



EFFECTIVENESS OF GROW ME COACHING MODEL MODULE ON IMPROVING SELF EFFICACY IN LABORATORY LEARNING OF NURSING STUDENTS

Nunik Purwanti*, Ayu Isnawati, Siti Nur Hasina

Department of Nursing, Faculty of Nursing and Midwifery, Universitas Nahdlatul Ulama Surabaya, Jl. Smea No.57, Wonokromo, Surabaya, Jawa Timur 60243, Indonesia

*noniek@unusa.ac.id

ABSTRACT

Laboratory practice is a skill, knowledge, and attitude training exercise designed to help students comprehend professional nursing competencies. Students' capacity to learn the content can be impacted by low levels of self-efficacy. Numerous research have demonstrated that student learning strategies can raise self-efficacy. To increase student self-efficacy, a variety of teaching strategies can be employed; in this study, the model Grow Me coaching module. Research methods: The type of research used is quantitative quasi-experimental research with a nonequivalent control group design approach. The population of this study were all D3 Nursing students in the 3rd semester of the 2024 academic year, totaling 58 students. The research used a simple random sampling method, namely using the Slovin equation with a sample size of 50 students. This study was divided into 2 groups, namely the control group and the mediation group. The variables in this study are the Grow Me Coaching Model Learning Module as the independent variable and student self-efficacy during practicum at the health center as the dependent variable. The research instrument was the Grow Me Coaching Model Module given to students and the GSE questionnaire to measure the level of student self-efficacy. Data examination was carried out using the Wilcoxon Sign Rank test with significance <0.05 . Result: Examination of the frequency distribution of respondents based on the level of self-efficacy progress using the Wilcoxon Marked Rank Test in the intervention group obtained a significance value (p) = 0.000 smaller than $\alpha = 0.05$, while in the control group obtained a significance value (p) = 0.317 greater than $\alpha = 0.05$, meaning that there is a sufficient influence between the Grow Me Coaching Model Learning Module and increased self-efficacy in learning the infusion installation laboratory in nursing students. Conclusions: The results of this study are the implementation of the coaching module based on the GROW ME model, proven effective in improving the self-efficacy of nursing students in laboratory learning.

Keywords: grow me module; laboratory practice; self efficacy

How to cite (in APA style)

Purwanti, N., Isnawati, A., & Hasina, S. N. (2025). Effectiveness of Grow Me Coaching Model Module on Improving Self Efficacy in Laboratory Learning of Nursing Students. *Indonesian Journal of Global Health Research*, 7(2), 299-308. <https://doi.org/10.37287/ijghr.v7i2.5405>.

INTRODUCTION

The quality and quantity of education are still the biggest issues in efforts to reform the education system in this country. Nursing education at the University is an institution that plays a role in creating professional nursing health workers. The learning carried out in nursing education includes mastery of nursing material, group assignment management, and laboratory practice. Laboratory practice is a training activity for skills, knowledge and attitudes for students that aims to understand professional nursing skills (Purwanti et al., 2024). In mastering good laboratory practice, students need self-confidence in their abilities or what is commonly called self-efficacy in carrying out the stages given (Tatik Suryani., 2019). Low levels of self-efficacy in students can affect their ability to receive the material being taught (Febriani, 2021). Students who have low self-efficacy will focus on their individual shortcomings, so they lack the skills to solve problems in nursing laboratory learning (Ode Irman, Anggia Riske Wijayanti, 2021). The problem of low self-efficacy in

students is caused by a lack of individual self-confidence, one-way communication, and learning concepts. The concept of student learning includes the teaching methods and independent learning carried out by students. Low self-efficacy in students is a problem that needs attention (Yiin et al., 2024).

