The Relationship between Self-Concept and Self-Confidence of Junior High School Students

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ABSTRACT

Some students have low self-confidence and have a negative self-concept. The study aimed to determine the relationship between self-concept and self-confidence of second-grade students at SMP Negeri 1 Salem. This research was conducted in 2024. This study uses a correlational method with a descriptive correlational design. The results showed a relationship between self-concept and students' self-confidence. The degree of relationship between the self-concept variable and the self-confidence variable is correlated with a strong category in a positive form. This study's conclusion reveals a positive and significant relationship between self-concept and self-confidence of second-grade students at SMP Negeri 1 Salem. The higher the self-concept variable, the higher the self-confidence variable. The study strengthens the theory, stating that self-concept plays an important role in shaping students' self-confidence. The results can be a reference in developing theories related to adolescent developmental psychology.

ABSTRAK

Beberapa siswa memiliki kepercayaan diri rendah dan memiliki konsep diri negatif. Tujuan penelitian untuk mengetahui adanya hubungan antara konsep diri dengan kepercayaan diri siswa kelas dua di SMP Negeri 1 Salem. Penelitain ini dilaksanakan pada tahun 2024. Penelitian ini menggunakan metode korelasional dengan desain korelasional deskriptif. Hasil penelitian diketahui bahwa ada hubungan antara konsep diri dengan kepercayaan diri siswa. Derajat hubungan variabel konsep diri dengan variabel kepercayaan diri berkorelasi dengan kategori kuat dalam bentuk positif. Keimpulan penelitian ini mengungkap bahwa terdapat hubungan yang positif dan siginifikan antara konsep diri dengan kepercayaan diri siswa kelas dua di SMP Negeri 1 Salem. Semakin tinggi variabel konsep diri, maka semakin tinggi variabel kepercayaan diri. Penelitian berkontribusi dalam memperkuat teori yang menyatakan bahwa konsep diri berperan penting dalam membentuk kepercayaan diri siswa. Hasilnya bisa menjadi referensi dalam pengembangan teori terkait psikologi perkembangan remaja.

1. INTRODUCTION

Self-confidence is an important factor in a student's personality. Every student has different self-confidence. Some have high self-confidence, and some have low self-confidence (Ariayani et al., 2023). Students with high self-confidence are generally more easily personally involved with others and are more successful in interpersonal relationships. Meanwhile, students with low self-confidence tend to feel insecure, unfree, and hesitant, and they blame the environment as the cause of students facing problems. Self-confidence is an attitude or belief in one's abilities so that in their actions, they are not too anxious, feel free to do things according to their wishes and take

responsibility for their actions, are polite in interacting with others, have a sense of achievement, and can recognize their strengths and weaknesses (Tanjung and Amelia, 2017).

Students with high self-confidence can recognize their shortcomings and strengths, develop their potential, have standards for achieving their life goals, not easily blame others for their mistakes, and conduct self-introspection (Utomo & Maratus, 2021). Students can overcome their problems and anxiety, face everything calmly, and think positively (Syam and Amri, 2017). Meanwhile, Dariyo (in Amri, 2018) said that people who are confident usually have characteristics: having initiative, being creative and optimistic about the future, being able to realize their weaknesses and strengths, and thinking positively and thinking that all problems must have a way out.

Self-confidence determines how students value and appreciate themselves. In their research, Andiwijaya and Liauw (2019) stated that students who lack confidence will be seen from their attitudes and actions. Students who lack confidence will be easily anxious, feel excessive nervousness at certain times, feel that they always have physical and non-physical deficiencies, do not recognize their potential, are unsure of their abilities, and tend to have negative thoughts. Aspects of self-confidence include a sense of security, normal ambition, confidence in one's abilities, independence, and optimism (Anthony in Deni and Ifdil, 2016). Meanwhile, according to Lauster (Syam and Amri, 2017), there are several aspects of self-confidence; the first is self-confidence; for example, a student is confident in his ability to perform or complete the tasks given by the teacher. Second, an optimistic attitude; for example, students dare to take part in competitions and believe they can win during the competition. Third, the objective aspect, for example, is that students can view a problem according to existing facts, not their truth. Fourth, the responsible aspect, for example, students who make a mistake dare to bear the punishment or consequences given. Fifth, in rational and realistic aspects, students can see problems or events using thoughts accepted by reason.

