

## Research Article

# Contribution to Self-efficacy and Time-management to Enhance Reading Literacy

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## Abstract.

Reading is a basic knowledge and provides for competitiveness in this globalization and technology era, however, it is challenging for middle school students who are still in the identity crisis phase. This study aims to describe self-efficacy, time management, and reading literacy skills, and also analyze the contribution of self-efficacy and time management towards reading literacy skills of the Indonesian language in middle school students. The research method used a correlational relationship. A total of 372 middle school students participated in the research. The sample was gathered using probability sampling, which was a cluster random sampling technique. Data were collected using a self-efficacy scale, time-management scale, and reading literacy evaluation scores. Then, they were analyzed using multiple linear regression, after the assumption test. Results found that self-efficacy and time management separately aren't significantly related to reading literacy skills, yet together they significantly contribute to reading literacy skills in the Indonesian language among middle school students. Self-efficacy contributed to 9.1% and time management contributed 8.6% to reading literacy skills. The proposed regression model is adequate for predicting the reading literacy variable.

**Keywords:** reading literacy, self-efficacy, time management

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## 1. Introduction

Nowadays, in the 5.0 era filled with rapid technology and information expansion, reading literacy are becoming more and more important in our daily lives. Indonesia Ministry of Education and Culture declared that reading literacy skills are crucial for students as basic knowledge and as provision for competitiveness in globalization and technology era [1]. The technology expands reading material sources, since not only physical books, nowadays there are also digital books available. This allows everyone to explore their knowledge more independent and flexible. Reading also contributes to educational success, the more someone reads, the better their academic performance will be, and the more they will understand their own reading and writing [2].

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In Indonesia, reading is not a specific subject, rather an essential skill that is integrated with other subjects such as Indonesian Language, English, Social Sciences, Natural Sciences, and Mathematics, etc [3]. Unfortunately, Indonesian students' reading literacy skills are still quite poor. A study conducted by *Programme for International Student Assessment* (PISA), Indonesia's reading literacy still ranked 63rd out of a total of 81 OECD countries [4]. It still very far below average score of OECD member countries which ranges from 472-480 points. Even though, literacies are essential for preparing individual's life [5]. And still, indonesia's reading ranked are relatively low.

In connection with these conditions, MoEC released the Indonesian Education Report Card [1]. The data represents national assessment in 2022 that involved 267381 schools and madrasahs in all Indonesian provinces. Among 11 assessment components, the first component discussed is reading literacy skills. Reading literacy competency results at middle school level are categorized as moderate, with 59% students achieve above average [1]. In other words, around 2 out of 5 students are still not reached the required level of literacy competence, and also the national score can't be characterized as adequate.

This is supported by Pitri & Sofia study that found that most Indonesian provinces were at low levels of reading literacy and no provinces were at high levels of reading literacy [6]. Furthermore, Al Azies & Rositawati analyzing reading literacy in Indonesia using unsupervised learning K-Means, found that East Java Province is one of the 10 provinces with the lowest reading literacy index [7]. added that students in city have better reading literacy than students in district schools [8]. Thus, district schools students need further research to improve their reading literacy.

Such conditions are present in junior high schools in Malang district. The researcher conducted brief interviews with the principals of the district schools and found reading literacy problems in the students. The problem faced by teachers is that students expect to obtain information/ study material in an instant, such as being directly explained by the teacher using the 'preaching' method, and also dislike to gather information by themselves through reading books. When learning evaluations required students to read, the students were more likely answer the questions carelessly and inadequately. From the students' perspective, they believe that school subjects are difficult to learn, they are unsure of their own learning abilities, and they find school boring. In addition, students preferred to play, whether social media on smartphones or physical games such as Bantengan. Students would rather play or help their parents' work instead of doing schoolwork or other learning activities. This condition requires further research

on reading literacy as an effort to prepare students in this globalized and technological era.

Reading literacy is the ability to understand and apply multiple types of texts to solve everyday problems. In Indonesia, the issue remains complicated because Indonesian culture is primarily based on verbal communication rather than reading and writing [9]. Previous study has found that reading literacy can improve comprehension of other subjects, including students' mathematical understanding [10]. Reading literacy is frequently associated with external factors, such as being influenced by the social environment, secondary education, student culture, socio-economic conditions, and supportive facilities [6, 8, 9, 11, 12, 13].

