

SELF-CONFIDENCE PROFILE OF STUDENTS AT PANAWANGAN 1 STATE SENIOR HIGH SCHOOL IN 2025

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Abstract

Self-confidence refers to an individual's sense of trust and belief in their own abilities, which plays a crucial role in students' academic engagement, emotional well-being, and personal development. In the educational context, self-confidence influences students' willingness to participate in classroom activities, express opinions, take academic risks, and cope with learning challenges. This study aims to examine the level of self-confidence among twelfth-grade students at SMA Negeri 1 Panawangan. The population of the study comprised 270 students, from which 162 students were selected as research samples using a random sampling technique to ensure representativeness. The study employed a descriptive quantitative research design to provide an objective overview of students' self-confidence levels. Data were collected through a structured questionnaire designed to measure various aspects of self-confidence, including belief in personal abilities, optimism, independence, and emotional control. The collected data were analyzed using descriptive statistical techniques to determine the distribution of self-confidence levels among students. The findings indicate that the majority of twelfth-grade students at SMA Negeri 1 Panawangan fall into the moderate category of self-confidence, accounting for 49% or 79 students. This result suggests that, although students generally possess an adequate level of self-confidence, there remains considerable room for improvement. The findings highlight the importance of supportive educational environments and targeted interventions to strengthen students' self-confidence as a foundation for academic success and future readiness.

Keywords: Education, Self-confidence, Student.

A. INTRODUCTION

Everyone possesses abilities, but not everyone can utilize them; some even feel insecure about their abilities (Saputro & Suseno, 2010). When discussing education, one common topic is students' self-confidence. Self-confidence not only influences academic achievement but also shapes character and prepares individuals to face life's challenges (Yuditanto et al., 2024).

Several experts define self-confidence differently. According to Sari and Khoirunnisa, self-confidence can be defined as a positive attitude that enables an individual to develop a positive assessment of themselves and their environment or situations (Sari & Khoirunnisa, 2021). Self-confidence is an attitude characterized by acceptance of reality, self-awareness, positive thinking, independence, and the ability to possess and achieve desired goals (Madhy M, 2022). Self-confidence is the belief that one can best address a problem and provide enjoyment to others. Self-confidence is derived from life experiences and is a personality aspect that involves belief in one's own abilities, enabling them to act independently, with a sense of joy, optimism, tolerance, and responsibility (Alpian et al., 2020).

The importance of students' self-confidence is a key concern because it is the foundation for their personal and professional progress (Albiro et al., 2021). Strong self-confidence helps students face various obstacles, take risks in their decisions, and play a positive role in various aspects of life (Muhammad & Adnan, 2025).

In learning activities, low levels of self-confidence can affect students' participation in class discussions, their ability to collaborate with classmates, and their willingness to take risks when answering questions or completing assigned tasks (Ariffani K, 2025). One compelling reason this research is important is its impact on students' academic achievement and emotional well-being. Students with high levels of self-confidence tend to be more courageous in facing learning challenges, have high learning motivation, and are better able to manage stress. Conversely, students who lack self-confidence may often experience anxiety, depression, and other issues that hinder their progress in school and daily life.

In this context, this research focuses on the self-confidence levels of 12th-grade students at Panawangan 1 State Senior High School. Panawangan 1 State Senior High School is a high school educational institution that plays a vital role in shaping and developing the character and potential of its students. However, as observed in the field, many students suffer from low self-confidence. This research was conducted to identify and understand the impact of strong self-confidence on students. By analyzing the collected data and information, we can determine the influence of students' self-confidence levels on various aspects of life, including academic and non-academic achievement.

This research is expected to provide insights for the educational world in developing strategies to increase student self-confidence. The results can also be used as a basis for curriculum development at SMA Negeri 1 Panawangan and other schools. By understanding students' self-confidence, schools can design programs tailored to their needs.

B. LITERATURE REVIEW

Self-Confidence Theory

Self-confidence is a positive individual attitude that reflects confidence in one's own abilities to face various life situations and challenges (Ginanjari et al., 2019). Individuals with self-confidence tend to be able to assess themselves realistically, accepting their strengths and weaknesses without being trapped by feelings of inferiority or exaggeration. This attitude prevents individuals from being easily influenced by negative judgments from their environment and enables them to maintain a positive view of themselves. Self-confidence thus serves as a psychological foundation that enables one to act calmly, rationally, and adaptively in various situations (Lauster, 2012; Ghufon & Risnawati, 2012).

The development of self-confidence does not occur instantly but is formed through a long process influenced by life experiences, social interactions, and the individual's success in completing developmental tasks. Positive experiences, such as successfully completing a task or gaining social recognition, can strengthen an individual's belief in their abilities. Conversely, experiences of failure that are not balanced by environmental support can hinder the development of self-confidence. Therefore, the family, school, and community environments play a strategic role in shaping and maintaining individual self-confidence, particularly during adolescence, when students are in the process of discovering their identity.