In reality, some students still have low self-confidence characterized by their behavior, such as being unsure of their abilities, being shy about their appearance and physical form, and not daring to ask the teacher in class (Ariyani et al., 2023). This is to the results of the AKPD of second-grade students at SMP Negeri 1 Salem; it is known that several students feel less confident, such as feeling shy to hang out with friends of the opposite sex and shy to interact with teachers at school. In addition, the results of interviews with several second-grade students at SMP Negeri 1 Salem in May 2024 found that some students had difficulty recognizing their abilities. Some students lack confidence when presenting in front of the class and feel shy about asking the teacher. The results of an interview with one of the counseling teachers at SMP Negeri 1 Salem in May 2024 showed that some students were not confident in their abilities and were pessimistic because they received low learning scores.

Self-confidence is influenced by several factors: self-concept, self-esteem, experience, and education (Syam and Amri, 2017). Self-confidence development can be learned by looking at various important factors in accelerating the growth and development of self-confidence. Meanwhile, according to (Andiwijaya and Liauw, 2019), the factors that influence self-confidence include (1) internal factors, consisting of self-concept, self-esteem, physical condition, and life experience; (2) external factors, consisting of work.

One of the factors that can affect student self-confidence is self-concept (Vandini, 2015: 215). Self-concept is the formation of individual self-confidence starting with the development of self-concept obtained from a group association. Group association has a positive impact as well as a negative impact. Furthermore, Safira (2021) states that a positive self-concept can influence student self-confidence. Students' self-concept affects their behavior in social relationships with other individuals. A high or positive self-concept will affect positive behavior. The student's self-concept is expressed through his attitude, which is the actualization of the student. Self-concept is an in-depth picture of oneself as a whole, given according to one's views and the opinions of others.

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Meanwhile, according to Lauster (Syam and Amri, 2017), there are several aspects of self-confidence; the first is self-confidence; for example, a student is confident in his ability to perform or complete the tasks given by the teacher. Second, an optimistic attitude; for example, students dare to take part in competitions and believe they can win during the competition. Third, from an objective perspective, students can view a problem according to existing facts, not their own truth. Fourth, the responsible aspect, for example, students who make a mistake dare to bear the punishment or consequences given. Fifth, in rational and realistic aspects, students can see problems or events using thoughts accepted by reason.

According to Hurlock (Safira, 2021), factors that influence self-concept include age of maturity, self-appearance, sexual compliance, nicknames, relationship with family, relationship with peers, creativity, and ideals. Meanwhile, according to Fitts, the factors influencing self-concept are experience, competence, and self-actualization.

In reality, some students still have a low self-concept characterized by their behavior, such as feeling anxious about their learning results and being pessimistic about their future. This is to the results of the AKPD of second-grade students at SMP Negeri 1 Salem; it is known that some students have a low self-concept, which is characterized by their behavior, such as feeling embarrassed by their physical condition and feeling pessimistic about not going to grade. Meanwhile, according to (Andiwijaya and Liauw, 2019), the factors that influence self-confidence include (1) internal factors, consisting of self-concept, self-esteem, physical condition, and life experience; (2) external factors, consisting of work. One of the factors that can affect student self-confidence is self-concept (Vandini, 2015: 215). Self-concept is the formation of individual self-confidence starting with the development of self-concept obtained from a group association. Group association has a positive impact as well as a negative impact.

Furthermore, Safira (2021) states that a positive self-concept can influence student self-confidence. Students' self-concept affects their behavior in social relationships with other individuals. A high or positive self-concept will affect positive behavior. The student's self-concept is expressed through his attitude, which is the actualization of the student.

Self-concept has a positive relationship with self-confidence. These results are from the results of research by Ariyani et al. (2023) showing a significant relationship between self-concept and self-confidence of second-grade students of Teuku Umar Semarang High School. The relationship shows a positive direction, namely high self-concept and high self-confidence. Furthermore, the results of Perinelli et al. (2022) show a significant relationship between self-concept and the level of adolescent self-confidence in second-grade students. In addition, the results of Palenzuela-Luis et al. (2022) show a positive and very significant relationship between self-concept and self-confidence, meaning that the more positive the self-concept, the higher the self-confidence.