According to research from (Ode Irman, Anggia Riske Wijayanti, 2021) it is stated that 45% of students in Indonesia have low self-efficacy. Research from (Purwanti et al., 2024) also states that 83.9% of students have low self-efficacy. One of the causes of low self-efficacy in students is the lack of confidence in their abilities so that the results of the learning that is carried out are less than optimal (Purwanti et al., 2024). Collection data beginning about self-efficacy done with use GCSE questionnaire to 10 student semester one and three. Results analysis First show there is difference Which significant level self-efficacy between respondents. Eight from ten student (80%) get mark in lower 30, Which show low level efficacy self. Only two person (20%) Which get score in on 30, Which show level efficacy self Which tall. Results the show that there is part small student Which have flavor believe self Which tall to his abilities. Self-efficacy in students causes excessive anxiety in carrying out clinical practice, one of which is the infusion practice. The infusion practice is an important learning for nursing students because infusion is an important part of nursing care. One of the factors for the success of infusion practice is self-confidence in one's abilities or self-efficacy. (Qodrianti, 2020). Low self-efficacy of students in clinical practicums such as IV insertion will cause them to think more about their own shortcomings than how to complete the practicum given (Marhamad et al., 2022). This shows that low self-efficacy in students' basic IV skills is due to the lack of knowledge and optimal methods currently available to support nursing students' clinical skills (Sari & Sundari, 2021). People who have high self-efficacy tend to have higher thinking, can face challenges and heavier workloads (Harefa et al., 2023).

A large number of studies show that student learning can increase self-efficacy (Fitriyah et al., 2019). The opinions of previous researchers suggest several strategies to improve students' self-efficacy, one of which is by changing the learning method during laboratory practicums (Suroyya, 2020). This is in line with other studies which state that identifying learning methods and applications and nursing communication are important in improving self-efficacy. (Yiin et al., 2024). Many learning methods can be used to improve students' self-efficacy, including lectures, demonstrations, discussions and coaching. The method that can be used in learning is to use the grow me model coaching module. The GROW coaching model is one of the coaching models created by Graham Alexander and Sir John Whitmore. This model was further developed by Mr. Tee Ng into GROW-ME. The acronym GROW-ME stands for G (Goals), R (Reality), O (Options), W (What's Next/Will), M (Mentoring) and E (Evaluation) (Insani et al., 2024). The grow me model coaching module is an alternative solution for learning media. In this study, this module is limited to the SOP for IV infusion practice using the grow me coaching model (Zuhri, 2023). Based on the background of the problems described, the researcher aims to determine the effectiveness of the Grow Me model coaching module on increasing self-efficacy in the laboratory learning of infusion installation for nursing students.

METHOD

The type of research used is quantitative quasi-experimental research with a nonequivalent control group design approach. This method is a method used to test the causal relationship between variables by comparing two or more groups, but without randomization (randomization) in placing subjects into control or treatment groups (Denise & F. Polit, 2019).

The research population in this study were all D3 nursing students in semester 3 in the 2024 academic year of the Faculty of Nursing and Midwifery, Nahdatul Ulama University, Surabaya, totaling 58 students. Sampling in this study used a simple random sampling technique. In finding the sample size in this study using the Slovin formula with a significance level ($d = 0.05$) and getting the results of 50 students, they were divided into 2 groups, namely the control group of 25 people and the intervention group of 25 people. In both groups, a pre-test and post-test of the General Self-Efficacy Scale (GSE) questionnaire sheet will be carried out (Rahim, 2021). The GSE questionnaire was first proposed by Matthias Jerusalem and Ralf Schwarzer but is still in German. This questionnaire consists of 10 question items with an answering pattern using four points with a Likert scale, and the question indicators are based on Albert Bandura's social cognitive theory. This questionnaire can be used in various situations and includes 3 indicators, namely magnitude, generality, and strength. The GSE reliability test was carried out using Cronbach's alpha with results ranging from 0.79 to 0.90, and the average worldwide Cronbach's alpha value is 0.80, so it can be said to be reliable. The GSE validity test states that this questionnaire is in accordance with the level of emotion, optimism, and job satisfaction, and negative coefficients were found for anxiety, depression, stress, and health complaints (Rosi, 2020).

