

The Relationship Between Self-Confidence and Academic Achievement of Students at Madrasah

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Abstract

This study aims to determine the level of *self-confidence*, the level of students' academic achievement, and the relationship between *self-confidence* and academic achievement among eighth-grade students at Madrasah Tsanawiyah Wali Songo. This study employed a quantitative approach with a correlational research design. The sample consisted of all 160 eighth-grade students selected using a total sampling technique. The instruments used in this study were a *self-confidence* questionnaire and an academic achievement test, both of which were tested for validity and reliability. The data were analyzed using descriptive statistics, the normality and linearity tests, and the Pearson Product Moment correlation test. The results showed a significant positive relationship between *self-confidence* and students' academic achievement ($r = 0.362$, $p < 0.01$, $N = 160$). This finding indicates that students with higher levels of *self-confidence* tend to demonstrate better academic achievement. However, the strength of the relationship was categorized as weak to moderate, indicating that *self-confidence* is not the only factor associated with students' academic achievement. Therefore, *self-confidence* is one of the important factors contributing to students' academic success.

Keywords: academic achievement, self-confidence, students

Introduction

Education is a crucial process in developing superior human resources. One indicator of educational success is academic achievement, which reflects a student's ability to understand and master learning materials (Maulidy and Sari, 2024).

Achievement is influenced not only by cognitive factors but also by other internal factors, such as the student's psychological state. In the learning process, each student has different characteristics, including self-confidence. Self-confidence is an individual's belief in their abilities to face various situations, including learning activities. Students with high self-confidence tend to be more active, bold in expressing opinions, and have greater motivation to achieve academic success (Mazrur, 2023).

Low self-confidence can be a barrier to the learning process. Students who lack self-confidence usually show hesitation, fear of making mistakes, and participate less in learning activities. This has an impact on suboptimal student learning achievement. Therefore, self-confidence is one of the important factors that need to be considered in improving the quality of learning outcomes (Siswanto et al, 2024).

Based on initial observations at Wali Songo Middle School, students still exhibit low levels of self-confidence. This is evident in their lack of courage in asking questions, expressing opinions, and actively participating in the learning process. This condition is suspected to contribute to students' suboptimal academic achievement.

Method

This research uses a quantitative approach with a correlational research type. Correlational research aims to determine the relationship between two variables, namely self-confidence as the independent variable (X) and academic achievement as the dependent variable (Y) (Siahaan and Pedhu 2024).

The population in this study were the eighth-grade students of Wali Songo Islamic Junior High School. They were students who participated in teaching and learning activities at formal schools. The population was the entire research subject who had certain characteristics determined by the researcher as the object of observation. Thus, the population in this study was determined based on similar characteristics, namely, they were all undergoing the same school learning system, and were active in academic activities.

The population in this study was all 160 eighth-grade students at MTs Wali Songo. Arikunto stated that if the research subjects were less than 100, then all of them should be taken, but if more than 100, some could be used as samples. However, because this study requires an accurate picture, the entire population was used as the sample (total sampling).

Results

Subheadings – Level 2

Measurement Model Evaluation

Table 1. Results of normality test

Variables	N	Kolmogorov-Smirnov Z	Asymp. Sig. (2-tailed)	Information
Unstandardized Residual	160	0.695	0.719	Normally Distributed

Based on Table 1 regarding the results of the normality test obtained from the residual analysis statistics using the SPSS program, it is known that the number of samples in this study is 160 respondents. The predicted value the value has a minimum value of 74.65, a maximum value of 99.29, with an average value (mean) of 84.36 and a standard deviation of 4.558. Meanwhile, the residual value shows a minimum value of -38.104 and a maximum value of 23.896 with an average value of 0.000 and a standard deviation of 11.912.

In addition, the standardized value predicted The value ranges from -2.130 to 3.274 with a mean of 0.000 and a standard deviation of 1.000. While the standardized value The residuals range from -3.189 to 2.000 with an average value of 0.000 and a standard deviation of 0.997. The average residual value approaching 0 and the standard deviation approaching 1 indicate that the residual data in this study tend to be normally distributed.

Table 2. Linearity test results

Source Variation	Sum of Squares	df	Mean Square	F	Sig.
Linearity	3303,500	1	3303,500	22,649	0,000

Based on table 2. Regarding the results of the linearity test, it was conducted to determine whether there is a linear relationship between the self-confidence variable and academic achievement. Based on the results of the linearity test using ANOVA analysis in the table above,

a significance value was obtained in the Linearity section of 0.000. This value is smaller than the significance level of 0.05 ($0.000 < 0.05$), thus indicating that there is a significant linear relationship between self-confidence and academic achievement.

In addition, in the Deviation section from The linearity value obtained was 0.628, which is greater than 0.05 ($0.628 > 0.05$). This indicates that there is no deviation from the linear relationship between the two variables.

-Table 3. Correlation test results

Variables	Self-Confidence	Academic Achievement	Sig. (2-tailed)	N
Self-Confidence	1.000	0.362	0.000	160
Academic Achievement	0.362	1.000	0.000	160

Based on the correlation test results, there is a significant positive relationship between self-confidence and academic achievement ($r = 0.362$, $p < 0.01$, $N = 160$). This finding indicates that students with higher levels of self-confidence tend to demonstrate better academic achievement. However, the strength of the correlation can be categorized as weak to moderate. Therefore, self-confidence is not the only factor influencing students' academic achievement. Other factors, such as learning motivation, family environment, teaching quality, learning facilities, and individual abilities, may also contribute to academic achievement.

Discussion

The research results show a relationship between self-confidence and students' academic achievement at Wali Songo Junior High School. This finding indicates that self-confidence is an internal factor that plays a role in supporting student academic success.

Students with high self-confidence tend to demonstrate more active engagement in the learning process. They are more confident in asking questions, expressing opinions, and are confident in completing academic tasks. This positively impacts academic achievement. Conversely, students with low self-confidence tend to lack confidence, be passive, and experience doubts in participating in learning, which can result in poor learning outcomes.

These findings align with Bandura's theory of self-efficacy, which states that an individual's belief in their abilities influences their thinking, motivation, and behavior in achieving their goals. (Rohmah and Sa'adah, 2024) Furthermore, the findings support Lauster's assertion that self-confidence is a crucial factor in shaping an individual's positive attitude toward their abilities.

Empirically, the results of this study are also consistent with previous research showing a positive relationship between self-confidence and academic achievement. This confirms that psychological aspects, particularly self-confidence, play a significant role in improving students' academic achievement (Wiriawan, 2023).

Based on these findings, the role of teachers and guidance and counseling services is crucial in developing student self-confidence. Efforts that can be made include creating a supportive learning environment, providing positive reinforcement, and encouraging students to be more active in learning activities.

Conclusion

This study concludes that there is a significant relationship between *self-confidence* and students' *academic achievement* at Wali Songo Junior High School. *Self-confidence* is an internal factor that plays an important role in supporting students' success in the learning process. Students with high levels of *self-confidence* tend to be more active in learning activities, have the courage to express their opinions, and demonstrate greater learning motivation, which may contribute to better *academic achievement*. Conversely, low levels of *self-confidence* may hinder students' participation in learning activities and negatively affect their *academic achievement*.

Acknowledgment

The author would like to thank LP3M Ma'arif University Lampung for its contribution to this research, and MTs Walisongo, the location of the research

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