Meanwhile, studies on reading literacy's associate with students' internal factors are still minimal. Some studies found that reading literacy is influenced by students' motivation, reading engagement, and reading time [3, 8, 9, 11, 12]. There are differences in reading literacy of female students and male students, where female students perform better than male students, which is supported by better perspective on reading, high intrinsic motivation, and task-focused behavior [8].

The researcher wants to examine other internal factors of reading literacy, namely self-efficacy and time-management. Self-efficacy is how students believe about their academic ability to deal with task difficulty, self-development, and persistence [14]. Students who have strong self-efficacy are more likely to be hardworking, persistent, and seeking help in order to accomplish challenging tasks. Many studies have discussed the role of student self-efficacy on reading contexts. Self-efficacy contributed significantly to students' reading achievement [15]. Also, self-efficacy can improve reading achievement [16, 17]. Other research also showed that students with higher self-efficacy were often active readers who likely perform challenging reading exercises and achieve higher goals than students with lower self-efficacy [18].

Furthermore, studies also discussed the role of time management in learning context. Time management it self is students' ability to manage their day-to-day time and organize their academic tasks effectively and efficiently [19]. Students who have good time-management, can actively manage both when and how long they need to involved in certain important activities to achieve their academic goals [20]. Studies have found that students with time management skills can use their time better and more efficient so that can improve their academic performance [21].

Based on previous studies, researchers believe that self-efficacy and time-management can also improve students' reading literacy skills. Therefore, the proposed research hypotheses are self-efficacy affects reading literacy skills; time management affects reading literacy skills; self-efficacy and time management together affect middle school students' reading literacy skills. This study aims to describe self-efficacy, time-management, and reading literacy skills of middle school students; and analyze the contribution of self-efficacy and time management towards reading literacy skills. We hope that this study can present insights and solutions to improve students' reading literacy skills.

## 2. Literature Review

Literacy skills are commonly defined as the ability to read and write [9]. Furthermore, literacy is a language skill that includes listening, speaking, reading, writing, and thinking skills [22]. There are 6 literacy types: reading and writing literacy, numeracy, science, digital, financial and civic culture [1].

Researcher divided reading attitudes into two categories: negative and positive reading attitudes [12]. Students who have negative reading attitudes they will considered reading as a waste of time, find it difficult to finish reading, cannot sit still while reading, reading only when they have to, and read only for information purposes. Students who have positive reading attitudes they will talking about books, happy to get book gifts, enjoying the library, expressing opinions about reading, have reading as a favorite hobby, and exchanging books.

Self-efficacy is an outcome from thinking or cognitive processes that form in decision making, beliefs in abilities, or expectation about how far an individual estimates their ability to perform and carry out tasks that need to be done in order to achieve certain goals or results [14]. Self-efficacy is not about skills, rather it refers to individuals' beliefs about what they can do. Students with high self-efficacy feel confident and motivated to try achieve learning goals, whereas students with low self-efficacy are unmotivated and find it so hard to achieve certain goals, they also believe that they lack ability to succeed [23].

According to Bandura, there are three aspects of self-efficacy, firstly is level which is the degree of difficulty of the task at hand. This aspect relates to the level of task completion and the level of how difficult the task is. Students will do activities that they

find easy and believe that they are capable of doing according to estimates of the limits of their abilities. If there are students who are able to do tasks with a higher level of difficulty, the higher the level of self-efficacy that the student has; secondly is generality which is the ability of students to master several areas of achievement. This aspect discusses more about the things that students have achieved in their learning such as how much they master the tasks given and how much they master the subject matter that has been given. Students who have high self-efficacy tend to master and be able to work on tasks with various bases with different topics; and thirdly is strength, discusses the strength of the beliefs that students have about their abilities [14]. This relates to persistence in learning, persistence in completing tasks, and consistency in achieving goals. Students who have high self-efficacy will certainly strive to achieve the goals they want to achieve. In contrast, students who have low self-efficacy will easily give up in achieving their goals.

Time-management refers to type of skill related to any kind of effort and action of student that is planned in order to use their time as well as possible [24]. Time-management is about managing individual time based on setting needs and wants then sort them by importance [19]. There are also specific goals to achieve needs and wants by prioritizing tasks needed to be completed. This study defines time-management as students' ability to manage their daily time, organizing academic tasks effectively and efficiently, including study and reading time.