The intervention group was given a Grow Me Model Coaching Module, while the control group used conventional learning as a comparison. Until the end of the study, no one dropped out, so the number of respondents in the control group was 25 people and the intervention group was 25 people. The variables in this study were the Grow Me Model Coaching Module as the independent variable and student self-efficacy during laboratory practicum as the dependent variable. The instrument in this study used a measuring instrument in the form of a General Self-Efficacy Scale (GSE) questionnaire sheet (Novrianto et al., 2019). The score on the self-efficacy variable obtained a GSE score of 10-20 for low self-efficacy, 21-35 for medium self-efficacy and 36-50 for high self-efficacy. (Rosi, 2020). Data analysis used the Wilcoxon Sign Rank test.

RESULT

General Data

General data is done to present the distribution of research subjects by calculating the frequency and percentage of each research variable. Based on the research results, the following results were obtained: Gender is the biological difference between men and women. The biological difference can be selected from the genitals and genetic differences. Gender is the difference in form, nature, and biological function between men and women that determines the difference in their roles in carrying out efforts to continue the lineage (Kartini & Maulana, 2019).

Table 1.
Frequency Distribution of Respondents Based on Gender in D3 Nursing Students Semester 3 Nahdlatul Ulama University Surabaya year 2024 .

Gender	Intervention Group		Control Group	
	f	%	f	%
Man	3	12	3	12
Woman	22	88	22	88

Based on table 1., characteristics of respondents based on gender in the intervention group and control group, almost all respondents, namely 22 (88%), were female. According to the division of age groups determined by the Ministry of the Republic of Indonesia (2009), there are nine groups, namely, toddlerhood = 0-5 years, childhood = 6-11 years, early adolescence

= 12-16 years, late adolescence 17-25 years, early adulthood = 26-35 years, late adulthood 36-45 years, early elderly = 46-55 years, late elderly 56-65 years, and elderly 65 years and over (Lukman., 2020).

Table 2.
Frequency Distribution of Respondents Based on Age D3 Nursing Students Semester 3

Age	Intervention Group		Control Group	
	f	%	f	%
15 -25 Years	25	100	25	100

Based on Table 2., the characteristics of respondents based on age in the intervention group and the control group control all in all is at aged 15-25 years that is as much as 100%.

Table 3.
Frequency Distribution of Respondents' Self-Efficacy Levels Before Being Given the Grow Me Model Choosing Module in the Installation Laboratory Learning Infusion D3 Nursing Students Semester 3

Self-Efficacy Level	Intervention Group		Control Group	
	f	%	f	%
Low	-	-	-	-
Currently	21	84	20	80
Tall	4	16	5	20

Based on table 3. the characteristics of respondents before carrying out practical work in the laboratory installation infusion observed through the questionnaire sheet GSE pre-test in the intervention group almost all respondents, namely 21 (84%) had a Self-Efficacy level in the moderate category. While for the control group almost all respondents, namely 20 (80%) had a Self-Efficacy level in the moderate category.

Table 4.
Frequency Distribution of Respondents' Self-Efficacy Levels After Being Given the Grow Me Model Choosing Module in Laboratory Learning Installation Infusion D3 Nursing Students Semester 3

Self-Efficacy Level	Intervention Group		Control Group	
	f	%	f	%
Low	-	-	-	-
Currently	6	24	18	72
Tall	19	76	7	28
Total	25	100	25	100

Based on table 4., respondents who have carried out practical work in the laboratory with the questionnaire sheet post-test GSE after being given the Grow Me Model Choosing Module in the intervention group, almost all respondents, namely 19 (76%) had Self-Efficacy in the high category, while in the control group, most respondents, namely 18 (72%) had a level of Self-Efficacy in the moderate category.

Table 5.
Analysis of Respondent Frequency Distribution Based on Self-Efficacy Level in Installation Laboratory Learning Infusion D3 Nursing Students Semester 3

Self-Efficacy Level	Intervention Group				Control Group			
	Pre Test		Post Test		Pre Test		Post Test	
	f	%	f	%	f	%	f	%
Low	-	-	-	-	-	-	-	-
Currently	21	84	6	24	20	80	18	72
Tall	4	16	19	76	5	20	7	28
P Value	0,000				0.317			

Based on table 5.5, the analysis of the frequency distribution of respondents based on the level of Self-Efficacy further using the Wilcoxon Signed Rank Test in the intervention group obtained a significance value (p) = 0.000 smaller than $\alpha = 0.05$, while in the control group obtained a significance value (p) = 0.317 greater than $\alpha = 0.05$, then H_0 is rejected and H_1 is accepted, which means that there is an effectiveness value of the Grow Me Choosing Model Module on increasing Self-Efficacy in Laboratory Learning for Nursing Students.