Testing whether there is a significant relationship between students' self-concept and their level of self-confidence. The research will highlight aspects of self-concept that include students' perceptions of their abilities, physical appearance, social relationships, and values. This research is expected to provide a deeper understanding of the psychological factors that influence student development so that it can be the basis for self-development programs in schools.

2. METHOD

2.1 Research Design

This research uses a descriptive relationship design, a study where the researcher has one group and only tries to determine the relationship between two variables. The purpose of descriptive relationship design is to highlight the importance of descriptive relationship design in studying the relationship between variables.

2.2 Research. Subject

The research was conducted at SMP Negeri 1 Salem in September 2024 until completion. The research involved second-grade students and counseling teachers at SMP Negeri 1 Salem. The population in this study were all second-grade students at SMP Negeri 1 Salem, totaling 137 students; the research sample was all second-grade students, totaling 35 students. The sampling technique in this study used a cluster random sampling technique.

2.3 Data Collection

Data collection techniques in this study used non-test techniques with psychological scales using Likert. Scales are given to determine students' opinions on self-concept and self-confidence in junior high school. The self-concept scale is based on Berzonsky's theory. The self-confidence scale is based on Lauster's theory (Syam and Amri, 2017).

2.4 Data Analysis

The data analysis technique used in this study is the Pearson relationship. Pearson relationship analysis al, also known as the Product Moment relationship, is an analysis to measure the closeness of the linear relationship between two variables that have normal data distribution.

2.5 Research Procedure

The research was conducted after obtaining permission from the Head of the Guidance and Counseling Department of PGRI Semarang University. Stages in conducting research, namely: (1) distributing self-concept scale tryout and self-confidence scale tryout; (2) conducting instrument validity and reliability tests; (3) distributing self-concept scale and self-confidence scale; (4) conducting data requirement tests (normality test and linearity test); (5) conducting statistical hypothesis tests, and (6) analyzing the results of statistical hypothesis tests.

3. RESULTS AND DISCUSSION

3.1 Results

Data on the results of the self-confidence scale of class 2D students at SMP Negeri 1 Salem for each aspect can be presented in the following table.

Table 1. Results of Self-Confidence Scale for Each Aspect

No.	Aspect	Percentage	Category
1.	Confidence in one's own abilities	88%	Very good
2.	Optimistic	85%	Very good
3.	Objective	85%	Very good
4.	Responsible	85%	Good
5.	Rational	87%	Very good
	Total Average	86%	Very good

The results of the self-confidence scale of second-grade students at SMP Negeri 1 Salem show that second-grade students at SMP Negeri 1 Salem have confidence in their abilities, which is very good. Students have a very good, optimistic attitude. Students have a very good, objective attitude. Students also have a very good, responsible attitude. In addition, students have very good rational thinking.

Data on the results of the self-concept scale of second-grade students at SMP Negeri 1 Salem for each aspect can be presented in the following table.

Table 2. Self-Concept Scale Results for Each Aspect

No.	Aspect	Percentage	Category
1.	Physical aspects	84%	Very good
2.	Psychic aspects	83%	Very good
3.	Social aspects	82%	Very good
4.	Moral aspect	82%	Very good
	Total Average	83%	Sangat baik

The results of the self-concept scale of second-grade students at SMP Negeri 1 Salem show that second-grade students at SMP Negeri 1 Salem have very good physical characteristics. Students have a very good psychic. Students also have very good social values. In addition, students have very good moral values.

3.2. Discussion

Some second-grade students at SMP Negeri 1 Salem have low self-confidence, which is shown in their behavior, such as lack of confidence when presenting in front of the class, feeling embarrassed to ask the teacher, and being pessimistic because they get low learning scores. In addition, some students have a negative self-concept, which is shown in their behavior, such as being ashamed of their physical appearance, not neat in dressing when at school, having difficulty getting along with other friends at school, and getting angry easily when teased by friends if they cannot complete an assignment.

