it is imperative that translation educators adopt strategies specifically designed to bolster self-efficacy in online settings. These may include interactive and scaffolded digital materials, synchronous support opportunities, and the use of collaborative platforms that simulate the social aspects of classroom learning. Moreover, instructors should provide explicit instruction in metacognitive strategies tailored for independent and remote learning—helping students plan, monitor, and evaluate their translation tasks more effectively. Another implication of these findings is the need for flexible instructional design that anticipates and adapts to shifts in modality. Educators must recognize that learners' self-efficacy beliefs are not only shaped by task complexity but also by their perceived ability to succeed within a given format. Building digital competence alongside translation competence can mitigate the negative effects of educational transitions and promote sustained learner confidence.

## REFERENCES

- Alam, M. R., Jahan, S., Khan Milon, M. R., Ansarey, D., & Faruque Al Hadi, S. U. (2021). Accelerating Learners' Self-confidence Level in Second Language Acquisition: A Qualitative Study. *ICRRD Quality Index Research Journal*, 2(3), 141–153. <https://doi.org/10.53272/icrrd.v2i3.5>
- Alqurashi, E. (2016). Self-Efficacy In Online Learning. *Contemporary Issues in Education Research*, 9(1), 45–52.
- Bandura, A. (2012). On the functional properties of perceived self-efficacy revisited. *Journal of Management*, 38(1), 9–44. <https://doi.org/10.1177/0149206311410606>
- Barling, J., & Beattie, R. (2008). Self-Efficacy Beliefs and Sales Performance. *Journal of Organizational Behavior Management*, 05(October 26), 41–51. [https://doi.org/10.1300/J075v05n01\\_05](https://doi.org/10.1300/J075v05n01_05)
- Bellini, C. G. P., Isoni Filho, M. M., De Moura Junior, P. J., & Pereira, R. D. C. D. F. (2016). Self-efficacy and anxiety of digital natives in face of compulsory computer-mediated tasks: A study about digital capabilities and limitations. *Computers in Human Behavior*, 59, 49–57. <https://doi.org/10.1016/j.chb.2016.01.015>
- Bolaños-Medina, A. (2014). Self-efficacy in translation. *Translation and Interpreting Studies*, 9(2), 197–218. <https://doi.org/10.1075/tis.9.2.03bol>
- Brashi, A. (2022). Self-Efficacy in the Prediction of GPA and Academic Computer Use in Undergraduate Translation Students at a Saudi University. *Frontiers in Psychology*, 13(June). <https://doi.org/10.3389/fpsyg.2022.865581>
- Can, Y., & Bardakci, S. (2022). Teachers' opinions on (urgent) distance education activities during the pandemic period. *Advances in Mobile Learning Educational Research*, 2(2), 351–374. <https://doi.org/10.25082/amlr.2022.02.005>
- Christoph, G., Goldhammer, F., Zylka, J., & Hartig, J. (2015). Adolescents' computer performance: The role of self-concept and motivational aspects. *Computers and Education*, 81, 1–12. <https://doi.org/10.1016/j.compedu.2014.09.004>
- Diryatika, E., & Armiami, A. (2023). Pengaruh Efikasi Diri (Self Efficacy) Terhadap Kemandirian Belajar Siswa. *Jurnal Ecogen*, 6(1), 110–118.
- Erwen, Z., & Wenming, Z. (2013). Application of computer-aided translation technology in translation teaching. *International Journal of Emerging Technologies in Learning*, 8(5),

