The Relationship of Self Confidence to Students Learning Achievement

Zakia Oktafiani[1], Yusri[2]
[12]Universitas Negeri Padang

Abstract

Learning achievement is a description of the ability of student after participating in the teaching and learning process within a certain watch range. Ideally, student who want to obtain optimal learning achievement have good level of self-confidence. In fact, in the field there are still student who lack confidence in participating in the teaching and learning process at school. As a result, there are some student who have less than optimal learning achievement. This research was animed to examine the correlation between self-confidence and learning achievement of senior high school students. This research was a quantitative study which involved student in SMAN 1 Kec. Suliki with a sample of 282 students. The instrument use to collect data were self-confidence is questionnaire. This data was analyze using descriptive percentage techniques and Pearson Product Moment Correlation techniques. This result shows (1) students self-confidence is in the high category, (2) students learning achievement is in the high category, (3) there is a significant positive relationship between self confidence and student achievement. The result show that the coefficient correlation is 0,725 in the significant level of 0,000. So, the highest the self-confidence student have, the highest their learning achievement would be and vice versa.

Introduction

Every individual always experiences a learning process in his life, learning will allow the individual to make changes in himself. These changes can be in the form of a certain skill, change in attitude, having knowledge that is different from before doing the learning process. Learning activities that have been carried out by students at school are proven in the form of values called learning achievement. This is in line with the opinion of Pratini (2005) that learning achievement is a result achieved by a person in carrying out learning activities. Learning achievement according to Slameto (2003: 10) is all mental and psychological activities that take place in active interactions in the environment that produce changes in managing understanding.

In simple terms, learning can be defined as an activity carried out by individuals consciously to get a number of impressions of what they have learned and as a result of their interactions with the surrounding environment (Djamarah, 2008: 2). Every individual always

---

experiences a learning process in his life, learning will allow the individual to make changes in himself. The learning outcomes possessed by students make a benchmark for student achievement in the learning process (Aprilia & Firman, 2020). In line with the opinion of Sudjana (2009) that learning achievement is the abilities possessed by students after they receive their learning experience from the learning process they have done. According to Fau, Firman & Mudjiran (2016) student learning success can be shown based on high learning values and accompanied by commendable attitudes and behavior. According to Nova, Firman & Sukmawati (2015) that students who get used to learning well will get satisfying learning scores. In the learning process, students cannot be separated from their self-confidence.

Self-confidence is the basic capital for individuals to carry out activities in everyday life (Yulidar & Khairani, 2018). Self-confidence or self-confidence is an attitude that an individual has that can develop well, but can also experience a decline which can make it difficult for the individual to even not want to do something. Fatimah (2010: 149) states that self-confidence is a positive attitude for an individual to develop a positive assessment, both for himself and the environment / situation he is facing. According to Lauster (2012: 12-14) self confidence is an attitude or feeling of confidence in one's abilities so that the individual concerned is not too anxious in every action. can be free to do things that are liked and be responsible for all actions that are done, warm and polite in interacting with others. Students who have self-confidence have confidence in their abilities and competences, are independent of others and dare to be themselves (Winata, Yusri & Syahniar, 2018). Self-confidence can grow and develop from childhood if a person is in a good family environment. However, if the environment is not sufficient to make the individual, he will lose the learning process to believe in himself (Purti, Ridha & Zikra, 2016) not dependent on others and dare to be yourself (Winata, Yusri & Syahniar, 2018). Self-confidence can grow and develop from childhood if a person is in a good family environment. However, if the environment is not sufficient to make the individual, he will lose the learning process to believe in himself (Purti, Ridha & Zikra, 2016) not dependent on others and dare to be yourself (Winata, Yusri & Syahniar, 2018). Self-confidence can grow and develop from childhood if a person is in a good family environment. However, if the environment is not sufficient to make the individual, he will lose the learning process to believe in himself (Purti, Ridha & Zikra, 2016)

Self-confidence is the deep belief that a person has about all his abilities and is aware of his shortcomings and is able to do something that is useful for himself and others. Individuals who have self-confidence will understand what is in them, so they know and understand what actions they will take to achieve their desired life goals. Individuals who have self-confidence in carrying out their activities always believe that they are able to do these activities well and provide optimal results (Sari & Yendi, 2008). Self-confidence is born from the awareness that if you decide to do something, that something must be done.

