

# THE CORRELATION OF ARTISTIC EXPERIENCE IN ENGLISH SPEAKING SELF-CONFIDENCE AMONG PERFORMING ART STUDENTS

<sup>1</sup>Agustin Anggraeni\*, <sup>1</sup>Rilis Zulyen Anggraeni, <sup>2</sup>Ahlan Hanan Wijaya

<sup>1</sup>Dance Department, Faculty of Performing Arts, Institut Seni Indonesia Yogyakarta

<sup>2</sup>PT Software Services Indonesia

**\*Corresponding Author**

Email: [agustinanggraeni@isi.ac.id](mailto:agustinanggraeni@isi.ac.id)

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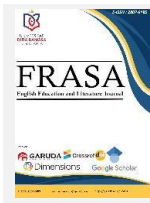
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## Abstract

*This study investigates the correlation of artistic experience in shaping the English-speaking self-confidence of performing arts students. The research is based on the hypothesis that artistic experiences such as performing on stage, singing, dancing, or acting may foster self-expression that influences confidence in using English. Studies conducted previously related to self-confidence and English ability focus on either intervention of particular media or specifically empirical art experience only. This research brings novelty through the exploration of artistic experience in relation to English speaking confidence. The authors employed a mixed-method design with a sequential explanatory approach, beginning with quantitative data collection through a Likert-scale questionnaire to measure the level of English-speaking confidence, followed by qualitative data collection through semi-open questionnaires and interviews to explore artistic experiences in depth. The participants consisted of 33 purposively selected students from the Faculty of Performing Arts who had completed at least three semesters and had prior experience using English in various contexts. The findings reveal that the English-speaking confidence level of performing arts students is at a moderate level ( $M=3.19$ ). Furthermore, the results of the Spearman correlation test show that students' artistic experiences do not play a significant role in shaping their English-speaking confidence ( $p=.078$ ,  $p=.667$ ). This is due to the presence of more dominant factors affecting self-confidence, such as opportunities to practice English, vocabulary mastery, and other linguistic factors.*

**Keywords:** *Artistic experience, English speaking, self-confidence, performing art students*



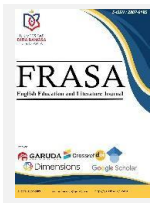
## INTRODUCTION

Performing art students possess diverse artistic experiences, gained through performances, rehearsals, and other creative processes. Artistic experiences in the field of performing arts may include vocal training, acting, playing musical instruments, dancing, and more. In this context, according to Sumardjo, artistic experience refers to the artistic engagement felt by an artist during the act of creating art—an experience that involves perception, thought, emotion, and intuition (Sumardjo, 2000). In the context of performing arts students, these experiences are continuously developed through both academic and non-academic activities, such as classroom practice, stage performances, and participation in artistic events. Therefore, all artistic activities undertaken by students of the Faculty of Performing Arts, whether during or prior to their studies, can be regarded as forms of artistic experience. Since performing arts are inherently characterized by performance, the artistic activities of performing arts students naturally involve an audience.

The various forms of artistic experience contribute to the development of self-confidence, particularly in terms of self-expression in front of an audience. Self-expression is not only conveyed through the body and artistic voice, but also through verbal communication (Wlaudin & Setyarini, 2025). In this case, verbal communication is closely related to foreign language acquisition, including English, which refers to the process through which individuals learn and develop the ability to use a language other than their first language. FLA is influenced by various factors, including exposure, interaction, and opportunities for meaningful communication. In the context of performing arts students, artistic experiences—such as performing, rehearsing, and interacting with audiences—can provide communicative contexts that potentially support language use, although these experiences do not always directly involve the use of a foreign language such as English.

For art students, particularly those in the performing arts, the ability to speak English can serve as a medium for disseminating their artistic works globally. Feng et al (2024) through the study of intercultural communication identified that foreign language proficiency including English can enhance students' readiness and open opportunities to participate in various forms of cross-cultural communication at the international level (Feng et al., 2024). Moreover, previous studies have shown that students with higher English proficiency tend to have greater opportunities to participate in international academic and artistic activities, such as conferences, cultural exchanges, and global events (Feng et al., 2024). Therefore, after graduation, when they become professional artists, having the ability to speak English also becomes an advantage in sharing and promoting their artistic knowledge.