In the educational context, self-confidence plays a crucial role in supporting students' active involvement in the learning process. Students with strong self-confidence tend to be more confident in expressing their opinions, asking questions of teachers, and participating in class discussions without excessive fear. Self-confidence is also closely related to optimism, independence, and responsibility in making academic and non-academic decisions.

Therefore, strengthening student self-confidence is a crucial aspect in improving the quality of learning and the overall development of their personality. Indicators of self-confidence:

- Confidence in one's own abilities
- Optimism
- Independence in action
- Responsibility for decisions
- Resilience to others

Self-Efficacy Theory

Self-efficacy refers to an individual's belief in their ability to organize and execute the series of actions necessary to achieve a specific goal. This belief is not solely based on a person's objective abilities, but rather on the extent to which the individual believes they can use those abilities effectively in a given situation. Thus, two individuals with relatively equal academic ability may exhibit different behaviors and performance due to differences in their levels of self-efficacy. Individuals with high self-efficacy tend to view challenges as opportunities for learning, while those with low self-efficacy are more likely to view challenges as threats to be avoided (Bandura, 1997).

Furthermore, self-efficacy influences various internal psychological processes, including how individuals think, feel, motivate themselves, and make decisions. Individuals with strong self-efficacy generally have a more positive mindset, are able to control their emotional responses, and demonstrate greater resilience when faced with failure or obstacles. Belief in one's abilities also encourages individuals to set more challenging goals and maintain consistent effort over a longer period of time. Conversely, low self-efficacy is often correlated with anxiety, self-doubt, and a tendency to give up early in the face of difficulties (Bandura, 1997).

In the educational context, self-efficacy plays a strategic role as the foundation for building students' self-confidence in facing academic demands. Students with high self-efficacy tend to be more confident in participating in learning activities, are less afraid of making mistakes, and are able to face academic evaluations with a more adaptive attitude. Self-efficacy also contributes to students' ability to manage academic stress, maintain learning motivation, and take constructive intellectual risks. Therefore, strengthening students' self-efficacy is a crucial aspect of the educational process because it directly impacts learning persistence, academic performance, and students' readiness to face increasingly complex educational challenges (Bandura, 1997). Indicators of student self-efficacy:

- Confidence in completing learning tasks
- Persistence in the face of difficulties
- Courage to try new things
- Ability to manage stress
- Motivation to achieve goals

Psychosocial Development of Adolescents

Psychosocial development theory views adolescence as a crucial phase in an individual's life, particularly related to the process of searching for and forming a self-identity. At this stage, adolescents begin to question who they are, what they are capable of, and where they fit into the social environment. This process does not occur solely individually, but is heavily influenced by interactions with others, such as family, teachers, and peers. Through these social interactions, adolescents receive feedback that shapes their self-perceptions, including their self-confidence (Erikson, 1968).

In their efforts to build their identity, adolescents strive for recognition and acceptance from their surroundings. Success in fulfilling social roles, such as excelling in school, being active in class activities, or being accepted into a group of friends, can strengthen adolescents'

self-confidence. Conversely, repeated failure or social rejection can lead to doubts about their abilities, anxiety, and feelings of worthlessness. When developmental tasks during this phase are not successfully completed, adolescents can potentially experience an identity crisis, which can lead to low self-confidence and emotional stability (Hakim, 2005).

The school environment plays a strategic role in supporting adolescents' psychosocial development and self-confidence. Teachers who provide support, appreciation, and opportunities for students to express themselves can create positive and meaningful learning experiences. Furthermore, healthy relationships with peers help adolescents feel accepted and valued. Therefore, students' self-confidence is not only determined by internal factors but also depends heavily on the quality of social support and the learning experiences they receive during their time at school (Erikson, 1968; Hakim, 2005). Indicators of adolescent self-confidence development:

- Courage to express opinions
- Self-acceptance
- Positive social interactions
- Emotional control
- Readiness to face challenges

C. RESEARCH METHODOLOGY

The research method used in this study is quantitative descriptive. This type of research uses quantitative descriptive methods, which are research methods that obtain data in the form of numbers or quantitative data. According to Sugiono (2017), descriptive methods aim to understand the data obtained to obtain a clear picture. Quantitative descriptive methods are research methods used to measure social phenomena neutrally or based on facts. The researcher used questionnaires and simple observations as data collection tools.

In this study, the population was grade XII students at SMA Negeri 1 Panawangan. The population is the entire object to be studied. A population is also called a universe. The population in this study numbered 270 students. Of this population, the research was conducted on grade XII students at SMA Negeri 1 Panawangan. According to Sugiono (2018), a sample is a portion of the population's size and characteristics. A sample, often referred to as a representative sample of the population, whose characteristics will be revealed and used to estimate the population. The sampling technique used in this study was random sampling, which involves random sampling without regard to strata. And the sample used in this study amounted to 162 respondents from a population of 270 respondents.

