

THE INFLUENCE OF SELF-CONFIDENCE ON STUDENT LEARNING OUTCOMES: A STUDY ON 10TH GRADE STUDENTS IN HIGH SCHOOLS IN BEBANDEM DISTRICT, KARANGASEM REGENCY, BALI PROVINCE

I Ketut Wiriawan

*STKIP Agama Hindu Amlapura
iketutwiriawan4@gmail.com*

ABSTRACT

Students who have general self-confidence will be able to overcome fears or negative thoughts. Usually, students who have a high level of self-confidence will also have high academic achievement as well. While doing observation, the researcher found that some of the students have problems with their self-confidence. There were several phenomena already found, such as (1) the students were not able to express their thoughts and opinions when the students did the speaking activities. (2) the students were not confident while answering the question given. This study aimed to determine the correlation between students' self-confidence toward student learning achievement in English language learning in tenth-grade students in the Bebandem district. This study is an ex-post-facto research design with a correlational technique and questionnaire method with 73 students in tenth grade in the Bebandem district were a sample of this study. Questionnaires of Students' Self-confidence and documentation toward students' report cards were used to collect the data then Descriptive statistics, and determination tests were used to analyze the data. Based on the data analysis it was found that there is a significant correlation between students' self-confidence toward students' learning achievement in English learning of tenth grade in the Bebandem district with a correlation value (0.099) and p-value (0.023) > 0.05. Based on the determination test is only 0.98 students' self-confidence can explain the variance of learning achievement and 99.02% predicted by another variable that not examined in this study. The results of this study are by the theory from previous studies which mostly obtained results that there was a significant correlation between students' self-confidence and learning achievement.

Keywords: *self-confidence, students' learning achievements, English language learning*

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INTRODUCTION

English as an international language has an impact on English being studied throughout the world. In Indonesia, the implementation of the learning curriculum provides space for a variety of subjects to be taught to students at both primary and secondary age levels (Bandura, 1986). The position of English as an international language has given great importance to being taught in schools at both primary and secondary levels. The implementation of a curriculum regulates the learning load and subjects contained in a curriculum implementation in each education unit. In general, in education units at the high school level, to meet students' needs for English, the curriculum in education units provides English subjects as one of the skills in mastering English that must be taught and studied in education units, involving several phases (Ketut Wiriawan, 2023). Based on this curriculum, at the end of Phase E, students use English to communicate with teachers, peers, and other people in various situations and purposes (Pan & Wu, 2013). They use and respond to questions and use strategies to initiate and maintain conversations and discussions (Liliasari, 2014).

By paying attention to the competency standards above, there are many aspects that students must master. This means that if students cannot master the aspects needed to master English,

then the aim of teaching English will not work well (Arikunto Suharsimi, 2007). Observation results found that some students had problems with their self-confidence. The phenomena occur such as students not being able to express their thoughts and opinions when students carry out speaking activities (Maryanto et al., 2022). Students generally feel very embarrassed and hesitate when teachers ask students to answer questions by the teacher. Some students feel less confident when asked to speak in front of the class by the teacher because the students are not confident. Some students feel insecure about reading because students are afraid of mispronouncing words, and when it comes to writing activities, students take a long time to think about what they want to write, students also feel insecure about their ideas and they look away. their friends who had already written (Fatmiyati, 2020).

According to Brown & Pehrson (2019): "Affective factors are the emotional side of human behavior and involve various aspects of personality, such as emotions, motivation, attitudes, anxiety, personality and self-confidence." Among all that, self-confidence is one of the variables that has the most influence on learning. Students who have general self-confidence will be able to overcome fears or negative thoughts. Usually, students who have a high level of self-confidence will also have high academic achievement (Sudja, 2013).

Self-confidence is very important for students in social life, especially in their academic achievements. In general, if students have good self-confidence, they will also have good learning achievements, in this case in English subjects. Based on the background of this problem, researchers were interested in conducting a study on the influence of student self-confidence on student learning achievement (Nasution et al., 2023).

METHOD

Research design is the arrangement of research methods and techniques used in a study (Arikunto, 2010, 2019). The research design used in this research is an influence design using a questionnaire method. Influential design examines the influence between two or more variables without intervening in the process. Influential designs allow analysts to observe natural influences between variables. This produces data that more closely reflect real-world situations (Hamdi & Ismaryati, 2014; Sugiyono, 2015).

According to Donald Ary (in Wiriawan, 2020) states that the survey method is designed to obtain information about symptoms when research is carried out to describe what variables or conditions exist in a situation. The survey method aims to collect data from the entire population. Survey methods are used not only to compare certain conditions with predetermined criteria or to assess program effectiveness but can also be used to conduct investigations to test hypotheses (Waruwu, 2023).