In developing English-speaking skills, confidence in speaking is a crucial factor. As proven by Novela & Hastini (2023), mastery of speaking skills is strongly correlated with self-confidence when practicing English conversation. Zimmerman also explains that self-efficacy, or confidence, can enhance students' motivation and cognitive abilities in academic activities and has a significant impact on their learning outcomes (Zimmerman, 1995). Furthermore, Gass and Selinker state that language proficiency is influenced by learners' psychological factors, one of which is motivation (Gass & Selinker, 2001). Motivation has a significant correlation with English language skills—for example, the higher a student's motivation to read, the better



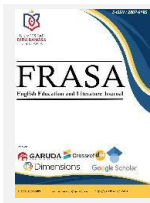
their reading achievement tends to be (Anggraeni, 2019). Therefore, in the context of speaking, having confidence in using English can likewise improve one's speaking ability.

However, efforts to improve English-speaking skills among performing arts students have not yet widely integrated artistic experience as a form of psychological capital. Therefore, empirical exploration of students' artistic experiences is essential to understand their psychological dynamics, particularly those related to self-confidence. The hypothesis of this study is that there is a relationship between the artistic experiences of performing arts students and their confidence in speaking English.

In addition, the purpose of this research is to explore the role of performing arts students' artistic experiences in fostering confidence in using English. Based on the findings of this study, the results provide insights for developing more contextual language learning approaches that align with the characteristics of performing arts students. Beyond contextual approaches, the findings of this study will also support digital-based learning strategies previously implemented by the researcher, as evidence has shown that the use of digital media in learning can enhance students' self-efficacy (Anggraeni, 2024). Thus, based on the aforementioned background, the research question of this study is: "What is the role of artistic experience in the English-speaking confidence of performing arts students?"

Several studies related to the Psychology of Art and self-confidence in the process of mastering English have been conducted previously. Research on artistic experience and self-confidence in performing arts has been carried out by Fadhilaturrahmi et al. (2024), Sianipar et al. (2024), and Sihita & Anggraini (2024). These studies examined the relationship between various types of intelligence and artists' artistic experiences, the correlation between self-confidence and the quality of drama performances among theater actors, as well as the development of self-confidence through dance education for children. The researchers found that linguistic, existential, kinesthetic, and interpersonal intelligences have a significant relationship with artistic experience (Fadhilaturrahmi et al., 2024); that the quality of students' performances in drama productions is strongly correlated with their level of self-confidence (Sianipar et al., 2024); and that artistic experience through dance learning interventions can foster self-confidence in children (Sihite & Anggraini, 2024). However, these studies primarily focus on self-confidence in performance contexts and do not address how such confidence may transfer to verbal communication, particularly in a foreign language such as English.

In addition, studies on self-confidence in the context of English language acquisition have also been conducted. Chen et al. (2024) explored English learners' self-confidence through the use of music. The researchers found that providing artistic experiences in the form of music can have a positive impact on the process of learning English. Integrating music into language learning can foster students' confidence when learning English (Chen et al., 2024). Another study by Ibrahim & Basim (2024) examined the use of Instagram as a medium for English language learning and its effects on learners. The researchers found that using Instagram to support the development of self-confidence in learning English yielded positive results (Ibrahim & Basim, 2024). Nevertheless, these studies tend to rely on specific instructional media or single forms of artistic intervention, and have not explored broader artistic experience as a variable influencing English-speaking self-confidence.



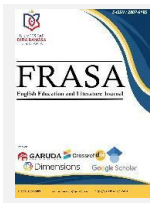
The present study focuses on the relationship between artistic experience and one specific type of intelligence—linguistic intelligence. More specifically, the researcher concentrates on self-confidence in speaking English. Previous studies on students' or university students' self-confidence and artistic experience have primarily focused on confidence in performing on stage. Meanwhile, research on self-confidence in the process of English language acquisition has been limited to the use of instructional media interventions and a single form of art—music. Thus, there remains a gap in understanding how artistic experience, as a broader construct, relates to students' confidence in using English as a foreign language. Therefore, this study aims to elaborate an interdisciplinary approach that connects the psychology of art with the process of English language acquisition. One of the key variables examined in this research is the self-confidence of performing arts students in speaking English.

Since the variables in this study are artistic experience and self-confidence in using English—where self-confidence is one of the key factors in self-expression—the theoretical foundation for data analysis is based on Dewey's (1934) theory of self-expression and Bandura's (1997) theory of self-efficacy. According to Dewey (1934), self-expression is a reflection of experience that produces profound meaning. Dewey also explains that art functions as a medium of communication through aesthetic symbols, thereby involving both intellect and emotion in the communicative process (Dewey, 2015). On the other hand, with regard to self-efficacy in English language acquisition, Bandura (1997) states that self-efficacy is an important factor in achieving learning goals (Bandura, 1997). Therefore, the artistic experiences of performing arts students are inherently connected to self-expression, one of whose purposes is communication. In this context, the form of communication identified is verbal communication in English, which correlates with the students' confidence in communicating in English.

