Research Article

Self Confidence Comparative Analysis

Santoso

Universitas Muria Kudus, Kudus, Indonesia

Email: santoso.bkumk@gmail.com

ABSTRACT. This study aims to compare students' confidence. The method in this research is a quantitative approach with a comparative design. The population and research sample consisted of 80 students with 35 regular class students and 45 special class students who were determined using the Proportional Random Sampling Technique. The research instrument used was the self-confidence scale adopted from the Lauster confidence scale and the data analysis used comparative analysis using the Difference Test with the SPSS program. The conclusion of this study is that there are differences in the confidence of students in regular classes and special classes (boarding school). As many as 30 students in the special class had high self-confidence and 5 students had sufficient self-confidence, while 20 students in the regular class had sufficient self-confidence and 25 students had less self-confidence. The conclusion of this study is that there are significant differences in special classes and classes which greatly affect the level of student confidence.

Keywords: self-confidence, comparative, analysis

I. INTRODUCTION

Self-confidence is one of the elements of personality that plays an important role in human life. Self-confidence is an important factor in determining one's success. Many great characters are able to achieve success in life because they have a character called self-confidence. As stated by Benabou (Benabou, 2014), self-confidence is a general model that superior performers have. Meanwhile, Spencer (Liu et al., 2019) states that self-confidence is an important part of a person's personality development, as a determinant or driving force of how a person behaves and behaves.

Self-confidence greatly affects how people compare with others (Kappes et al., 2019). Based on research (Federičová et al., 2018) This decrease in self-confidence can be triggered by several different mechanisms, such as a natural increase in competition in class, departure of classmates / friends from class, teacher policies that are more demanding due to more school entrance exams. height (especially in classrooms where more students are preparing for the exam), and other factors. Gurler's research results also state that there are two categories of self-confidence, the first is extrinsic confidence where external factors greatly influence the level of student self-confidence and the second is extrinsic confidence where self-assessment greatly affects the level of student self-confidence (Gürler, 2015).

During this time, they also began to judge themselves by comparing them with others. Children who find it easier to use social comparisons, especially for social norms and the suitability of certain types of behavior (Leal et al., 2017). As children grow older, they tend to use social comparisons to evaluate and assess their own abilities. As a result of changes in their physical and cognitive structures, high school students enter late adolescence where they also prepare to enter early adulthood. They want to be treated as adults (Jannah, 2017). There are significant changes in their social and emotional lives. Not being accepted into a group can lead to serious emotional problems.

Their friends are more important than ever. The need to be accepted by peers is very high. And this has a very big influence on their self-confidence when they are at school.

Gurler (Gürler, 2015) states that self-confidence has a key characteristic of starting something, especially speaking. Self-confidence is a very important key in children's language development. With complete self-confidence, children will not hesitate to say words and talk to anyone and their language intelligence is greatly influenced by their self-confidence. Self-confidence is a feeling and belief in one's ability to be able to achieve success by standing on one's own efforts and developing positive assessments for themselves and their environment so that a person can appear with confidence and be able to face everything calmly.

However, sometimes high self-confidence causes increased student anxiety in facing tests (Lawal, A. M., Idemudia, E. S., & Adewale, 2017). This is because there is a desire of students to get perfect results in doing the tests they face and the perfection of the results obtained will affect success in academics, and in the end the high student self-confidence also has an impact on the high person's anxiety. Self-confidence plays a role in making a meaningful contribution to the process of one's life. Self-confidence is one of the main assets for success to live a life of optimism and the key to a successful and happy life.

A more in-depth explanation is put forward by Lauster (2003) that self-confidence is an attitude and feeling that is confident in one's own abilities so that individuals are not anxious about taking action, can feel freedom in doing things they like and are able to take responsibility for their actions. done, polite and warm when interacting with others, respect and accept others, have the urge to show skills and know the strengths and weaknesses of oneself. Self-confidence can be seen in the attitude that accepts oneself as it is (Hariko & Ifdil, 2017). Self-acceptance is an attitude that reflects pleasure in relation to one's own reality. This attitude is a manifestation of satisfaction with the quality of one's real abilities. A person's positive reaction to his own appearance will lead to a sense of satisfaction which will affect his mental development (Pettersson, 2018).

