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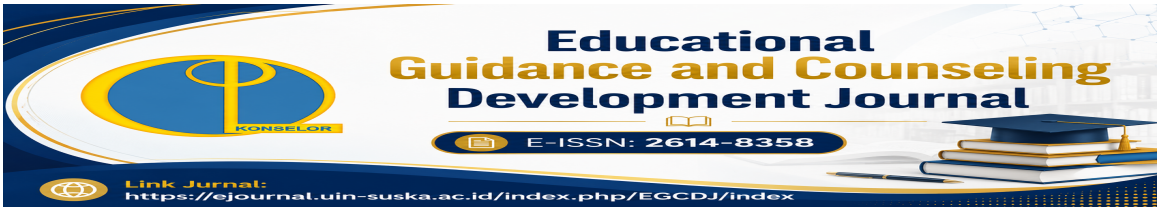

The Effect of Confidence on the Learning Outcomes of Grade IX Students of Maimunah Junior High School BP Tahfidz At-Taubah Batam

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Abstract: This study aims to determine the influence between trust and learning outcomes of grade IX students of Maimunah at SMP BP Tahfidz At Taubah Batam. The research uses a quantitative approach with a correlational design. The research subjects amounted to 32 students who were selected in total sampling. Self-confidence was measured using a *Likert* scale questionnaire based on indicators of self-confidence, optimism, objectivity, responsibility, and rational and realistic attitudes, while learning outcomes were measured through documentation of final semester exam scores in Mathematics, Science, Indonesian, and English subjects. Data analysis was carried out using descriptive statistics, prerequisite tests (normality and linearity), and simple linear regression tests. The results showed that the majority of students had confidence of 38% with a very high category and 44% with a medium category. The results of the simple linear regression test yielded a value of R = 0.493 which can be interpreted that the learning outcome affected confidence by 49.3% with a significance of 0.001 < 0.05, which shows that Ha was accepted and Ho was rejected, so that there was a positive influence between confidence and learning outcomes. Which means that the higher the student's confidence, the higher the student learning outcome, and vice versa, the lower the student's confidence, the lower the student learning outcome.

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INTRODUCTION

Education is a conscious and planned effort to develop the potential of human resources through a learning process that allows students to achieve the expected quality of life (Salsabiila & Puspi, 2020). Through education, students gain knowledge, skills, and

attitudes that are provisions in facing life and the world of work in accordance with their demands, ideals, and values (Syaiilla, 2017). Law Number 20 of 2003 concerning the National Education System emphasizes that education is not only oriented to cognitive aspects, but also includes affective and psychomotor aspects in an integrated manner.

Junior High School (SMP) as a level of basic education has an important role in laying the foundation for the development of students' potential to be able to face challenges future (Shah & Rakhmadii, 2022). The success of the learning process at this level is greatly influenced by the active involvement of students. Learning is a relatively permanent process of behavior change as a result of learning experiences and activities, not solely due to the natural growth of the individual (Gagne (in Supri, 2015). Therefore, learning outcomes are the main indicator of the success of education in schools.

Learning outcomes are understood as a change in behavior as a whole after students follow the learning process in accordance with educational objectives (Purwanto, 2011). In Bloom's (1956) taxonomy, cognitive learning outcomes include the ability to knowledge, understand, apply, analyze, synthesize, and evaluate, which shows that learning outcomes are not only limited to mastery of materials, but also the ability to apply them in real life. Learning success is not only influenced by learning methods, but also by internal factors of students, one of which is self-confidence (Se & Widana, 2016).

Based on the data of the results of the final semester exam scores of grade IX students of SMP BP Tahfidz At-Taubah Batam in the subjects of Mathematics, Indonesian, English, and Science, student learning outcomes in general are still relatively low and below the KKM. The results of observations and interviews with teachers show that the low learning outcomes are not solely caused by students' academic ability, but also influenced by low confidence. Many students feel afraid of making mistakes when answering questions, nervous when speaking in front of the class, and choose to remain silent even though they understand the learning material.