## **METHOD**

This study employs a mixed-method approach, combining both qualitative and quantitative methodologies. This method enabled the authors to collect the data with the combination of qualitative and quantitative technique (Saparudin & Arizona, 2022). The qualitative approach in this study utilizes phenomenology, which focuses on exploring descriptive information about students' artistic experiences through narrative data. On the other hand, the quantitative approach is conducted through a survey that integrates perspectives from Psychology and Second Language Acquisition (SLA) to collect numerical data related to the level of English-speaking confidence among performing arts students, obtained through the distribution of questionnaires. Ari et al. (2010) explain that the qualitative approach enables researchers to present a detailed description of phenomena, processes, and perceptions related to the research subject. Meanwhile, the quantitative approach emphasizes the measurement of data in numerical form without directly linking it to social context (Ary et al., 2010).

The study on the relationship between artistic experience and self-confidence in speaking English among performing arts students requires the simultaneous use of both approaches. This is because the researcher aims to achieve a comprehensive understanding of the issue—from the subjective dimension of individual experiences to the objective results



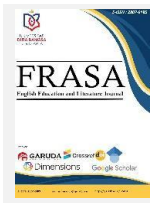
derived from measurement. Therefore, the method employed is the sequential explanatory design, a model that begins with quantitative data analysis to examine the relationship between the two variables—artistic experience and English-speaking confidence, followed by qualitative data. According to Creswell et al. (2003), this model allows research findings to be more in-depth and comprehensive, as the statistical data obtained can support and enrich the narrative interpretation (Creswell, 2003).

In data collection process, the authors employed purposive sampling, in which the selection criteria were based on students' academic programs. This sampling technique lead the authors to meet the required participants possessing particular characteristics (Soesana et al., 2023). Eligible respondents were students from the Faculty of Performing Arts, specifically those majoring in dance, music, and theatre, who had completed at least three semesters of study. These departments were selected because students are required to perform directly in front of an audience, either individually or in groups. When performing individually, students are expected to demonstrate a high level of courage and self-confidence.

The next criterion is students who have participated in activities involving the use of English, such as international seminars, international festivals or performances (abroad), participation in any programs overseas, membership in English clubs, such as debate clubs, involvement in English competitions, learning activities in English classes, or other activities requiring the use of English. The study involved 33 respondents selected through purposive sampling based on specific criteria relevant to the research objectives. While the sample size is relatively small, it is considered appropriate for this study, which aims to explore relationships within a specific group of performing arts students rather than to generalize findings to a broader population. This is consistent with mixed-method research designs, where in-depth exploration of a targeted sample is prioritized (Creswell & Clark, 2018).

The researcher used a semi-open questionnaire as the data collection technique, in which two types of questionnaires were distributed. The first questionnaire aimed to explore the respondents' artistic experiences. Respondents answered questions using provided options and were also able to respond based on their individual experiences. The contents of the questionnaire regarding students' artistic experiences included: duration of experience, type of performing art, intensity of practice, frequency of participating in competitions, and individual assessment of English language performance. The second questionnaire focused on English language self-confidence. This questionnaire was closed-ended, using a Likert scale to obtain quantitative data. The questions were developed based on the theoretical framework applied, namely Bandura (1997) and Dewey (1934).

The researcher conducted interviews with students who had completed the questionnaires to obtain further information about their artistic experiences. The interviews were semi-structured. It means that the researcher prepared main questions to ask, and subsequent questions were developed based on the respondents' answers (Sugiyono, 2017). The core interview questions included: the most memorable experience, experiences that influenced self-confidence, feelings of awkwardness during performances, opinions on the expression of ideas and emotions, interest in types of performing arts, achievements in the performing arts field, participation in competitions at certain levels, experiences of teamwork, and experiences facing challenges during artistic activities.



Data reduction of the questionnaire results was conducted by thoroughly reviewing the respondents' answers regarding artistic experience and English language self-confidence, and selecting the data to be analysed. Each Likert-scale item on the questionnaire was summed to obtain a total score for each respondent. These scores were then summarized into average values and converted into a correlation table. In this case, the data presented in the table are relevant to the research variables and were subsequently analysed statistically.

Additionally, the interview data from the informants were transcribed concisely without omitting the core responses based on the questions. Statements from the informants that could be analysed as variables of artistic experience were grouped according to themes. These established themes were then used to explain the research findings.