DISCUSSION

Based on table 3. characteristics Respondent before carry out laboratory practice installation infusion is assessed through sheet questionnaire GSE pre -test for group control almost all over Respondent that is as many as 20 (80%) have level Self-Efficacy with category currently. Based on Table 4. respondents who have carry out laboratory practice with sheet Questionnaire GSE post- test on group control part big Respondent that is as many as 18 (72%) have level Self-Efficacy with category currently. This result show that level self efficacy in Groups control only experience improvement small. Before learning, as many as 20 students (80%) have level Self-Efficacy with category moderate. After learning, the numbers This only A little changed become as many as 18 (72%) have level Self-Efficacy in the same category. This matter show that method learning conventional No Enough effective in increase trust self student in a way significant in context learning laboratory installation infusion. In the method learning conventional, bait return given often nature general and not specific to need each student. This is can cause student No understand its weaknesses and strengths so that ability his personal No can develop in a way maximum. Method This seldom push student for reflecting on the learning process they, even though reflection self this is one of them matter important For improvement self efficacy.

According to study from Taufik, 2020 found that strategy learning that is not interactive not enough effective in improve students' self-efficacy. Method learning conventional usually centered on the distribution material in a way passive, such as lectures and less involving student in a way active in the learning process. This is can cause student not enough involved and participate in learning , so that impact on their self-efficacy (Taufik & Novianawati, 2020). Self-efficacy is form evaluation subjective to ability as well as capacity somebody for arrange yourself and for decide action in accordance in achieve the desired target. In operate practice nursing , students must can use and control emotions to succeed reach the target, thing This because of Lots the situation that makes student feel tired and stressed in scope practice laboratory nursing (Martina, 2023). For increasing student self-efficacy is needed method more learning interactive and participatory, where matter This No There is in learning conventional. Self efficacy lack of one of the students the cause is Because student not enough Certain will his ability so that achievement existing competencies less than optimal. The problems that arise in students are also caused by including stress, anxiety, fatigue,

performance clinical deficiencies and also inability solve problems that arise at the time practice clinic (Laily & Wahyuni, 2019).

Experience direct in control skills certain, such as installation infusion, is element important for increase self-efficacy. In learning traditional, students tend only observe or follow Instructions without Enough Lots chance for try and fix error. This is limit ability they for feel believe self to skills they. Learning conventional is also often done in formal environment without support adequate emotional, thing This can increase stress and anxiety in students which is contradictory with element the formation of self-efficacy, where emotions positive play role important. In accordance with research data this, 100% of respondents aged 18-25 years. Age No can let go from experiences that have been experienced, the more aged experience gained somebody will the more many. According to (Diananda, 2019) One of factor affecting self efficacy is age. Characteristics Respondents most be at the age of 21 – 22 years Where age the is stages development teenager end. Teenagers end in growth period have character rebellious, logical and wanting try something, if fail will feel depressed (Nareswari & Wulandari, 2023). Based on table 3. characteristics Respondent before carry out laboratory practice observed through sheet questionnaire GSE pre-test on group intervention almost all over Respondent that is as many as 21 (84%) have level Self-Efficacy category currently. Based on Table 4. respondents who have carry out laboratory practice installation infusion with sheet Questionnaire GSE post- test after being given the Choosing Module Grow Me Model in Groups intervention almost all over Respondent that is as many as 19 (76%) have Self-Efficacy with category tall.