Interviews that researchers have conducted from January 30, 2020 at SMAN 1 Kec. Suliki obtained results that students are not enthusiastic in responding to questions given by the teacher, students are not enthusiastic in discussing and students do not answer questions in groups. Observations made by researchers at SMAN 1 Kec. Suliki in class XI IPS 2 on February 1, 2020, it seems that students are not enthusiastic in responding to questions given by the teacher, students are not enthusiastic in discussing and students do not answer questions from in groups.

Then the results of interviews with two homeroom teachers of SMAN 1 Kec. Suliki on February 1, 2020, obtained information that students who are not confident usually lack or do not understand the subject matter, unsatisfactory grades, feel inferior to friends who are smarter and have low student interest in learning. Usually students who are not confident because they do not understand the material given, are reluctant to ask the teacher and do not take notes on the subject matter. During the group discussion, students who were not confident in themselves felt nervous and did not have the courage to express their opinions.

Based on the phenomena seen in the field, the researchers felt interested in conducting research on the relationship between self-confidence and student achievement at SMAN 1 Kec. Suliki.

Method

This study uses a quantitative method with a descriptive correlational approach, which aims to describe and see the relationship between self-confidence and student achievement. The population in this study were 957 students of SMAN 1 Kec. Suliki in the 2020/2021 school year with a research sample of 282 students, consisting of 91 class X students, 100 class XI students and 91 clearly XII students. The sample was taken using the Stratified Random Sampling technique. The data collection of this study used a self-confidence questionnaire and the students' midterm test scores for the 2020/2021 school year.

Results and Discussion

Based on the results of data processing, the results of research conducted at SMAN 1 Kec. Suliki can be explained as follows:

a. Student Confidence

Based on the results of research and data processing that has been done, the following is a description of the self-confidence of students of SMAN 1 Kec. Suliki, which is summarized in the following table:

Table 1. Student Confidence at SMAN 1 Kec. Suliki

Category	Interval	f	%
Very high	≥154	53	18.79
High	124-153	153	54.25
Moderate	84-123	68	24.22
Low	54-83	8	2.83
Very low	≤53	0	0
Total		282	100

Based on table 1, it shows the self-confidence of students of SMAN 1 Kec. Suliki is in the high category as many as 153 people with a percentage of 54.25%, in the medium category, 68 people with a percentage of 24.22, very high as many as 53 people with a percentage of 18.79%, in the low category 8 people with a percentage of 2.83% and very high category. low does not exist. So it can be concluded that the level of self-confidence of students of SMAN 1 Kec. Suliki is in the high category as many as 153 students with a percentage of 54.25% of the total 282 respondents, which means that most students already have a good level of self-confidence.

In line with this, Hakim (2005) states that self-confidence is the main thing that a student must have in learning as well as in everyday life, because with a confident attitude there will be a belief in the individual about all aspects of his strengths and abilities. and with this belief, he is able to achieve various goals in his life. Furthermore, Winata, Yusri and Syahniar (2018) stated that self-confidence is very influential and determines the success of students in their lives. Self-confidence greatly influences success in study and work, in a family environment, and in social relationships with other people. With his high self-confidence.

b. Student achievement

Based on the results of the research and data processing that has been done, the following is a description of the student achievement of SMAN 1 Kec. Suliki, which is summarized in the following table:

Table 2. Student Achievement

Category	Interval	f	%
Very high	≥91	0	0
High	82-90	165	58.51
Moderate	73-81	88	31.20
Low	64-72	18	6.38
Very low	≤63	11	3.90
Total		282	100

Based on table 2 shows the learning achievement of students of SMAN 1 Kec. Suliki is in the high category of 165 people with a percentage of 58.51%, the medium category is 88 people with a percentage of 31.20%, the low category is 18 people with a percentage of 6.38%, the very low category is 11 people with a percentage of 3.90 and the category very high does not exist.