The researcher conducted both quantitative and qualitative data analysis. The semi-structured questionnaire results were processed using the statistical data analysis software SPSS. The use of this statistical software aimed to obtain accurate data regarding students' self-confidence and the relationship between this variable and their artistic experience. The statistical analysis results were then further examined in more detail using qualitative data, where the researcher identified the correlation between the statistical findings and the descriptive information obtained through interviews.

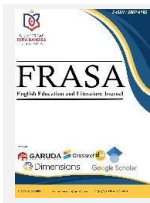
The qualitative data, obtained from semi-structured questionnaires and interviews, were analysed thematically and integrated with the quantitative findings to provide deeper interpretation. Specifically, the qualitative results were used to explain the weak and insignificant correlation by identifying contextual factors such as limited opportunities for English practice, differences between performative and linguistic confidence, and the nature of artistic experience that does not always involve verbal communication. This integration enabled the research to triangulate statistical results with participants lived experiences, ensuring a more comprehensive understanding of the relationship between two variables.

Data normality testing was conducted using the statistical software SPSS with the Shapiro-Wilk normality test. The results of this normality test were used as the basis for the correlation test between the variables of self-confidence and students' artistic experience (Suganda et al., 2025). The normality test results were categorized as follows:

- $p > 0.05$  = normal data
- $p \leq 0.05$  = non-normal data

In this study, the normality test results showed a p-value indicating non-normal data, which was 0.01. Therefore, the correlation test used to analyse the relationship between the two research variables was the Spearman test.

To determine the role of artistic experience on students' English language self-confidence, a correlation test was conducted using SPSS with the Spearman correlation test. The interpretation of the results was based on the r value (correlation coefficient). If r is positive, it indicates that the higher the artistic experience, the higher the students' self-confidence. Conversely, if r is negative, it means that the higher the artistic experience, the lower the students' self-confidence in English. Additionally, the correlation coefficient (r) is categorized into three levels of correlation strength:



- $r = 0.10 - 0.30$  indicates a weak relationship between the two variables
- $r = 0.31 - 0.50$  indicates a moderate relationship between the two variables
- $r = 0.50$  or higher indicates a strong relationship between the two variables

The conclusions of the analysis were based on the p-value obtained from the quantitative data test using SPSS and combined with the transcriptions of the interview results from the informants.

## RESULTS AND DISCUSSION

### The Level of English Language Self-Efficacy of Performing Art Students

Based on the analysis of the data collected through the questionnaire, the researcher found that the level of English language self-confidence among performing arts students was in the moderate category, with an average total score of 3.19, showing varying scores across the different questionnaire items.

The level of English language self-confidence among performing arts students showed a relatively consistent distribution pattern across all questionnaire items. Most respondents tended to select the "somewhat agree" (score 3) and "agree" (score 4) categories. For instance, in Item 14, which measures students' confidence in speaking English in front of an audience, 51.52% of respondents chose a score of 4 and 18.18% chose a score of 5. A similar pattern was observed in Item 15, which reflects students' confidence in expressing ideas verbally in English, with 51.52% selecting a score of 4 and 18.18% selecting a score of 5. These figures indicate a tendency toward a relatively higher level of self-confidence compared to other items.

Overall, the average score for each item ranged from 2.64 to 3.91. The standard deviation per item ranged from 0.64 to 1.13. This relatively low standard deviation indicates that the distribution of responses among participants was fairly homogeneous, suggesting that students' perceptions of their English language self-confidence did not vary significantly.

In other words, performing arts students generally possess a fairly good level of self-confidence in using English, although it has not yet reached a high or very high level. These results indicate that the students already feel relatively confident in communicating their ideas in English; however, there is still room for further improvement, particularly in aspects related to vocabulary mastery, speaking fluency, and confidence in performing before an audience.

### Analysis of the Role of Artistic Experience toward Student Self-confidence

Based on the results of the data normality test conducted using the SPSS application, the data distribution of the two variables differed. The results of the data distribution test can be seen in the following table.

Table 1. Data Normality Test of Both Variables

Variable	Shapiro–Wilk W	df	p-value
Artistic Experience	0.663	33	< .001
English-Speaking Self-Confidence	0.947	33	.108

The results of the Shapiro–Wilk test indicate that the artistic experience variable was not normally distributed ( $W = 0.663$ ,  $p < .001$ ), whereas the English-speaking self-confidence variable was normally distributed ( $W = 0.947$ ,  $p = .108$ ). Since one variable violated the normality assumption, a non-parametric Spearman correlation test was applied.

Based on the results of the correlation test conducted using SPSS, the correlation coefficient was found to be 0.078. Detailed data from the correlation test between the two variables can be seen in Table 2.