Lack of self-confidence will show behavior such as, not being able to do much, always hesitating in carrying out tasks, not daring to speak if you don't get support, closing yourself off, tending to avoid communication situations as much as possible, withdrawing from the environment, getting a little involved in activities or groups, being aggressive, being defensive and taking revenge on treatment that is considered unfair (Schneider et al., 2018). Self-confidence is a positive mental attitude for someone who positions or conditions himself to evaluate himself and his environment so that he feels comfortable to carry out activities in an effort to achieve planned goals. Self-confidence is an attitude that allows individuals to have a positive and realistic view of themselves and their situation.

The self-confidence possessed by students makes students able to understand their abilities so that they have the impetus to achieve goals. With good self-confidence, they are also able to solve problems and work that are their own responsibility so that the more individuals lose self-confidence, the more difficult it will be to decide the best thing to do for themselves, and tend to lose motivation (Fitri et al., 2018) in doing many things, especially learning.

Self-confidence is very important for students. The potential of students can develop and increase when students have complete self-confidence so that they can improve their development both by themselves and the environment that will help achieve goals. Students who are confident have optimism about their abilities in achieving the goals that have been set (Aristiani, 2016).

Self-confidence is important for students to have because self-confidence is one of the characters that students must have in accordance with the Strengthening Character Education (Penguatan Pendidikan Karakter) as an implementation of the ideals of the nation. Strengthening character education in schools must be able to foster student character to get Critical Thinking (Herawati et al., 2019) and Problem Solving (think critically and solve problems), Creativity (creativity), Communication Skills (ability to communicate) (Nadiah & Arina, 2019), and Ability to Work Collaboratively (Gulam Abbas and Allah Nawaz, 2020), which are able to compete in the 21st century. And self-confidence greatly influences the formation of these four competencies.

Self-confidence grows and develops through the learning and learning process both at school and outside of school, therefore self-confidence is an attitude that must be present in students. Lack of self-confidence arises because of fear, anxiety, worry, feeling unsure accompanied by chest pounding and body shaking which is

psychological in nature or psychological problems caused by external stimuli (Zufriadi Tanjung, 2018). can also be caused by feelings of anxiety and uneasiness and other feelings that follow such as laziness, impatience, difficulty, difficulty or low self-esteem (Deni, 2016). Students who have high self-confidence can understand their strengths and weaknesses. Confidence is a very important aspect for students to be able to develop their potential. If someone has a good provision of self-confidence, then the individual will be able to develop their potential steadily. However, if students have low self-esteem, the individual tends to close himself off, gets frustrated easily when he faces difficulties, is awkward in dealing with people, and finds it difficult to accept his own reality. With confidence when advancing in front of the class, it can increase students' courage in answering questions. Besides that, it can improve communication well, have assertiveness, have a good self-appearance, and are able to control feelings. Having high self-confidence in students can help achieve better achievement and learning outcomes. That way there will be a process of change in students not only in learning outcomes but also in student behavior and attitudes, namely courage, activeness, and student self-actualization during the teaching and learning process.

Based on the results of the study, it is revealed that students in high school have low self-confidence (Dyesi Kumalasari, 2017; Marjanti, 2015; Pranoto, 2016; Selmi et al., 2018; Wahyu Nanda Eka Saputra, 2018) and a small proportion of students have high self-confidence. high. Based on the phenomenon that occurred at MA NU Banat Kudus, where students in regular classes have low self-confidence, this can be seen from students (a) having difficulty expressing opinions in class, (b) hesitating to ask the teacher, (c) experiencing speaking difficulties in making presentations in front of the class, (d) hesitant to answer teacher questions (e) low motivation to perform at the national and international levels, (f) feeling not as good as students in special classes (g) feeling embarrassed when faced with the crowd (h) afraid to speak in public. This phenomenon is inversely proportional to students in the same class but in a special class, where students in special classes always ask questions at every opportunity, there is no doubt in answering the questions asked by the teacher and asking themselves when there is an opportunity to take part in international events.