There are three aspects of time management, first is setting goals and priorities, which are activities carried out by a person to arrange needs and desires to be completed based on the priorities needed to achieve the specified goals; second is time management techniques, which are ways used in managing time such as recording schedules, making lists, and planning; and the last one is control over time, which are things needed to influence the control of time they have and control over the use of time used [19].

### 3. Method

This study uses a quantitative approach. The design used is correlational relationship. This approach is selected because it aims to describe and predict the effect of independent variables on dependent variable [25]. The population in the study are students in SMPN Pakis and Bululawang Malang District. These schools are district junior high schools and were willingly to participate in this study. The researcher obtained informed

consent from student participants and school permission. All data was protected and kept confidential. Population has two characteristics, firstly registered as students of SMPN Pakis and Bululawang Malang district, secondly clustered in learning classes.

The sample obtained through probability sampling, which was cluster random sampling technique. The procedure was based on randomized class clusters drawn from lottery paper. The sampling frames (see table 1) consisted of primary sampling units (PSU), that is, grade levels, and secondary sampling units (SSU), that is, class names. Sampling was taken randomly, 2 class name (SSU) from each grade level (PSU). So that we get 12 class names from 6 selected grade levels. The sample was collected in total of 327 students.

Self-efficacy of middle school students was measured using developed instrument by researcher based on Bandura's self-efficacy theory [14]. There are 3 aspects, first one is level, which is the degree of difficulty of the task at hand; secondly is generality, which is the ability of students to master several areas of achievement; and the last one is strength, which is the strength of beliefs held about their abilities. As follows, time-management measured also using developed instrument by researcher based on Macan et al.'s time management theory [19]. There are 3 aspects, which are setting goals and priorities; time management techniques or mechanics; and control over time.

We developed self-efficacy scale and time-management scale based on scale development stages by Azwar [26]. Each drafted items of scales already passed through experts judgment on logical validity and content validity. The pilot test was conducted on similar sample. We ended up have 15-item self-efficacy scale with item validity score was 0.304-0.574 and the scale reliability score  $\alpha = 0.839$ . And also, 20-item time-management scale with item validity score was 0.252-0.609 and the scale reliability score  $\alpha = 0.853$ .

Reading literacy skills of middle school students was measured using Indonesian Language test scores which loaded with reading literacy in it. The test consisted of identifying the elements of the text, examining the structure and linguistic aspects of the text, and examining the presentation and linguistic patterns. We obtain content validity of the test through Indonesia Language teacher as experts judgment. Furthermore, each student's score converted into z-scores standardized values.

The data was collected by distributing the instrument via guidance counseling teachers in selected classes that had been randomized before. The researcher collected students' evaluation scores from the homeroom teacher in selected classes.

The data were analyzed using multiple linear regression test. In order to determine the effect of self-efficacy and time management individually on reading literacy skills, the effect of self-efficacy and time management together on students' reading literacy skills; and predictor models validity. Before performing regression tests, we examined the assumptions test, including normality test, linearity test, multicollinearity test, heteroscedasticity test, and autocorrelation test [27]. We used IBM SPSS 24 to run the test.

## 4. Result and Discussion

### 4.1. Descriptive Test

TABLE 1: Empiric Data Criteria and Categories.

Variables	Categories	Criteria	Total Respondent	Percentage
Self-Efficacy	Low	$24 \leq x < 37$	48	15%
	Medium	$37 \leq x < 50$	226	69%
	High	$50 \leq x \leq 58$	53	16%
Time-Management	Low	$36 \leq x < 48$	48	15%
	Medium	$48 \leq x < 64$	212	65%
	High	$64 \leq x \leq 77$	67	20%
Reading Literacy	Low	$18 \leq x < 42$	55	17%
	Medium	$42 \leq x < 74$	207	63%
	High	$74 \leq x \leq 98$	65	20%

Based on table 1, it can be concluded that the majority of respondents showed medium levels of self-efficacy, time-management, and reading literacy. This indicates that most of them are quite good but do not achieve the highest level in all three variables. Nonetheless, there is significant variation in the distribution of respondents in each category, with balanced percentages of low, medium and high levels in each variable. This analysis provides a clear picture of the profile of respondents' ability characteristics in their self-efficacy, time-management, and reading literacy.

TABLE 2: Tests of Normality.