Self-confidence is a belief in oneself to handle all situations calmly; self-confidence has more to do with one's relationship with others. Self-confidence is an important role in helping individuals make good interactions with others (Andiwijaya & Liauw, 2019: 17). Self-confidence is a person's belief in all aspects of his strengths, and this belief makes a person feel capable of achieving various life goals (Kusuma and Afdliah, 2012). Self-confidence

indicators include belief in one's abilities, optimism, objectivity, responsibility, and rationality (Chaouali et al., 2017). Self-concept is a person's view of himself that can be obtained through interactions with others, self-concept indicators, namely physical, psychological, social, and moral aspects.

The results of the self-confidence scale of second-grade students at SMP Negeri 1 Salem obtained a total average percentage value of 86% in the very good category. In the first aspect of belief in one's abilities, an average percentage value of 88% was obtained in the very good category. This shows that students can recognize their abilities very well. Students can solve their problems very well. Students are confident in what I have learned very well. In addition, students can also accept the advantages that I have very well. According to Ismail (2014), belief in self-ability is a person's positive attitude about himself that he understands what he is doing.

In aspect II optimism, the average percentage value of 85% is obtained in the very good category. This shows that students have a very good belief that they will get good grades if they study hard. Students never give up if they receive low learning results. Students do not easily despair when doing difficult tasks. In addition, students can be very positive about the actions I take. Ginevra et al. (2016) state an optimistic attitude, which is a positive attitude of someone who always has a good view in dealing with everything about themselves, hopes, and abilities.

In aspect III of the objective, an average percentage value of 85% was obtained in the very good category. Students can make friends without distinguishing ethnicity, culture, and religion. Students can judge something with the actual situation very well. Students can accept if my learning score decreases. In addition, students look for information based on their sources very well. According to Heiphetz & Young (2017), a confident person objectively views problems according to the truth, not personal truth.

In the IV aspect of being responsible, the average percentage value of 85% was obtained in the very good category. This shows that students dare to be responsible for what they have done very well. Students do not avoid when facing problems very well. Students dare to take risks when making decisions very well. In addition, students can complete tasks on time very well. Raikes & McBean (2016) state that being responsible is a person's willingness to bear everything that has become a consequence.

In the rational V aspect, an average percentage value of 87% was obtained in the very good category. This shows that students can think first before acting very well. The results of the self-confidence scale of second-grade students at SMP Negeri 1 Salem obtained a total average percentage value of 86% in the very good category. In the first aspect of belief in one's abilities, an average percentage value of 88% was obtained in the very good category. This shows that students can recognize their abilities very well.

Students can solve their problems very well. Students are confident in what I have learned very well. In addition, students can also accept the advantages that I have very well. According to Neubauer et al. (2018), belief in self-ability is a person's positive attitude about himself that he understands what he is doing. In aspect II optimism, the average percentage value of 85% is obtained in the very good category.

This shows that students have a very good belief that they will get good grades if they study hard. Students never give up if they receive low learning results. Students do not easily despair when doing difficult tasks. In addition, students can be very positive about the actions I take. Carver & Scheier (2014) state an optimistic attitude is a positive attitude of someone who always has a good view in dealing with everything about themselves, hopes, and abilities. The physical aspect is an individual's assessment of everything he has, such as his body, clothes, and objects.

In aspect II of psychics, an average percentage value of 83% was obtained in the very good category. This shows that students think first about what friends say very well. When they hear friends badmouthing them, students are not easily carried away by emotions. Students dare to ask the teacher when experiencing learning difficulties. In addition, students can motivate themselves to excel in the academic field. Psychic aspects include individuals' thoughts, feelings, and attitudes toward themselves.

In the social III aspect, an average percentage value of 82% was obtained in the very good category. This shows that students can cooperate with others in social activities. Students are not easily influenced by friends' invitations to skip school. Students easily get along with new friends at school very well. In addition, students invite friends to study together very well. The social aspect is the individual's role in the social sphere and the extent of the individual's assessment of that role.