Analysis results show that in the group intervention, level self-efficacy student experience improvement significant after given GROW ME Coaching Model module. Based on table 3. before implementation practice laboratory installation infusion, as many as 21 respondents (84%) had level of self-efficacy in category moderate. After the intervention , as As shown in table 4., 19 respondents (76%) achieved level of self-efficacy in category high. Results This show existence improvement self-efficacy group intervention use module Choosing Grow Me Model , Student can more clear in identify What the desired goal he achieve in learning and motivated For reach objective This module give chance to student For imagine practical work skills installation infusion in supportive and structured environment , so that help they to obtain experience directly positive. The GROW ME Coaching Model Module encourages student for do reflection on performance them and set objective learning that is specific and realistic (Slam, 2020). Reflection self and determination objective is element important in development of self-efficacy, because give direction and motivation to student for reach more results good. This module also facilitates interaction positive between students and facilitators, so that create environment supportive learning in a way emotional.

Supporting research approach This, a study by Masrurroh, 2024 found that student with intelligence high emotional more capable set realistic goals and maintain attitude positive to learning, which is key from independence learn. The most important thing in the learning process independent is improvement Will and skill student in the learning process No dependent on others. Furthermore, according to Taylor and Hamdy [22], independence Study different with Study individual. Independence Study No means remove each other dependency between humans and interests together. In independence study, student need bring framework critical thinking to current content and process learn, so that they can determine what is important in learn and control its usefulness. Students need own access to source Power like Required modules, incl enough time and energy as well as source learn, to do control and learn as planned (Masrurroh et al., 2024). Self efficacy tall very important for

every student when undergo lectures. Students who have efficacy high self will Can endure to obstacles that are not expected as well as own business For overcome problem in various situation (Harefa et al., 2023). From the results This is the GROW ME Coaching Model module which emphasizes reflection self, determination goals, and interactions positive between students and facilitators in line with findings study latest in increase self-efficacy and independence Study student.

Based on table 5.5 analysis distribution frequency Respondent based on level Self-Efficacy is greater carry on with using the Wilcoxon Signed Rank Test on the group intervention obtained mark significance (p) = 0.000 more small from $\alpha = 0.05$, while in the group control obtained mark significance (p) = 0.317 more big from $\alpha = 0.05$, then H_0 is rejected and H_1 is accepted , which means there is mark Effectiveness of the Choosing Module The Grow Me Model against improvement Self-Efficacy in Learning Laboratory Student Nursing.The results of the data analysis show difference significant in self-efficacy level in the group intervention after given GROW ME Coaching Model modules compared with group control. This is show that students who follow intervention experience a real improvement in trust self they in finish practical work laboratory installation infusion, blessing approach structured from module coaching Grow Me Model. This module succeed give impact positive with method increase reflection self Where student can evaluate ability them and understand the areas where necessary improved. In module This also provides clear directions through determination objective specific and realistic, students more focus on the necessary steps for reach success. On the other hand, in the group control, students only depend on method learning traditional which tends to One direction and less participator, so that the impact on relative self-efficacy small (Dewi, 2023).

This matter in line with study from (Akhyar, 2022) explains that implementation GROW ME coaching model in learning Trigonometry effective to results Study students. Average results Study student class experiment is 91 more good compared to average results Study student class control namely 87 (Akhyar & Khiyarusoleh, 2022). Findings This give proof that the GROW ME Coaching model does not only increase skills cognitive, but also strengthens the learning process through a more approach structured and personal. With push student For set objective specific, understanding situation Study them, and explore various strategy For reach desired results, the GROW ME Coaching Model helps create environment learn more interactive and success - oriented.Study from (Being et al., 2023) also explains that the more Good implementation infusion based on GROW coaching then knowledge nurse including skills competence installation infusion so the more good , more and more Good knowledge and skills installation infusion (Being et al., 2023). These results the more confirm that the GROW Coaching model potential increase skills practical through approach development - focused learning personal. This is support implementation of this model in education nursing for equip student with more skills Good in practice laboratory and the world of work clinical. In education nursing, coaching model Grow Me can strengthen ability student in operate procedure clinical, such as installation infusion, with more believe self and competence. Improvement skills This in harmony with needs of the world of work clinical, where students expected capable adapt with situation real and giving more service quality.