Tests of Normality			
	Kolmogorov-Smirnov <sup>a</sup>		
	Statistic	df	Sig.
Self-Efficacy	.049	327	<b>.052</b>
Time-Management	.040	327	<b>.200*</b>

### 4.2. Assumptions Test

Based on table 2, appeared that the self-efficacy scale (sig = 0.052), time-management scale (sig = 0.200), have sig. > 0.05. Data is considered normally distributed if the significance is more than 0.05 [28]. Therefore, it is concluded that the data are normally distributed, so further tests can be performed.

TABLE 3: Linearity Test using ANOVA.

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Reading Literacy* Self-Efficacy	Between Groups	(Combined)	8654.291	31	279.171	1.069	.374
		Linearity	1870.589	1	1870.589	7.161	<b>.008</b>
		Deviation from Linearity	6783.701	30	226.123	.866	<b>.673</b>
Within Groups			77062.138	295	261.228		
Total			85716.428	326			

TABLE 4: Linearity Test using ANOVA.

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Reading Literacy * Time-Management	Between Groups	(Combined)	11770.115	39	301.798	1.171	.233
		Linearity	1827.607	1	1827.607	7.093	<b>.008</b>
		Deviation from Linearity	9942.508	38	261.645	1.015	<b>.450</b>
Within Groups			73946.313	287	257.653		
Total			85716.428	326			

Based on tables 3 and 4, appeared that the correlation between self-efficacy and time-management with reading literacy skills showed linearity significance value of  $0.008 < 0.05$  and derivation from linearity of  $0.673$  and  $0.450 < 0.05$ . The correlation is



considered linear if the significance value is below 0.05 or the significance in Derivation from Linearity > 0.05 [28]. Therefore, it is concluded that reading literacy skills have linear correlation with self-efficacy and time-management.

TABLE 5: Multikolinierity on Coefficients.

		Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	<b>38.538</b>	6.751		5.709	.000	
	Self-Efficacy	.234	.186	<b>.091</b>	<b>1.259</b>	<b>.209</b>	<b>.572</b>
	Time-Management	.172	.144	<b>.086</b>	<b>1.190</b>	<b>.235</b>	<b>.572</b>

a. Dependent Variable: Reading Literacy

Based on table 5, appeared that self-efficacy and time-management scales have Tolerance score = 0.572 (>0.10) and VIF score = 1.749 (<10.00). In order to avoid multicollinearity problems, the Tolerance score should be more than 0.1 and the VIF score should be less than 10 [27]. Therefore, it can be concluded that self-efficacy and time-management scales are qualified and there isn't multicollinearity in this study.

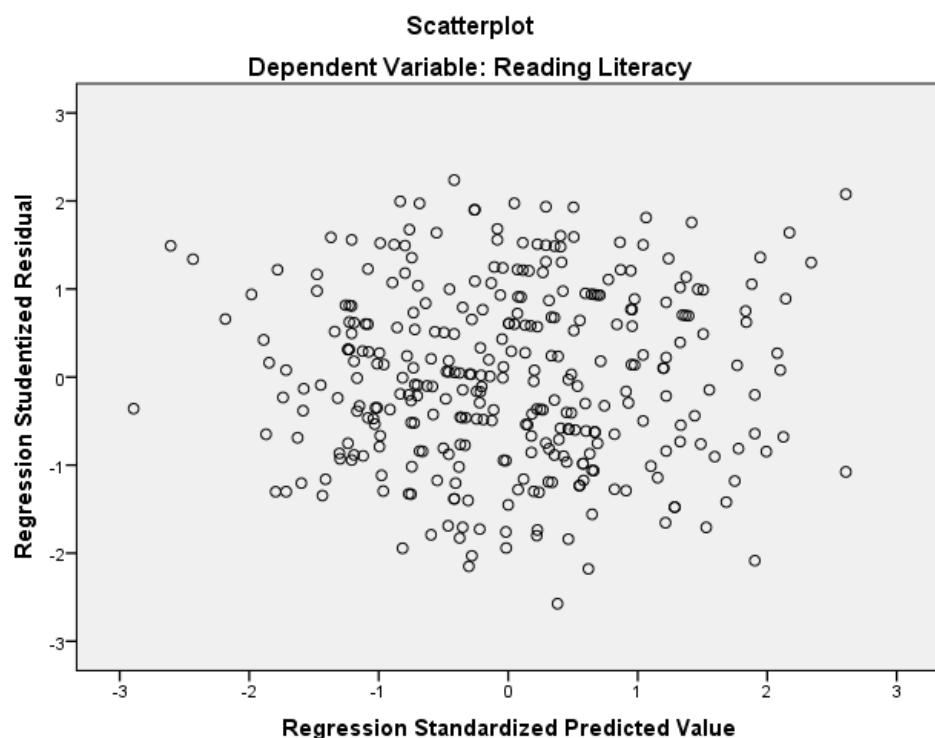


Figure 1: Homoskedasticity.