According to Komprii (2017), learning outcomes are the result of the interaction of various internal and external factors . Internal factors include intelligence, interests, talents, motivation, attitudes, learning habits, and self-confidence, while external factors include the family, school, and community environment. Self-confidence is an individual's belief in one's own abilities which is characterized by an optimistic, objective, rational, and responsible attitude (Ghufron & Ri ta, 2010). Maswardii Amin (2015) emphasized that confidence is related to the individual's belief to act as well as explore and develop their potential.

Based on the middle range theory of Coope (1967), self-confidence is influenced by self-acceptance, successful experiences, and social support from the environment. The results of observations conducted in October-December 2025 showed that most of the students in grade IX Maimunah of SMP BP Tahfidz At-Taubah Batam had a low level of self-confidence, characterized by a passive attitude, reluctance to express opinions, and afraid to appear in front of the class. This condition inhibits student active participation and has the potential to have an impact on low learning outcomes.

The findings are in line with the results of previous research that showed a relationship between confidence and learning outcomes. Research by Sari et al. (2019) found that confidence has a positive and significant effect on mathematics learning outcomes of junior high school students, while Pratama (2020) states that students with high confidence tend to have better academic achievement than students with low confidence. Therefore, research on the influence of confidence on the learning outcomes of grade IX students of Maimunah SMP BP

Tahfidz At-Taubah Batam is important to be carried out in order to obtain an empirical picture and contribute to improving the quality of learning.

Based on the results of research that has been carried out on grade IX students of Maimunah SMP BP Tahfidz At-Taubah Batam, it is known that of the 32 students who have confidence in the very high category, as many as 12 students or 38%. Students who have confidence in the high category are 10 people or 31%. Students who have confidence in the medium category are 6 people or 19%. Students who have confidence in the low category are 2 people or 6%. Students who have confidence in the very low category are 2 people or 6%. So the results of this study show that most of the students' confidence in the category is very high.

This indicates that in general, the level of student confidence is relatively good. The highest-scoring statement item was the 18th item indicating that students felt the environment had high expectations of them, which reflected the presence of a positive social drive in the formation of confidence. However, these expectations still need to be conveyed proportionately so as not to cause excessive psychological pressure. These findings are in line with Widyaningrum et al. (2021) who stated that students' confidence develops through environmental support such as parents and teachers, and needs to be trained consistently. The school environment has a strategic role in fostering confidence because apart from being a place of academic learning, schools are also a place for the formation of students' social skills. A well-formed confidence will have an impact on increasing students' interest in learning (Safitri et al., 2024).

METHOD

This study uses a quantitative approach with a correlational design based on a positivistic paradigm to test the influence of confidence on the learning outcomes of grade IX students of Maimunah SMP BP Tahfiidz At-Taubah Batam (Sugi, 2019). Correlation design is used to determine the direction, strength, and magnitude of influence between variables without giving direct treatment to the research subject (Cre, 2012). Data analysis was carried out using a simple linear regression test to measure the contribution of confidence to student learning outcomes (Im, 2018).

The research was carried out at SMP BP Tahfiidz At-Taubah Batam in October 2025 until it was completed with 32 research subjects of grade IX Maimunah. The research variables consist of confidence as an independent variable and learning outcomes as a bound variable (Sugi, 2021). Self-confidence was measured using a Likert scale questionnaire based on indicators of self-confidence, optimism, objectivity, responsibility, and rational and realistic attitudes, while learning outcomes were measured through documentation of average odd-semester final exam scores in Mathematics, Science, Indonesian, and English subjects. The data collection technique was carried out through questionnaires and documentation studies by Sugi (2012), while the data analysis included descriptive analysis, prerequisite tests in the form of *Kolmogorov-Smirnov normality tests* and linearity tests (Ghozalii, 2018). As well as hypothesis tests using simple linear regression (Yuli, 2016).