In the IV moral aspect, an average percentage value of 82% was obtained in the very good category. This shows that students can be kind to anyone. Students can be very responsible for the tasks given by the teacher. Students are not ashamed to admit mistakes made. In addition, students are diligent in worshiping at school and home. Moral aspects, namely values and principles, provide meaning and direction in an individual's life given the ethical value

of self-morals, such as honesty, responsibility for failures experienced, religiosity, and conformity of behavior to existing community norms.

Based on the self-concept scale of second-grade students at SMP Negeri 1 Salem, it can be concluded that second-grade students at SMP Negeri 1 Salem have very good physical characteristics. Students have a very good psychic. Students believe in something by proving it. Students dare to make very good decisions about the results of group discussions. Rational is an analysis of a problem, a thing, or an event using thoughts accepted by reason and reality. Based on the results of the self-confidence scale of second-grade students at SMP Negeri 1 Salem, it can be concluded that second-grade students at SMP Negeri 1 Salem have confidence in their abilities, which is very good. Students have a very good, optimistic attitude. Students have a very good, objective attitude. Students also have a very good, responsible attitude.

In addition, students have very good rational thinking. The results of the self-concept scale of second-grade students at SMP Negeri 1 Salem obtained a total average percentage value of 83% in the very good category. In the physical I aspect, an average percentage value of 84% was obtained in the very good category.

This shows that students believe all body members have their functions very well. Students are confident with their body shape. Students are not ashamed to have scars on their bodies. In addition, students go to school in neat clothes. The physical aspect is an individual's assessment of everything he has, such as his body, clothes, and objects. This proves that self-concept has a positive and strong relationship with the self-confidence of second-grade students at SMP Negeri 1 Salem.

4. RESEARCH IMPLICATIONS

The results of this study can be used as input for information about the relationship between self-concept and student self-confidence. Practically, the results of this study are useful for increasing positive self-concept in students' physical, psychological, social, and moral aspects. In addition, students can increase their self-confidence to improve their academic achievement. Managerially, the results of this study can be used as a reference for similar research. Methodologically, the results of this study can be applied using different methods by other researchers.

5. CONCLUSIONS

The study shows a relationship between self-concept and self-confidence of second-grade students at SMP Negeri 1 Salem. The degree of relationship between the self-concept variable and the self-confidence variable is correlated with a strong category in a positive form. A positive and significant relationship exists between self-concept and self-confidence of second-grade students at SMP Negeri 1 Salem. The higher the self-concept variable, the higher the self-confidence variable.

There is a significant and positive relationship between self-concept and student self-confidence. Students also have very good social values. In addition, students have excellent moral values. The results of the Pearson relationship test that has been carried out between the self-concept variable and the self-confidence variable of second-grade students at SMP Negeri 1 Salem obtained a 2-tailed significance value of 0.000 <0.05, so it can be said to be correlated. The form of the relationship between the self-concept variable and the self-confidence variable is positive. The degree of relationship between the self-concept variable and the self-confidence variable in the Pearson relationship test with a Pearson Relationship value of 0.765> 0.61, so the self-concept variable and the self-confidence variable are correlated with a strong category in the form of a positive relationship. A positive and significant relationship exists between self-concept and self-confidence of second-grade students at SMP Negeri 1 Salem. The higher the self-concept variable, the higher the self-confidence variable.

The results of this study align with the results of research conducted by Ariyani et al. (2023), showing a significant relationship between self-concept and self-confidence of XII grade students of Teuku Umar Semarang High School. The relationship shows a positive direction, namely high self-concept and high self-confidence. Furthermore, the results of Belfi et al. (2012) show a significant relationship between self-concept and the level of adolescent self-confidence in-class students. Putri & Indriani's research (2023) shows a significant positive relationship between self-concept and self-confidence. Self-concept is positively correlated with self-confidence, which indicates that the higher the self-concept of female students, the higher the level of self-confidence that female students have, and vice versa.

Furthermore, the results of Resa and Soetjiningsih's research (2022) show a significant positive relationship between self-concept variables and self-confidence in victims of body shaming. This study shows a positive and significant relationship between self-concept and self-confidence of second-grade students at SMP Negeri 1 Salem.

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AUTHOR CONTRIBUTION STATEMENT

The first author contributed to data collection, data analysis, and article drafting. The second and third authors contributed to providing the research framework and theoretical review.

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