Therefore, based on the phenomenon that occurs, this study focuses on analyzing the differences in self-confidence in the regular and special classes at Madarasah Aliyah Nahdlotul Ulama Banat (MA NU Banat) in Kudus Regency, given the trend of dividing regular and special classes very popular in Java. Middle. So that in this study it is able to reveal the comparison of self-confidence in regular and special classes and reveal that differences in special classes and regular classes will affect students' self-confidence.

II.METHOD

This study uses a quantitative approach with a comparative design. The research subjects were students of Class XI regular class and special class. The research sample consisted of 80 students of Madarasah Aliyah Nahdlotul Ulama Banat (MA NU Banat), where 35 students were students from special classes and 45 students from regular classes with proportional random sampling technique. The research instrument used observations to students, interviews with counseling teachers and a self-confidence scale adapted from the Lauster Confidence Scale (2013). Data analysis using comparational analysis with different test using T test (independent sample t test) through the SPSS version 25 program.

III. RESULT AND DISCUSION

The results of a comparative descriptive analysis of the self-confidence of Special Class and Regular Class students can be explained in the following table:

Table 1. Result Of Self Confidence

No	Category	Special Class	Regular Class	Interval
1	High	30	0	31-45
2	Enough	5	20	16-30

3	Less	0	25	0-15
	TOTAL	35	45	

Based on the table above, it can be seen that students in special classes fall into the high self-confidence category while students in regular classes fall into the moderate and low self-confidence category. Different test results show that there are differences in the confidence of students in special classes and in regular classes. A total of 30 students in the special class are in the high self-confidence category and 5 students are in the sufficient self-confidence category. While students in the regular class, a total of 20 students fall into the category of sufficient self-confidence and 25 students in the low category. The results of this study have provided an overview of the differences between special classes and regular classes that affect students' confidence levels.

The results of hypothesis testing using a test using different test), namely there is p> 0.05, which is equal to p = 0.027 with a t value of 2.226, which means that there is a difference in the confidence of students in special classes and regular classes. This conclusion is obtained from the results of the t-test of this study showing that there is a difference in the average (mean) value of the specific student self-confidence variable of 115.86 and the regular student of 112.32. Based on these results, it shows that the confidence in special class students is higher than that of regular students. Characteristics of special class students are more confident and active in dealing with students both in their own class and with other regular classes. When compared with regular class students, they are not active in socializing with other students.

Special class students get some special treatment. Since the beginning, students are selected well by using certain criteria and procedures, the number of hours of study at school is longer than the class in general, facilities and infrastructure that are more supportive to meet the learning of students both in intra and extracurricular activities, teachers and staff superior and professional instructors, study books and practice questions that are more supportive and the maximum number of students in the class is up to 35 students so that it can be more effective. Based on the various characteristics above, it can be seen that several differences in treatment from the teaching system to the facilities provided for special classes have an impact on students' self-confidence.

Self-confidence is influenced by several factors, namely self-concept, self-esteem, experience and education. Self-confidence development can be learned by looking at various important factors in accelerating the growth and development of self-confidence. Some of these factors are: Appearance / Style, Speaking Style (Cimermanová, 2018), Behavioral Style / Bodylanguage, right man in the right place (Vanaja & Geetha, 2017). The process of achieving achievement is influenced by activity factors, organisms and environmental factors (Kastrup et al., 2018). Activity factors, namely factors that encourage individuals to learn, this factor is a psychological factor. Self-confidence is an activity factor. Organismal factors, namely factors related to the function of individual sensory organs whose sensitivity determines the individual's response to learning. Environmental factors, namely factors that psychologically affect the overall process.

Based on the results of field studies conducted by previous researchers, it also strengthens the results of the research. According to the results of observations in regular classes during class hours, students have low self-confidence which is shown by students having difficulty expressing opinions in class, When they do not understand the subject matter students hesitate to ask the teacher, When asked to make presentations in front Most of the class students had difficulty speaking, hesitated if they wanted to answer questions, when appointed by the teacher to participate in competitions both at national and international levels most of them refused and withdrew. This is supported by the results of interviews with several students in regular classes that students in regular classes feel not as good as students in special classes, feel embarrassed when dealing with crowds and are afraid to speak in public.