D. RESULT AND DISCUSSION

Student self-confidence levels are assessed through research data collected using data collection tools. The data are derived from student responses to a questionnaire. The results are presented in Table 1.

Table 1. Student Self-Confidence Category Design

Category	Interval	Frequency	Percentage
High	160 – 300	73	45%
Medium	80 – 159	79	49%
Low	60 – 79	10	6%
Amount		162	100%

Source: Processed from research data, 2025

Table 1 above shows that 79 students have a moderate level of self-confidence. Meanwhile, 10 students have a low level of self-confidence, and 73 students have a high level

of self-confidence. Therefore, the results found regarding student self-confidence are mostly in the moderate category. This indicates that the level of self-confidence of 12th grade students is quite good. The level of student self-confidence can be seen in the following graph:

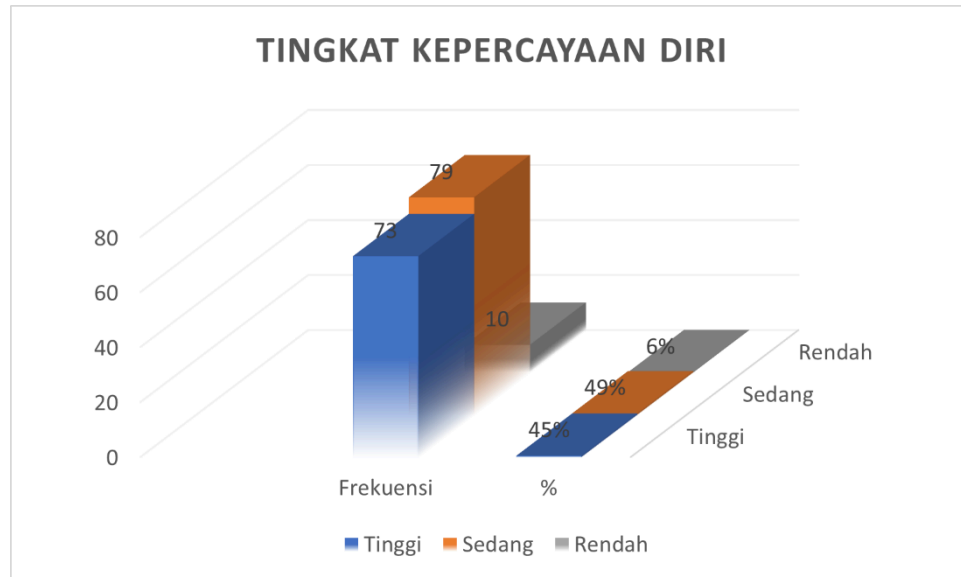


Figure 1. Percentage of Self-Confidence Levels of Grade XII Students
Source: Processed by Researchers, 2025

The table and graph above show the students' levels of self-confidence. The self-confidence levels of grade XII students at Panawangan 1 State Senior High School are divided into three categories: 73 students are in the upper level, with a high category representing 45%. Second, 79 students are in the medium category, representing 49%; and third, 10 students are in the low category, representing 6%.

Self-confidence is the ability of a person to believe in themselves and their potential, enabling them to think and behave positively (Winanta & Ulfah, 2021). This attitude allows individuals to feel confident when taking action or taking steps without excessive fear and to be responsible for their actions. Self-confidence is also reflected in respect for others, being polite, grateful, and understanding one's strengths and weaknesses (Novitar & Aripin, 2017). However, excessive self-confidence can lead to negative attitudes and undesirable behavior (Lauster in Ghufroon & Rini, 2012). This aligns with Hakim's (2005) opinion, which states that adolescents often experience emotional instability, such as fear of exams, hesitation to ask questions, reluctance to express opinions, and excessive shame and anxiety.

The findings of this study indicate that the highest level of self-confidence among grade XII students at SMA Negeri 1 Panawangan is in the medium category (49% or 79 students), followed by 45% or 73 students, and finally, the low category (10 students or 6%). This study demonstrates that while self-confidence is important for students to possess, there are still ongoing issues with student self-confidence that persist in every school, including grade XII students at SMA Negeri 1 Panawangan.

E. CONCLUSION

The self-confidence levels of grade XII students at Panawangan 1 State Senior High School fall into three categories: high, medium, and low. Some 79 students fall into the medium category. This indicates that the self-confidence levels of grade XII students at

Panawangan 1 State Senior High School are quite good. Student self-confidence is crucial in learning, as it helps students successfully achieve their developmental tasks and achieve their goals. Therefore, every student must have high self-confidence to maximize their potential.

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