In line with the opinion of Djamarah (2008: 231) states that learning achievement is the result of learning business activities which are expressed in the form of numbers, letters and sentences that can reflect the results achieved by each student. Furthermore, Slameto (2003: 10) states that learning achievement is all mental or psychological activities that take place in active interactions in the environment that produce changes in the management of understanding.

c. Relationship between Self Confidence and Student Achievement

The research findings reveal that there is a significant positive relationship between self-confidence and learning achievement with the correlation coefficient value between the self-confidence variable and the learning achievement variable is 0.725 and a significant value is 0.000. By using a comparison of r-table and r-count at a significant level of 5%. This proves that what is proposed in this research is acceptable, it can be seen in the following table:

Table 3. Relationship between Self Confidence and Student Achievement

No.	Variable	n	r-count	r-table	Sig.	Ket.
1.	Confidence					
2.	Learning achievement	282	0.725	0.113	0,000	Correlated

Table 3 shows that there is a significant positive relationship between self-confidence and student achievement of SMAN 1 Kec. Suliki. The results of this study are in

accordance with the opinion of Dimyati and Mudjiono (2006: 238) which states that self-confidence arises from the desire to manifest oneself, act and succeed. In the learning process, performance is a self-evident stage that is recognized by teachers and peers, the more often you succeed in completing assignments, the more general recognition you get so that your self-confidence is getting stronger. On the contrary, if there are repeated failures, it can lead to insecurity. If the feeling of insecurity is very strong, students will be afraid to learn, so that they will get learning achievements that are not as expected.

 Student confidence has a very significant role in learning activities (Aprilia & Firman, 2020). If students in learning have high self-confidence, the results they get will be maximum (Pratiwi & Laksmiwati, 2016). One of the impacts of someone who does not have self-confidence according to Lukman & Nirwana (2020) is experiencing failure, someone who does not have self-confidence will usually experience failure easily, because he is not sure of his ability or expertise to take an action or take an action. decisions in solving a problem that is being faced.

 Self-confidence is an attitude that determines a person's success in life (Sahputra, Syahniar & Marjohan, 2016). Self confidence is a belief in one's own abilities that with his abilities he can achieve success with his own efforts and always foster a positive attitude towards the environment so that he can face life in the future with confidence and calm (Fitri, Zola & Ifdil, 2018). Furthermore, according to (Wetnawati & Sukmawati, 2019) positive self-confidence can be seen from individuals who are able to express their thoughts.

d. Hypothesis testing

 Hypothesis testing using Pearson Product Moment Correlation suggests that self-confidence has a significant positive relationship with student achievement in SMAN 1 Kec. Suliki. This proves the higher self-confidence of students of SMAN 1 Kec. Suliki then the higher the learning achievement, and vice versa, the lower the self-confidence of students of SMAN 1 Kec. Suliki, the lower the learning achievement.

Conclusion

Based on the results of research conducted at SMAN 1 Kec. Suliki with the title of the relationship between self-confidence and student achievement, it can be concluded that (1) overall student self-confidence is in the high category, (2) overall student learning achievement is in the high category, (3) there is a significant positive relationship between trustworthiness. self with student achievement, meaning that the higher the self-confidence, the higher the student achievement.

Suggestion

In accordance with the research data obtained regarding the relationship between self-confidence and student achievement of SMAN 1 Kec. Suliki, some of the researchers' suggestions put forward. First, Guidance and Counseling teachers are expected to be able to maintain and develop ways of increasing student self-confidence. Second, subject teachers are expected to be able to pay attention to all students during the teaching and learning process so that each student can develop their academic potential optimally. Third,

researchers are expected to be useful in improving skills, adding insight and developing this research with the scope of guidance and counseling in schools.