The school environment is a major factor in student self-confidence. Special classes and regular classes at MA NU banat provide a different atmosphere and environment for students which ultimately leads to differences in student confidence in each class. A special class, with students who overall have high self-confidence, is characterized by: when in the class they are more active, they are not ashamed to ask questions when given the opportunity to ask questions, When asked to come forward and solve problems, they scramble to answer the

question, when the thematic that discusses mathematics there are two children who point their fingers and ask to be explained again because they do not understand it and that means they understand their weaknesses, they are also able to express what is in them, this is proven by they can express their respective opinions when asked by the teacher who was teaching.

This condition is different from the regular class, and it becomes more and more striking when in the regular class there are children with prominent intelligence, students who cannot tend to be quiet immediately, in the class they don't talk much, even with their classmates who don't talk to each other much, When asked the teacher who teaches to come forward to work on the questions they are reluctant to come forward, Students also show low self-confidence when confronted in groups, especially if there are children in the group who are smart, they prefer to be silent and cannot express their opinions or what to think and this arises when thematic penjarorkes with group activities outside the room.

The results of hypothesis testing in this study indicate that there is a significant difference between the self-confidence of students in special classes and in regular classes. This means that many factors affect student self-confidence, especially elementary school students. In line with the research (Flowers & Marston, 1972), explaining gender differences is one of the factors that causes differences in student self-confidence. Gender (the difference between men and women) can indeed be one of the factors that causes the high and low level of student self-confidence, but in this study all students are female because it is a special school for girls and what distinguishes it is the difference in special classes and regular classes at each grade level, so the differences between special classes and regular classes are also one of the factors that cause differences in student confidence.

Self-confidence is a belief that a person has that he is able to behave as needed to get the expected results (Lestari et al., 2019). In line with the results of Aldert Vrij & Nicola Bush's research, children's self-confidence was measured by six items from the Behavioral Academic Self Esteem Scale (BASE), which reflects self-confidence and results in younger children are easier to persuade than children who are older and this difference disappears when controlled for self-confidence. Apart from age, there are many factors that influence student self-confidence(Vrij & Bush, 2000).

Gender disparities can affect student self-confidence resulting from factors of a competitive school environment (Federičová et al., 2018). This study is in line with the research results (Federičová et al., 2018), looking at the differences that appear in special classes and regular classes which are the learning environment for students, when students in regular classes are combined in groups with special classes (full day class), their self-esteem decreases and they will remain silent more.

The academic environment and atmosphere have a very big influence on students' self-confidence. The difference in treatment in special classes and regular classes in creating an academic atmosphere in the learning process is the cause of differences in students' self-confidence levels. This is in line with research by Bolivar et al. (Bolívar-Cruz et al., 2018) which explains that student self-confidence, self-efficacy and assessment incentives in students have an impact on oral presentation competence in an academic setting. Therefore, in looking at gender differences, the treatment given in an academic atmosphere will be different. The results of Bolivar et al research support this study, because the most striking difference between regular and special classes is the difference in class facilities so that it affects the academic atmosphere in the classroom which ultimately leads to differences in students' confidence levels.

IV. CONCLUSION

The conclusion of this study is that there are differences in the confidence of MA NU Banat Kudus students in special classes and regular classes. A total of 30 students in a special class have high self-confidence and 5 students have a sufficient level of self-confidence, while students in regular class, as many as 20 students have sufficient self-confidence and 25 students have less self-confidence. Based on the results of this study, being able to add insight and knowledge about the factors that affect self-confidence, one of which is the difference between special classes and regular classes greatly affects the level of student confidence. In addition, this study also provides a foundation for other researchers to conduct other similar studies in order to increase students' self-confidence.