CONCLUSION

The implementation of the GROW ME model-based coaching module has proven effective in improving students' self-efficacy in laboratory learning. The results of the hypothesis test using the Wilcoxon Signed Rank Test, the experimental group experienced a significant increase compared to the control group. This coaching module helps students develop the

ability to set goals, design strategies, and manage obstacles in the laboratory learning process, so that they feel more confident in mastering the skills of killing.

REFERENCES

- Akhyar, M. K., & Khiyarusoleh, U. (2022). Efektivitas Self Coaching Model GROW ME Terhadap Hasil Belajar Mahasiswa Mata Kuliah Trigonometri. *Journal Focus Action of Research Mathematic (Factor M)*, 4(2), 43–54. https://doi.org/10.30762/factor_m.v4i2.4193
- Being, J. W., Khotimah, H., & Nurjanah, S. (2023). Metode coaching grow terhadap pelaksanaan pemasangan infus coaching grow method at infusion practice. *Jurnal Sains Kesehatan*, 8(1), 44–54.
- Denise, & F. Polit, C. T. B. (2019). *Essentials of nursing research : appraising evidence for nursing practice* (9th ed., Issue 112).
- Dewi, S. (2023). Efektifitas PELatihan Model T-GROW Terhadap Kemampuan Pengarahan Supervisor Keperawatan Di RSUD dr. Achmad Darwis (Vol. 4, Issue 1). Universitas Andalas Padang.
- Febriani, N. (2021). Self-Efficacy Dan Kinerja Perawat Dalam Memberikan Asuhan Keperawatan : Literature Review. *Jurnal Keperawatan Widya Gantari Indonesia*, 5(1), 37. <https://doi.org/10.52020/jkwgi.v5i1.2585>
- Fitriyah, L. A., Wijayadi, A. W., Manasikana, O. A., & Hayati, N. (2019). Menanamkan Efikasi Diri dan Kestabilan Emosi (Issue 55).
- Harefa, E. Y., Simamora, E., Hia, G. T. E., Juniarta, & Silitonga, E. (2023). Gambaran Efikasi Diri Mahasiswa Keperawatan Di Indonesia. *Jurnal Keperawatan Cikini*, 4(1), 06–14.
- Insani, K. D., Tj, H. W., & Andriono, T. (2024). Penggunaan Coaching Model GROW-ME untuk Meningkatkan Kompetensi Guru Bahasa Inggris dalam Menyusun Asesmen Pembelajaran. *Ideguru: Jurnal Karya Ilmiah Guru*, 9(2), 1149–1153. <https://doi.org/10.51169/ideguru.v9i2.956>
- Kartini, A., & Maulana, A. (2019). Redefinisi Gender Dan Seks. An-Nisa' : *Jurnal Kajian Perempuan Dan Keislaman*, 12(2), 217–239. <https://doi.org/10.35719/annisa.v12i2.18>
- Laily, N., & Wahyuni, D. U. (2019). Efikasi Diri dan Perilaku Inovasi. www.indomediapustaka.com
- Marhamad, S., Parinduri, M. A., & Nur'aini, N. (2022). Hubungan Efikasi Diri dan Pengetahuan dengan Kecemasan Mahasiswa dalam Praktik Klinik Keperawatan. *Journal of Education, Humaniora and Social Sciences (JEHSS)*, 4(3), 1676–1686. <https://doi.org/10.34007/jehss.v4i3.927>
- Martina, N. K. T. (2023). Pengaruh Self Efficacy Terhadap Motivasi Belajar Siswa. 1–23.
- Masruroh, D. N., Rahmawati, L., Fakhurriana, R., Chalimah, C., & Fajarina, M. (2024). The Effect of Emotional Intelligence on Student Learning Achievement. *IERA, Islamic Education and Research Academy*, 5(1), 28–36. <https://doi.org/10.59689/iera.v5i1.1522>
- Nareswari, E. D., & Wulandari, P. Y. (2023). Pengaruh Metode Pembelajaran Bilingual terhadap Self-Efficacy Siswa Sekolah Dasar. *Jurnal Pendidikan Tambusai*, 7, 1–5.