Based on Figure 1, appeared that dots on the scatterplot diagram are around the number 0, not clustered, don't form wavy pattern, narrowing or widening, and has no pattern. If the pattern is unclear, and the dots spread, then there is no heteroscedasticity [27]. Therefore, it can be concluded that there is no heteroscedasticity problem in research data.

TABLE 6: Autocorrelation Test in Model Summary.

Model Summary <sup>b</sup>					
Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	Durbin-Watson
1	<b>.162<sup>a</sup></b>	<b>.026</b>	.020	<b>16.052</b>	<b>1.587</b>
a. Predictors: (Constant), Self-Efficacy, Time-Management					
b. Dependent Variable: Reading Literacy					

Based on table 6, the Durbin Watson score is 1.587. The criteria for autocorrelation using Durbin-Watson are three which are DW number below -2, means there is positive autocorrelation, DW number between -2 to +2, means there is no autocorrelation, and DW number above +2, means there is negative autocorrelation [28]. Therefore, it can be concluded that there is no autocorrelation problem in this study.

TABLE 7: Regression Model Fit.

ANOVA <sup>a</sup>					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2235.713	2	1117.857	<b>4.339</b>	<b>.014<sup>b</sup></b>
Residual	83480.715	324	257.657		
Total	85716.428	326			
a. Dependent Variable: Reading Literacy					
b. Predictors: (Constant), Self-Efficacy, Time-Management					

Based on table 7, F count is 4.339 with sig = 0.014 < 0.05. Therefore, the regression model is fit and significant to predict the reading literacy of middle school students.

### 4.3. Hypothesis Answer

The first hypothesis aims to determine the effect of self-efficacy on reading literacy skills in middle school students. The following hypothesis is formulated,:

H<sub>0</sub>1: There is no significant effect between self-efficacy and reading literacy in middle school students

Based on table 5, the t score = 1.259 with sig. = 0.209. Therefore,  $H_{01}$  accepted and  $H_{a1}$  rejected. It shows that “There is no significant effect between self-efficacy and reading literacy in middle school students”.

The second hypothesis aims to determine the effect of time-management on reading literacy skills in middle school students. The following hypothesis is formulated,:

$H_{02}$  : There is no significant effect between time-management and reading literacy in middle school students

Based on table 5, the t score = 1,190 with sig. = 0,235. Therefore,  $H_{02}$  accepted and  $H_{a2}$  rejected. It shows that “There is no significant effect between time-management and reading literacy in middle school students”.

The third hypothesis aims to determine the effect of self-efficacy and time-management together on reading literacy skills in middle school students. The following hypothesis is formulated,:

$H_{03}$  : There is no significant effect between self-efficacy and time-management together on reading literacy skills in middle school students.

Based on table 7, the Fcount score = 4.339 with Sig. = 0,014. The significance level used is 5% (0.05), so the df1 value (number of variables studied - 1) is (3-1) = 2, and df2 (n-k-1) is (115-2-1) = 112, so the Ftable score is 3.09. Then Fcount score compared with the Ftable score, the result is 4.339 > 3.09 (Fcount > Ftable).

Based on F score comparison and significance value,  $H_{03}$  rejected and  $H_{a3}$  accepted. It shows that “There is significant effect between self-efficacy and time-management together on reading literacy skills in middle school students”.

#### 4.4. Relative Contribution and Effective Contribution

TABLE 8: Regression Coefficient.

Dependent Variable	Regression Coefficient			Regression Model Equation $Y_{\wedge} = \text{Constant} + \beta_1 X_1 + \beta_2 X_2$
	Constant	Beta ( $\beta$ ) $X_1$	Beta ( $\beta$ ) $X_2$	
$Y_{\wedge}$	38.538	0.091	0.086	$Y_{\wedge} = 38.538 + 0.091 X_1 + 0.086 X_2$

Based on table 8, appeared that the regression coefficient in the constant table is 38.538. This shows that without the variables of self-efficacy and time management, reading literacy in middle school students will be around 38.5. The regression coefficient

of self-efficacy is 0.091 and time-management is 0.086, indicating that the contribution of self-efficacy variables is 9.1% and time management is 8.6% toward reading literacy. This means that every +1 increase in self-efficacy score will increase reading literacy by 9.1%. And also every +1 increase in time-management score will increase reading literacy by 8.6%.