References

Aristiani, R. (2016). Meningkatkan Percaya Diri Siswa Melalui Layanan Informasi BErbantuan Audiovisual. *Konseling Gusjigang*, *2*(2), 182–189. jurnal.umk.ac.id

Benabou, R. (2014). Self-Confidence And Personal Motivation. *Quarterly Journal of Economics*, *June*. https://doi.org/10.1162/003355302760193913

Bolívar-Cruz, A., Verano-Tacoronte, D., & Galván-Sánchez, I. (2018). Do self-efficacy, incentives and confidence in public speaking influence how students self-assess? *Cultura y Educacion*, *30*(3), 528–555. https://doi.org/10.1080/11356405.2018.1488420

Cimermanová, I. (2018). The effect of learning styles on academic achievement in different forms of teaching. *International Journal of Instruction*, *11*(3), 219–232. https://doi.org/10.12973/iji.2018.11316a

Deni, A. U. (2016). KONSEP KEPERCAYAAN DIRI REMAJA PUTRI. *Educatio, Jurnal Pendidikan Indonesia*, *2*(2), 43–52. http://jurnal.iicet.org

Dyesi Kumalasari. (2017). Konsep Behavioral Therapy dalam Meingkatkan Rasa Percaya Diri Pada Siswa Terisolir. *Hisbah: Jurnal Bimbingan Konseling Dan Dakwah Islam*, *14*(1), 15–24. ejournal.uin-suka.ac.id

Federičová, M., Pertold, F., & Smith, M. L. (2018). Children left behind: self-confidence of pupils in competitive environments. *Education Economics*, *26*(2), 145–160. https://doi.org/10.1080/09645292.2017.1395811

Fitri, E., Zola, N., & Ifdil, I. (2018). Profil Kepercayaan Diri Remaja serta Faktor-Faktor yang Mempengaruhi. *JPPI (Jurnal Penelitian Pendidikan Indonesia)*, *4*(1), 1. https://doi.org/10.29210/02017182

Flowers, J., & Marston, A. (1972). Modification of low self-confidence in elementary school children. *Journal of Educational Research*, *66*(1), 30–34. https://doi.org/10.1080/00220671.1972.10884394

Gulam Abbas and Allah Nawaz. (2020). LINKING EMPLOYEE MOTIVATION WITH TEAMWORK-SPIRIT: THE INFLUENCE OF SOCIAL SKILLS AND SELF-CONFIDENCE. *Gomal University Journal of Research*, *36*(1), 52–62.

Gürler, İ. (2015). Correlation between Self Confidence and Speaking Skill. *Curr Res Soc Sci*, *1*(2), 14–19.

Hariko, R., & Ifdil, I. (2017). Analisis Kritik Terhadap Model Kipas; Konseling Intensif Progresif Adaptif Struktur. *Jurnal Konseling Dan Pendidikan*, *5*(2), 109. https://doi.org/10.29210/120500

Herawati, E., Somatanaya, A. A. G., & Hermanto, R. (2019). Hubungan Self-Confindence dan Kemampuan Berpikir Kreatif Matematik Peserta Didik yang diajar Menggunakan Model Elicting Activities (MEAs). *Journal of Authentic Research on Mathematics Education (JARME)*, *1*(1), 1–9. http://jurnal.unsil.ac.id/index.php/jarme/article/view/621

Jannah, M. (2017). Remaja Dan Tugas-Tugas Perkembangannya Dalam Islam. *Psikoislamedia : Jurnal Psikologi*, *1*(1), 243–256. https://doi.org/10.22373/psikoislamedia.v1i1.1493

Kappes, H. B., Fasolo, B., Han, W., Barnes, J., & Ter Meer, J. (2019). Poor peer work does not boost student confidence. *Journal of Behavioral Decision Making*, *January*, 1–12. https://doi.org/10.1002/bdm.2148

Kastrup, H., Mallow, J. V, Lestari, H. P., Hartoto, S., Khory, F. D., & Prakoso, B. B. (2018). The effectiveness of collaborative problem based physics learning (CPBPL) model to improve student ' s self-confidence on physics learning The effectiveness of collaborative problem based physics learning (CPBPL) model to improve s tudent ' s self-con. *IOP Conf. Series: Journal of Physics: Conf. Series 997 (2018) 012008*. https://doi.org/doi :10.1088/1742-6596/997/1/012008