<https://jptam.org/index.php/jptam/article/view/6023%0Ahttps://jptam.org/index.php/jptam/article/download/6023/5045>

- Novrianto, R., Maretih, A. K. E., & Wahyudi, H. (2019). Validitas Konstruk Instrumen General Self Efficacy Scale Versi Indonesia. *Jurnal Psikologi*, 15(1), 1. <https://doi.org/10.24014/jp.v15i1.6943>
- Ode Irman, Anggia Riske Wijayanti, Y. P. P. R. (2021). Pelatihan Kecerdasan Emosional Terhadap Self Efficacy Mahasiswa Praktik Klinik Keperawatan Gawat Darurat. *Jurnal Sains Kesehatan*, 3(2), 6.
- Purwanti, N., Budury, S., Septianingrum, Y., Hasina, S. N., & Maimunah, S. (2024). Metode Pembelajaran Klinik Berbasis Coaching Terhadap Peningkatan Self Efficacy Mahasiswa Pada Mata Ajar Pemeriksaan Fisik Abdomen. *Peran Mikronutrisi Sebagai Upaya Pencegahan Covid-19*, 14(1), 157–162. <http://journal.stikeskendal.ac.id/index.php/PSKM>
- Qodrianti, S. N. (2020). Analisis Faktor Yang Mempengaruhi Keterampilan Perawat dalam Pemasangan Infus di RSUD Mitra Medika Amplas Tahun 2020. *Jurnal Institut Kesehatan Helvetia*, 2(3), 99–106. <http://repository.helvetia.ac.id/1727/>
- Rahim, R. (2021). *Metode Kuantitatif (Teori dan Praktik) Pengantar Metode Penelitian Kuantitatif*.
- Rosi, F. (2020). Hubungan Efikasi Diri dengan Kecemasan Keluarga Pasien di Ruang Perawatan Intensif Rumah Sakit Jember Klinik. *Universitas Jember*, 1–66.
- Sari, I. P., & Sundari, S. (2021). The Use of Video as a Learning Strategy in Supporting the Increasing Knowledge and Clinical Skills of Nursing Students. *Media Keperawatan Indonesia*, 4(1), 47. <https://doi.org/10.26714/mki.4.1.2021.47-55>
- Slam, Z. (2020). the Model of Grow Me for Developing the Children Friendly School. *JMIE (Journal of Madrasah Ibtidaiyah Education)*, 4(1), 1. <https://doi.org/10.32934/jmie.v4i1.167>
- Suroyya, S. H. (2020). Efektivitas Model Pembelajaran 3C3 Terhadap Pemahaman Konsep dan Self Efficacy Peserta Didik. *Paper Knowledge . Toward a Media History of Documents*.
- Tatik Suryani., E. M. R. (2019). *Metode Pembelajaran*. In Bandung: Pustaka Al-Fikriis. *Jurnal Sainstech (Vol. 8, Issue 4)*. <https://lp3.unitri.ac.id/wp-content/uploads/2020/01/PKT.-04.-Metode-Pembelajaran.pdf>
- Taufik, L. M., & Novianawati, N. (2020). Efektivitas Guided Note-Taking berbasis Digital terhadap Retensi Pengetahuan dan Writing Self-Efficacy Mahasiswa PGSD pada Pembelajaran Konsep Dasar IPA. *Jurnal Inspirasi Pendidikan*, 10(1), 63–69. <https://doi.org/10.21067/jip.v10i1.3959>
- Yiin, S. J., Shen, K. P., Lai, C. L., & Liang, J. C. (2024). An evaluation of nursing students' learning self-efficacy: A multi-dimensional instrument development and structural validation. *Nurse Education Today*, 135(June 2023), 106118. <https://doi.org/10.1016/j.nedt.2024.106118>

Zuhri, S. (2023). Tindak Lanjut Supervisi Akademik Kepala Sekolah Melalui Teknik Coaching Di TK Islam An Nur Purwokerto Utara Kabupaten Banyumas. Universitas Islam Negeri Profesor KIAI Haji Saifuddin Zuhri Purwokerto.