RESULT AND DISCUSSION

Result

Based on the results of the research, the condition of confidence and student learning outcomes were obtained as follows:

Table 1. Descriptive Statistics

Variabel	N	Min	Max	Red	Std. Dev
Confidence	32	59	91	79	7
Learning Outcomes	32	69	92	82	6

Table 1 shows that the average class confidence scored 79 in the high category, and the average class learning outcomes were 82 in the medium category. Next, descriptive statistics were submitted to test the influence of confidence on learning outcomes.

Table 2. Coefficient of Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.702a	.493	.476	4.01214

a. Predictors: (Constant), Kepercayaan Diri (X)

From the table above, it is known that the R Square value is 0.493 or 49.3%. This shows that the confidence variable has an effect on the variable of student learning outcomes by 49.3%.

Table 3. F Test

ANOVA					
Model	Sum of Squares	df	Mean Square	F	Say.
Regression	470.111	1	470.111	29.204	<.001b
Residual	482.918	30	16.097		
Total	953.029	31			

a. Dependent Variable: Learning Outcomes (Y)

b. Predictors: (Constant), Confidence (X)

Based on the above output, it is known that the Sig. value is 0.001 < 0.05. Therefore, in accordance with the basis of decision-making in the F test, it can be concluded that together the confidence variables have a significant influence on student learning outcomes.

Table 4. Simple Regression Test

Coefficientsa						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Say.
		B	Std. Error	Beta		
1	(Constant)	39.076	7.895		4.949	<,001
	Confidence (X)	.336	.062	.702	5.404	<.001
a. Dependent Variable: Learning Outcomes (Y)						

Based on the results of the simple regression test above, a significance result of 0.001 was obtained, where less than 0.05, it can be said that confidence has an influence on students' self-learning outcomes. The magnitude of the influence of confidence on student learning outcomes can be seen from the t-value of 5,404. Where this value indicates that the influence of confidence on student learning outcomes is statistically strong.

Discussion

Confidence

Based on the results of research that has been carried out on grade IX students of Maimunah SMP BP Tahfidz At-Taubah Batam, it is known that out of 32 students who are in the very high category, 12 students or 38% are in the same category. Students who have confidence in the high category are 10 people or 31%. Students who have confidence in the medium category are 6 people or 19%. Students who have confidence in the low category are 2 people or 6%. Students who have confidence in the very low category are 2 people or 6%. So the results of this study show that most of the students' confidence in the category is very high.

This indicates that in general, the level of student confidence is relatively good. The highest-scoring statement item was the 18th item indicating that students felt the environment had high expectations of them, which reflected the presence of a positive social drive in the formation of confidence. However, these expectations still need to be conveyed proportionately so as not to cause excessive psychological pressure. These findings are in line with Widyaningrum et al. (2021) who stated that students' confidence develops through environmental support such as parents and teachers, and needs to be trained consistently. The school environment has a strategic role in fostering confidence because apart from being a place of academic learning, schools are also a place for the formation of students' social skills. A well-formed confidence will have an impact on increasing students' interest in learning (Safitri et al., 2024).

Student Learning Outcomes

The learning outcomes of grade IX students in Maimunah are generally in the medium category (44%), followed by the high category (25%), while the low and very low categories are still found in a small number of students. The dominance of the medium category shows that students have a sufficient understanding of the material, but it is not optimal. This condition is influenced by differences in individual abilities, learning motivation, learning

strategies, and support school and family environment. The findings of students in the low and very low categories indicate that there are still learning difficulties that need special attention. Learning outcomes are indicators of student competency achievement which includes behavioral changes as a result of the learning process. Setiawan et al. (2022) emphasized that ideal learning outcomes involve various psychological domains, and one of the important factors that affect them is student confidence as an internal psychological factor.