Lawal, A. M., Idemudia, E. S., & Adewale, O. P. (2017). Academic self-confidence effects on test anxiety among nigerian university students. *Journal of Psychology in Africa*, *27*(6), 507–510. https://doi.org/10.1080/14330237.2017.1375203

Leal, P. C., Goes, T. C., da Silva, L. C. F., & Teixeira-Silva, F. (2017). Trait vs. state anxiety in different threatening situations. *Trends in Psychiatry and Psychotherapy*, *39*(3), 147–157. https://doi.org/10.1590/2237-6089-2016-0044

Lestari, T., Mulyana, E. H., Nurzaman, I., Gandana, G., & Apriyaningsih, E. (2019). Exploring the integrating potentials of role playing with YouTube in building student's self confidence. *Journal of Physics: Conference Series*, *1318*(1). https://doi.org/10.1088/1742-6596/1318/1/012014

Liu, X., Xu, Y., Montes, R., & Herrera, F. (2019). Social network group decision making: Managing self-confidence-based consensus model with the dynamic importance degree of experts and trust-based feedback mechanism. *Information Sciences*, *505*, 215–232. https://doi.org/https://doi.org/10.1016/j.ins.2019.07.050

Marjanti, S. (2015). Upaya Meningkatkan Rasa Percaya Diri Melalui Konseling Kelompok Bagi Siswa X IPS 6 SMA 2 BAE Kudus. *Konseling Gusjigang*, *1*(2). jurnal.umk.ac.id

Nadiah, & Arina, I. (2019). The Students' Self-Confidence in Public Speaking. *ELITE Journal*, *1*(1), 1–11. https://www.elitejournal.org/index.php/ELITE

Pettersson, C. (2018). Psychological well-being , improved self- confidence , and social capacity : bibliotherapy from a user perspective capacity : bibliotherapy from a user perspective. *Journal of Poetry Therapy*, *0*(2), 1–11. https://doi.org/10.1080/08893675.2018.1448955

Pranoto, H. (2016). Upaya Meningkatkan Percaya diri Siswa Melalui Layanan Bimbingan Kelompok di SMA Negeri 1 Sungkai Utara Lampung Utara. *Lentera Jurnal Pendidikan Pusat Penelitian LPPM UM Metro*, *1*(1), 100–111. https://doi.org/http://dx.doi.org/10.24127/jlplppm.v1i1.108

Schneider, R., Lotz, C., & Sparfeldt, J. R. (2018). Smart, confident, interested: Contributions of intelligence, self-concept, and interest to elementary school achievement. *Learning and Individual Differences*, *62*, 23–35. https://doi.org/https://doi.org/10.1016/j.lindif.2018.01.003

Selmi, W., Rebai, H., Chtara, M., Naceur, A., & Sahli, S. (2018). Physiology & Behavior Self-con fi dence and a ff ect responses to short-term sprint interval training. *Physiology & Behavior Journal*, *188*(January), 42–47. https://doi.org/10.1016/j.physbeh.2018.01.016

Vanaja, Y., & Geetha, D. (2017). A Study on Locus of Control and Self Confidence of High School Students. *International Journal of Research Granthaalayah*, *5*, 598–602. https://doi.org/10.5281/zenodo.841186

Vrij, A., & Bush, N. (2000). Differences in suggestibility between 5-6 and 10-11 year olds: The relationship with self confidence. *Psychology, Crime and Law*, *6*(2), 127–138. https://doi.org/10.1080/10683160008410837

Wahyu Nanda Eka Saputra, H. P. (2018). Meningkatkan Percaya Diri Siswa melalui Teknik Cognitive Defusion. *Jurnal Kajian Bimbingan Dan Konseling*, *3*(1), 14–21. http://journal2.um.ac.id/index.php/jkbk

Zufriadi Tanjung, dkk. (2018). Menumbuhkan Kepercayan Diri Siswa. *Jurnal Riset Tindakan Indonesia*, *2*(2), 2–6. Riset, J., Indonesia, T., & Artikel, I. (2018). Menumbuhkan Kepercayan Diri Siswa. Jurnal Riset Tindakan Indonesia, 2(2), 2–6.