This method provides an overview of the variables found, as well as investigating the contribution between variables. Therefore, this method reveals factual data based on the information found, while the influence technique is to find out: student self-confidence (X) on student learning achievement (Y).

DISCUSSION AND FINDINGS

Based on the results of research conducted on 73 class students (6.9%) had moderate self-confidence, 1 student (1.4%) had low self-confidence, and no students (0%) had very low self-confidence.

Descriptive Statistics of Student Self-Confidence

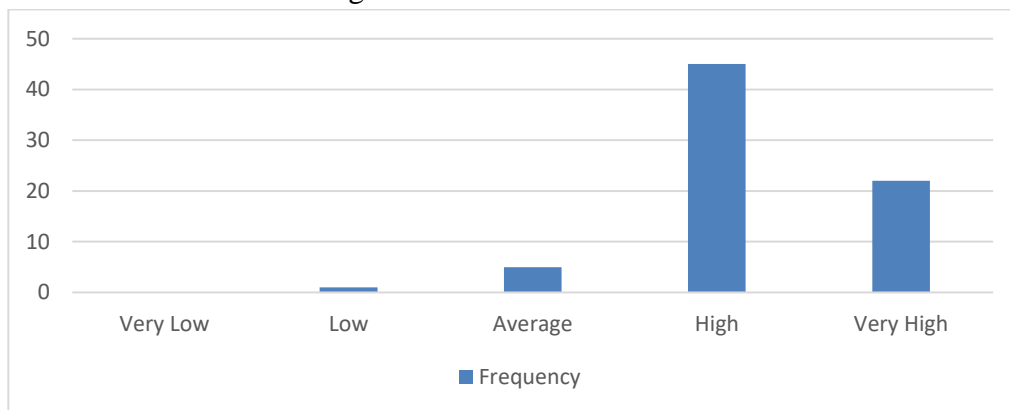
	N	Minimum	Maximum	Mean	St. Deviation
Student Confidence	73	95 .00	195.00	164.9726	17.82474
Valid N (according to list)	73				

Source: SPSS 16 (Processed Data, 2023)

Frequency distribution table for the Student Self-Confidence variable

No	Interval	Frequency	Percentage	Category
1	40 – 73	0	0%	Very low
2	74 – 107	1	1,4 %	Low
3	108 – 1 41	5	6,9 %	Average
4	1 42 – 1 75	45	61,6 %	High
5	1 76 – 200	22	30,1 %	Very high
	Total	7 3	100%	-

Histogram of student self-confidence



Source: data processed 2023)

In this study, the total score obtained by students in answering the questionnaire showed their level of self-confidence. The largest score obtained means the higher the student's self-confidence. Based on the results of the descriptive analysis, it can be explained that there are no students who have very low self-confidence, which means the majority of students have high to very high self-confidence and a small number have low to moderate self-confidence. It can be concluded that students have high self-confidence (Irly Fatriha et al., 2023).

Based on direct observations in the field at the start of the research, researchers indicated that students had low self-confidence and low learning achievement, however, the results of this research showed that the majority had high self-confidence.

Meanwhile, based on the results of student achievement in learning English. Researchers obtained data on student report cards from the homeroom teacher and continued with descriptive analysis. From the results of the analysis, it can be explained that there were no

students in the very poor to sufficient (0%) category, while all (73) students were in the good category (100%), and the very good category (0%).

Descriptive Statistics of Student Learning Achievement

		N	Minimum	Maximum	Mean	St. Deviation
Student Learning Achievement		73	82.00	87.00	85.0685	.96218
Valid N (according to list)		73				

Source: SPSS 16 (Student learning achievement data)

Frequency Distribution Table of Student Learning Achievement

No	Interval	Frequency	Percentage	Category
1	0 – 60	0	0%	Very low
2	61 – 70	0	0%	Low
3	71 – 80	0	0%	Average
4	81 – 90	73	100%	High
5	91 – 100	0	0%	Very high
Total		73	100%	-