References

Aini, Z., Nirwana, H., & Marjoham, M. (2018). Contribution to Strengthening Subject Teachers and Student Confidence on Student Activeness in Learning. Biblio Couns; Journal of Counseling and Education Studies, 1 (1), 1-11.

Aprilia, W., & Firman, F. (2020). The Relationship of Self Confidence with Result Learn of Poor Students. Journal of Noe Counseling, 2 (3).

Dimyati & Mudjiono. (2006). Learning and Learning. Jakarta: Rineka Cipta.

Djamarah, SB (2008). Psychology of Learning. Jakarta: Rineka Cipta.

Fatimah, E. (2010). Developmental Psychology (Student Development). Bandung: Faithful Library.

Fau, S., Firman, F., & Mudjiran, M. (2016). Contribution of Academic Self-Concept and Motivation on Learning Achievement in English and Its Implications in the Formulation of Guidance and Counseling Service Programs in the Field of Learning. Journal of Counselors 5 (4), 219-228.

Fitri, E., Zola, N., & Ifdil, I. (2018). Adolescent Confidence Profile and Influencing Factors. JPPI (Indonesian Education Research Journal), 4 (1), 1-5.

Hakim, T. (2005). Overcoming Insecurity. Jakarta: Puspa Swara.

Ifdil, I., Denich, AU, & Ilyas, A. (2017). Relationship between Body Image and Young Women Self-Scandal. Journal of Guidance and Counseling Studies, 2 (3), 107-113.

Lauster, P. (2012). Personality test. Jakarta: Earth Literacy.

Lukman, SM, & Nirwana, H. (2020). The Relationship Between Physical Self-Concept and Student. Journal of Neo Counseling, 2 (1), 1-7.

Nova, LM, Firman, F., & Sukmawati, I. (2015). Effectiveness of Information Services with a Problem Based Learning Approach to Improve Student Learning Habits. Scientific Counseling Journal, 2 (1): 1-10.

Pratini, S. (2005). Educational Psychology. Yogyakarta: Studing.

Pratiwi, ID, & Laksmiwati, H. (2016). Self Confidence and Learning Independence in "X" State Senior High School Students. Journal of Theoretical and Applied Psychology, 7 (1), 43-49.

Putri, MWD, Ridha, M., & Zikra, Z. (2017). Relationship between Parents' Social Support and Student Confidence at SMP Negeri 22 Padang. JPGI (Journal of Indonesian Teacher Education), 2 (1), 19-23.

Sahputra, D., Syaniar, S., & Marjohan, M. (2016). Contribution of Confidence and Emotional Intelligence to Students' Interpersonal Communication and Its Implications in Guidance and Counseling Services. Counselor, 5 (3), 181-193

Sari, IP, & Yendi, FM (2018). The Role of Counselors in Increasing Self Confidence of Students with Physical Disabilities. SCHOULID: Indonesian Journal of School Counseling, 3 (3), 80-88.

Slameto. (2003). Learning and the Factors that Affect It. Jakarta: Rineka Cipta.

Sudjana, N. (2009). Assessment of Teaching and Learning Outcomes. Bandung: Youth Rosdakarya.

Wetnawati, W., & Sukmawati, I. (2019). The Effectiveness of Content Mastery Services Using the Approach Self Directed Learning to Increase Self Confidence. Journal of Neo Counseling, 1 (3).

Winata, PP, Yusri, Y., & Syahniar, S. (2018). Peer Support Relationship with Youth Confidence. In International Conferences on Educational, Social Sciences and Technology. Faculty of Education, UNP.

Yulidar, Y., & Khairani, K. (2018). Increase Student Confidence and the Role of School Counselors. In International Conferences on Educational, Social Sciences and Technology. Faculty of Education, UNP.