- 15–20. <https://doi.org/10.3991/ijet.v8i5.2926>
- Haro-Soler, M. del M. (2017). Teaching practices and translation students' self-efficacy: A qualitative study of teachers' perceptions. *Current Trends in Translation Teaching and Learning E*, 4, 198–228. [http://www.ctl.org/uploads/5/2/4/3/5243866/ctl\\_e\\_2017\\_6.pdf](http://www.ctl.org/uploads/5/2/4/3/5243866/ctl_e_2017_6.pdf)
- Hatlevik, O. E., Throndsen, I., Loi, M., & Gudmundsdottir, G. B. (2018). Students' ICT self-efficacy and computer and information literacy: Determinants and relationships. *Computers and Education*, 118(September 2016), 107–119. <https://doi.org/10.1016/j.compedu.2017.11.011>
- Hayrettin, T. (2015). The relationship between self-confidence and learning Turkish as a foreign language. *Educational Research and Reviews*, 10(18), 2575–2589. <https://doi.org/10.5897/err2015.2445>
- Iraola-Real, I., Vasquez, C., Diaz-Leon, I., & Iraola-Arroyo, A. (2023). Self-Efficacy and Digital Anxiety and their Influence on Virtual Educational Performance A Diagnostic Study in a Sample of Students from a Private University in Lima – Peru. *International Journal of Emerging Technologies in Learning*, 18(9), 165–179. <https://doi.org/10.3991/ijet.v18i09.36183>
- Lin, B., & Hsieh, C. (2001). Web-based teaching and learner control: A research review. *Computers & Education*, 37(3–4), 377–386.
- Liu, M., Toprac, P., & Yuen, T. (2011). *What Factors Make a Multimedia Learning Environment Engaging*. 51–70. <https://doi.org/10.4018/978-1-60960-503-2.CH106>
- Nuris, D. M., & Istyaningputri, C. M. (2021). The Factors That Influence the Independent Learning of Accounting Students at a Vocational High School. *KnE Social Sciences*, 2021, 49–58. <https://doi.org/10.18502/kss.v5i8.9347>
- Pratiwi, I. D., & Laksmiwati, H. (2016). Kepercayaan Diri dan Kemandirian Belajar Pada Siswa SMA Negeri “X.” *Jurnal Psikologi Teori Dan Terapan*, 7(1), 43. <https://doi.org/10.26740/jppt.v7n1.p43-49>
- Putri, T. A. (2019). An Analysis of Types and Causes of Translation Errors. *Etnolingual*, 3(2), 93–103.
- Raooft, S., Tan, B. H., & Chan, S. H. (2012). Self-efficacy in Second/foreign language learning contexts. *English Language Teaching*, 5(11), 60–73. <https://doi.org/10.5539/elt.v5n11p60>
- Schunk, D. H., & DiBenedetto, M. K. (2021). Self-efficacy and human motivation. In *Advances in Motivation Science* (1st ed., Vol. 8). Elsevier Inc. <https://doi.org/10.1016/bs.adms.2020.10.001>
- Simatupang, J. E. (2019). Kemandirian belajar ditinjau dari kepercayaan diri. *Persona: Jurnal Psikologi Indonesia*, 8(2), 208–223. <https://doi.org/10.30996/persona.v8i2.2275>
- Su, Y., Zheng, C., Liang, J. C., & Tsai, C. C. (2018). Examining the relationship between English language learners' online self-regulation and their self-efficacy. *Australasian Journal of Educational Technology*, 34(3), 105–121. <https://doi.org/10.14742/ajet.3548>
- Suryatiningsih, S. (2019). Fostering Learner Autonomy Through Web-Based Learning. *Journal of Teaching & Learning English in Multicultural Contexts*, 3(1). <http://jurnal.unsil.ac.id/index.php/tlemc/index>
- Ulfert-Blank, A. S., & Schmidt, I. (2022). Assessing digital self-efficacy: Review and scale development. *Computers and Education*, 191(August), 104626. <https://doi.org/10.1016/j.compedu.2022.104626>

- Yang, J. (2024). *Current Status of Online Self-Learning Efficacy Level for High School Students.pdf* (pp. 409–412).
- Yu, H., & Hu, J. (2022). ICT Self-Efficacy and ICT Interest Mediate the Gender Differences in Digital Reading: A Multilevel Serial Mediation Analysis. *International Journal of Emerging Technologies in Learning*, 17(5), 211–225. <https://doi.org/10.3991/ijet.v17i05.25691>
- Yuliani, R. D. (2021). Pengaruh Efikasi Diri Terhadap Kemandirian Belajar Siswa. *Al-Bahtsu*, 6(1), 50–56. <https://doi.org/10.31943/edumjournal.v4i2.99>
- Yuliawan, H., & Nusantoro, E. (2020). Hubungan Antara Keyakinan Diri Dan Perilaku Disiplin Belajar Dengan Kemandirian Belajar Siswa Kelas Xi Smk Se-Kabupaten Boja. *JURNAL EDUKASI: Jurnal Bimbingan Konseling*, 6(2), 124. <https://doi.org/10.22373/je.v6i2.6369>