Source: Processed Data, 2023

Histogram of Student Learning Achievement



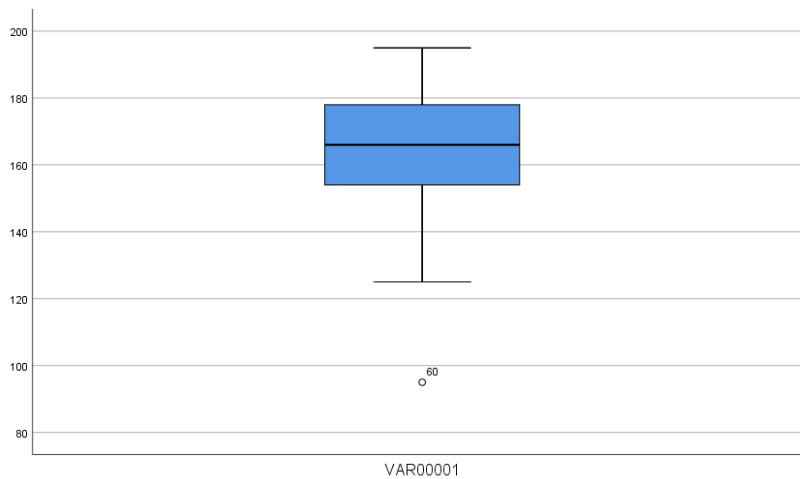
Source: Processed Data, 2023

From these data, it can be concluded that the majority of students' learning achievements in learning English are in the good category with the average score obtained being 80.12. This means that tenth-grade students in the Burdendem district tend to have good learning achievements.

To test the problem formulation, several analysis prerequisite tests were carried out. Based on the Kolmogorov-Smirnov test, it was found that the residual data was normally distributed. This can be proven with Asymp. sig. (2-tailed) which is 0.200 higher than the significance level (0.05). Based on the ANOVA table, it is found that the student self-confidence variable (X) on the learning achievement variable (Y) is linear. This can be proven by a significant deviation from linearity of 0.997, which is the level of significance (0.05).

One-Sample Kolmogorov-Smirnov Normality Test Results		
		Unstandardized Residual
	N	73
Normal Parameters	Mean	.0000000
	Std. Deviation	0.95747
Most Extreme Differences	Absolute	2.04882
	Positive	2.04882
	Negative	-3.02059
	Kolmogorov-Smirnov Z	0.071
	Asymp. Sig. (2-tailed)	0.200

Figure 4.5 Box Plot of Outlier Data 1



Source: SPSS 16 (Processed Data, 2023)

Test of Linearity

			ANOVA Table				
			Sum of Squares	Df	Mean Square	F	Sig.
Learning Achievement Students' Self Confidence	Between Groups	(Combined)	25.458	44	.579	.393	.997
		Linearity	.652	1	.652	.443	.511
		Deviation from Linearity	24.805	43	.577	.392	.997
	Within Groups		41.200	28	1.471		
Total			66.658	72			

Based on the problem formulation in this research, namely; Is there a significant influence between student self-confidence and learning achievement in learning? The answer to the problem formulation in this research can be seen in the results of the hypotheses test. Based on hypothesis testing using the Pearson influence on the SPSS version 16.0 for Windows program, the results obtained are as in the following table.

Result of Hypotheses Test

		Correlations	
		Students' Self Confidence	Learning Achievement
Students' Self Confidence	Pearson Correlation	1.000	0.099
	Sig. (1-tailed)	.	.203
	N	73	73
Learning Achievement	Pearson Correlation	0.099	1.000
	Sig. (1-tailed)	.203	.
	N	73	73

Based on the results of the analysis, it was found that there was a significant influence between students' self-confidence on learning achievement in tenth-grade English learning in the Bebandem district. This is proven by the Sig value. (1-tailed) student self-confidence is 0.203. Because the p-value (0.203) is higher than the level of significance, namely 0.05, it is rejected and accepted, which means that students' self-confidence has a significant influence on learning achievement. Moreover, the influence coefficient is 0.099. This means that there is a significant influence between student self-confidence (X) on student learning achievement (Y) in learning English and the coefficient of this influence can be interpreted. When students' self-confidence decreases or increases, this affects their learning achievement.

Based on the determination test, the coefficient of determination value was obtained = $0.099 \times (0.099) = 0.0098$. This means that the power of the independent variable in explaining the variance of the dependent variable is 0.98%. This means that there is 99.02% (100% - 0.98%) of the variance in the dependent variable which is explained by other factors not examined in this study. This low result indicates that student self-confidence is not used sufficiently to predict learning achievement. The results of this research are supported by Djalli, (2014) who states that student learning is influenced by several factors such as self-confidence, motivation, interest in learning, study habits, and personal habits. Therefore a more general explanation is needed such as; IQ, social class, parental attention, etc. also influencing producing a comprehensive picture regarding the factors causing why some students succeed while others fail.

CONCLUSION

Based on the results of research and data analysis, it can be concluded that the majority of tenth-grade students tend to have high self-confidence and high score criteria in learning English. This research proves that there is a significant influence between student self-

confidence on student achievement in learning English. Because of the sigsignificancelue. (1-tailed) of 0.203 is higher than the level of significance value of 0.05. This means; there is a significant influence between student self-confidence on student achievement in learning English.

Apart from that, the results of the determination test showed that the coefficient of determination is 0.98%, indicating that the strength of the independent variable (student self-confidence) can explain the variance of the dependent variable (student learning achievement). This means that 99.02% of the variance in the dependent variable is explained by other factors not examined in this research. This could be because the small sample size cannot prove a significant influence between variables or other limitations in this research.

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