The Effect of Self-Confidence on Learning Outcomes

Self-confidence is one of the internal psychological factors that plays an important role in determining the success of student learning outcomes. Students who have high confidence tend to be more confident in their ability to understand the subject matter, so that they are able to follow the learning process more optimally. Research by Widyaningrum et al. (2021) states that confidence encourages students to be actively involved in learning, while Irman et al. (2022) found that confidence is significantly related to improved learning outcomes of primary and secondary school students.

The results of this study show that confidence has a positive and significant effect on the learning outcomes of grade IX students of SMP BP Tahfidz At-Taubah Batam with a contribution of 49.3%. These findings indicate that almost half of the variation in student learning outcomes can be explained by their level of confidence. This is in line with the research of Safitri et al. (2024) and Setiawan et al. (2022) which states that confidence is an important predictor of student academic achievement.

Confidence encourages students to be more courageous to ask questions, express opinions, and be active in class discussions. Confident students are not afraid to make mistakes and make the learning process a means of self-development. Research by Irman et al. (2022) found that students with high confidence showed more active learning participation, while Widyaningrum et al. (2021) emphasized that such active participation had a direct impact on improving learning outcomes.

In addition to increasing participation, self-confidence also plays a role in building student learning motivation. Students who are confident in their abilities have an internal drive to achieve better and consistent achievement in learning. Research by Safitri et al. (2024) states that confidence is positively correlated with interest and motivation to learn, while Febrianti et al. (2025) show that students with high confidence have better study perseverance, which has an impact on learning outcomes.

Self-confidence is also related to the ability to self-regulate in learning. Confident students are able to manage their study time, set goals, and evaluate their learning achievements independently. This is supported by research by Setiawan et al. (2022) who stated that self-regulation contributes to learning outcomes, and reinforced by Irman et al. (2022) who found that self-confidence strengthens students' self-control in the learning process.

Students with high confidence tend to be better able to deal with academic pressure and are not easy to give up when facing learning difficulties. They view challenges as opportunities to grow. Research by Febrianti et al. (2025) shows that confidence helps students cope with subjects that are considered difficult, while Safitri et al. (2024) confirm that confidence can reduce learning anxiety which has the potential to hinder learning outcomes.

In contrast, students with low self-confidence tend to be passive, afraid of being wrong, and reluctant to participate in learning. This condition has an impact on low

understanding of the material and learning outcomes. Research by Widyaningrum et al. (2021) states that low confidence inhibits student learning interaction, while Irman et al. (2022) found that students with low confidence have lower learning outcomes than confident students.

A conducive learning environment and teacher support have a strategic role in shaping student confidence. Teachers who provide appreciation, positive feedback, and opportunities for opinions are able to increase student confidence. This is in line with the research of Safitri et al. (2024) which emphasizes the importance of the role of teachers, and is supported by Widyaningrum et al. (2021) who state that school environment support contributes to improving learning outcomes.

Thus, confidence is proven to be an important factor that affects student learning outcomes. The contribution of 49.3% in this study reinforces previous findings that self-confidence has a significant role in academic success. Research by Irman et al. (2022) and Febrianti et al. (2025) consistently shows that increasing student confidence will be followed by improving learning outcomes, so the development of self-confidence needs to be a focus in the learning process.

Research Limitations

This study has several limitations, including the limited number of respondents of only 32 students so that the results cannot be generalized widely, the measurement of learning outcomes that is carried out once so that it does not reflect the development of students in a sustainable manner, and the possibility of questionnaire answers that do not reflect the actual conditions because some respondents fill in in in hastily.

CONCLUSION

Based on the results of the research on grade IX students of SMP BP Tahfidz At-Taubah Batam, it can be concluded that the level of student confidence is in the high category, while student learning outcomes in general are in the medium category, and there is a significant relationship between confidence and learning outcomes. Good self-confidence plays a role in encouraging students' active participation, motivation, and academic achievement. Therefore, students are expected to increase independence and activeness in learning, while schools are advised to implement more varied and innovative learning strategies, strengthen academic assistance for low-achieving students, and give appreciation to outstanding students to improve learning outcomes evenly.

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