Based on table 6, the R score = 0.162 indicates that the correlation between self-efficacy, time-management, and reading literacy is low (below 0.6). The R square score (coefficient determination) = 0.026, which means that only 2.6% of reading literacy variation is explained by self-efficacy and time-management while the remaining 97.4% is explained by other causes. The standard error of estimate (SEE) = 16.052, this means that the error to predict future reading literacy is minor, therefore the regression model is adequate to predict dependent variable.

## 5. Discussion

This research found that combination of self-efficacy and time-management together had a significant effect toward reading literacy skills in Indonesian language among middle school students. This shows that if students believe in their own abilities and manage their time effectively, then they have better reading literacy skills.

Consistent with Bandura's social cognitive theory, self-efficacy is an individual's assessment of their ability to organize and carry out actions related to what they want to achieve [14]. When they believe in themselves as readers and writers, they actively engage in learning; and if their comprehension doesn't improve, they apply alternative strategies such as re-reading, re-writing, and re-thinking. On the contrary, students with poor self-efficacy will prefer easy enough tasks to keep their confidence. They have fewer strategies, think negatively about their own abilities, and give up or flee more easily to save their confidence [29, 30].

This ability is strengthened by time management, as Macan states that individuals who manage their time better can accomplish tasks according to planned time, thereby leading to better results [19]. Students who have strong time-management skills, they will be able to balance their time and also use their free time wisely. Therefore, these students have more time to read. In middle school students, the context that needs to be achieved is better reading literacy skills.

This study found that the relative contribution of self-efficacy was 9.1% and time management was 8.6% to reading literacy skills. It means that every additional +1 unit of self-efficacy score will increase reading literacy ability by 9.1%. Also, the addition of +1 unit of time-management score will increase reading literacy skills by 8.6%. The effective contribution (R square or coefficient of determination) is 0.026, meaning that only 2.6% of the variation in reading literacy ability is explained by self-efficacy and time-management. Although the contribution score and correlation score are low, the proposed regression model is adequate and significant in predicting the reading literacy ability.

The reason for these poor scores is because students in middle school are currently in identity crisis phase, so they are still adjusting their self-efficacy and time-management skills. During this phase, it is crucial that the teachers' role are needed. According to Kurland success in early school is more associated with teachers' monitoring students' tasks and progress [31]. As students' academic level increases, they have less teacher involvement in learning, and that's when self-efficacy and time-management skills become more important.

Perhaps, unsurprisingly, this study found that self-efficacy and time-management separately were not significant to reading literacy skills. Statistically, we obtained beta coefficients of self-efficacy and time-management in low scores. Based on these outcomes, it can be concluded that self-efficacy and time-management partially have small effects on reading literacy skills. In other words, the ability of self-efficacy or time-management alone in middle school students, each of them does not strongly affect students' reading literacy ability.

Indeed, theories and empirical studies found that self-efficacy has a positive relationship with literacy skills [23]. The better students' literacy skills, the higher their numeracy and biological literacy skills [32, 33]. Implementing information literacy in teachers requires time management, motivation, and writing knowledge [34]. The teachers need more training, which requires more time-management in order to master these literacy skills [34]. Even though the students had time-management strategies, they still experienced challenges with reading difficulties, and believed that they not properly understood by staff or peers [35].

Given that reading literacy has many factors, this becomes limitation for us that just explore on two internal variables, which needs further research by considering internal

and external factors. Another limitation is the population range, so that it can only be generalized to middle school age population.

In conclusion, this study was able to answer that self-efficacy and time-management contribution to the reading literacy skills in middle school students. Partially self-efficacy and time-management have less effect on reading literacy skills. When students only believe in their abilities (have self-efficacy) but are not supported by time-management skills, as well as if students are only able to manage the time for their school activities without being guided by believing in their abilities, then their reading literacy skills will not be optimal.

However, when self-efficacy and time-management are combined, are more effective in improving reading literacy skills. This finding is interesting, suggesting that reading literacy requires belief in own abilities while also manage time properly. Therefore, in order to optimally improve students' reading literacy skills in middle school, it is necessary to combine self-efficacy and time-management together.

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