Table 2. The Correlation Test between Artistic Experience and Self-Confidence Variables

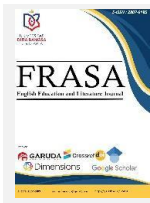
Variable	1	2
1. Artistic Experience	—	
2. English-Speaking Self-Confidence	.078	—

Note.  $r_s = .078$ ,  $p = .667$ ,  $N = 33$ .

As shown in Table 2, the Spearman correlation analysis revealed a very weak and non-significant relationship between artistic experience and English-speaking self-confidence ( $r_s = .078$ ,  $p = .667$ ). This finding indicates that there is no statistically significant association between the two variables.

Furthermore, according to the findings, the quantitative results showing no significant relationship between the two variables are influenced by the fact that not all students' artistic experiences lead to increased self-confidence in using English. Most respondents stated that although they are accustomed to performing in front of an audience, using English remains a distinct challenge due to limited vocabulary and fear of making mistakes while speaking. Additionally, some students admitted that artistic experience does help them become more confident in performing, but this confidence does not necessarily transfer when speaking English. They emphasized that English language skills require specific practice that differs from artistic training. Therefore, the relationship between artistic experience and English language self-confidence in the quantitative results shows a very low correlation value.

Nevertheless, the interview results from several respondents indicated that artistic experience has a positive impact on personal development, especially in terms of expression and emotional management. Some respondents also stated that participating in competitions at the national and international levels contributed significantly to increasing their confidence in communicating in English. They mentioned that when involved in international performances or activities requiring interaction with foreign participants, their courage to speak English improved. In other words, the influence of artistic experience on self-confidence is only felt when the experience involves the actual use of English in context.



As the quantity of students' artistic experiences and the frequency of their participation in performing arts do not have a direct relationship with their self-confidence in communicating in English, there are other significant factors. In English language self-confidence, not all forms of artistic experience provide students with opportunities to practice verbal communication in English. In this case, from a theoretical perspective, self-confidence in language use tends to be domain-specific rather than transferable across contexts. While artistic experience may enhance performative confidence, emotional expression, and audience engagement, these competencies do not necessarily extend to foreign language communication, which requires distinct linguistic resources such as vocabulary knowledge, grammatical control, and pragmatic competence. Therefore, the absence of a significant correlation in this study suggests that artistic self-expression alone is insufficient to foster English-speaking self-confidence without adequate linguistic preparation and exposure.

The findings of this study reveal a weak and statistically insignificant correlation between artistic experience and English-speaking self-confidence. This result contrasts with several previous studies that suggest artistic or performance-based activities can enhance learners' confidence in language use. For instance, studies on drama-based pedagogy have shown that performative practices may foster learners' willingness to communicate and reduce speaking anxiety. However, the present research indicates that such effects may not be automatically transferable to foreign language contexts, particularly when artistic experience does not involve actual use of the target language.

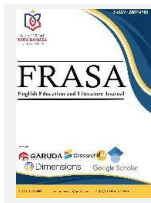
This finding supports the view that self-confidence is domain-specific rather than universally transferable. While artistic experience may strengthen performative confidence, it does not necessarily develop linguistic confidence without sufficient exposure to English communication. Therefore, this research extends previous studies by highlighting the contextual limitation of artistic experience and emphasizing the importance of integrating language use within artistic practices to effectively enhance English-speaking self-confidence.

## CONCLUSION

This study investigated the relationship between artistic experience and English-speaking self-confidence among performing arts students. The findings indicate that students' English self-confidence is at a moderate level, while their artistic experience varies. However, no significant relationship was found between the two variables, suggesting that artistic experience does not play a determining role in shaping students' confidence in using English.

The qualitative findings support this result, revealing that students' confidence in speaking English is more strongly influenced by factors such as vocabulary mastery, practice opportunities, and learning environment. This suggests that self-confidence in language use is domain-specific and cannot be directly developed through artistic experience alone.

Therefore, efforts to enhance students' English-speaking self-confidence should focus on targeted language practice and increased exposure to English communication contexts. Future research is recommended to explore other variables that may influence English self-confidence, such as motivation, language exposure, and learning strategies.



## AUTHOR CONTRIBUTION

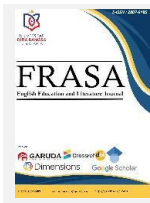
**Author 1:** Conceptualization, Methodology, Data curation, Data analysis, Writing; **Author 2.:** Data collection and curation, Data Analysis, Writing; **Author 3:** Writing, Reviewing, Editing, Software

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