



The Effect of Self-Confidence on the Academic Achievement of Junior High School Students

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Abstract: This study aims to determine the effect of self-confidence on the academic achievement of eighth-grade students at UPTD SMP Negeri 16 Kupang during the 2025/2026 academic year. The research design used was an ex post facto study with a quantitative approach. The population consisted of 164 eighth-grade students at UPTD SMP Negeri 16 Kupang during the 2025/2026 academic year, with a sample of 42 students. The sampling technique used was simple random sampling. The data collection instruments consisted of a self-confidence questionnaire and documentation of students' report card grades. The data analysis technique used was simple linear regression. The results of the data analysis showed an F-calculated value of 6.044 and an F-table value of 4.085, indicating that the F-calculated value was greater than the F-table value ($6.044 > 4.085$), with a significance value of 0.018 and an R-squared value of 0.131. Based on the results of the analysis and interpretation of the research data, it can be concluded that self-confidence has an effect on the academic achievement of eighth-grade students at UPTD SMP Negeri 16 Kupang during the 2025/2026 academic year.

Keywords: self-confidence; academic achievement; students

Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh kepercayaan diri terhadap prestasi belajar siswa kelas VIII UPTD SMP Negeri 16 Kupang tahun pelajaran 2025/2026. Desain penelitian yang digunakan adalah penelitian ex post facto dengan pendekatan kuantitatif. Populasi dalam penelitian ini terdiri atas 164 siswa kelas VIII UPTD SMP Negeri 16 Kupang tahun pelajaran 2025/2026, dengan sampel sebanyak 42 siswa. Teknik pengambilan sampel yang digunakan adalah simple random sampling. Alat pengumpulan data berupa angket kepercayaan diri dan dokumentasi nilai rapor siswa. Teknik analisis data yang digunakan adalah regresi linear sederhana. Hasil analisis data menunjukkan nilai Fhitung sebesar 6,044 dan Ftabel sebesar 4,085, yang berarti Fhitung lebih besar daripada Ftabel ($6,044 > 4,085$), dengan nilai signifikansi sebesar 0,018 dan nilai R-squared sebesar 0,131. Berdasarkan hasil analisis dan interpretasi data penelitian, dapat disimpulkan bahwa kepercayaan diri berpengaruh terhadap prestasi belajar siswa kelas VIII UPTD SMP Negeri 16 Kupang tahun pelajaran 2025/2026.

Kata kunci: kepercayaan diri; prestasi belajar; siswa

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Introduction

The learning process is carried out with the expectation that every student is able to participate actively in order to achieve optimal academic achievement. Academic achievement can be measured through learning outcomes obtained as a result of a series of efforts and learning processes that have been undertaken. Winkel (as cited in Julianti, 2022) stated that academic achievement is evidence of an individual's success in the learning process, demonstrated through a certain level of achievement. Academic achievement can also be defined as the results obtained by students after undergoing the learning process, which are then assessed based on certain criteria as a benchmark for the level of mastery of subject matter, skills, and attitudes that reflect learning success.

The academic achievement attained by students is influenced by various factors. Susanto (as cited in Khaerani 2023) stated that factors influencing academic achievement can be classified into two categories, namely internal and external factors. Internal factors originate from within the students, such as interests, intelligence, learning motivation, attitudes, perseverance, study habits, self-confidence, as well as physical condition and health. Meanwhile, external factors originate from outside the students, including family, school, and community conditions. One of the internal factors that influences academic achievement is self-confidence.

Lauster (as cited in Risnawita, 2022 p. 34) argued that self-confidence is a part of personality that reflects an individual's belief in their own abilities, enabling them not to be easily influenced by others and to act according to their own will. Self-confidence is related to an individual's ability to perform tasks well. Mastuti (as cited in Aristiani & Kudus, 2016) explained that characteristics of students who lack self-confidence include displaying conformist attitudes merely to gain recognition and acceptance from a group, harboring fear of rejection, having difficulty accepting themselves realistically, particularly their own shortcomings, underestimating their abilities, being afraid of failure, avoiding risks, being unwilling to set achievement targets, and consistently placing or positioning themselves last. Meanwhile, Afifi (as cited in Khaerani 2023) stated that characteristics of confident students include being responsible, adaptable, willing to work hard to achieve goals, confident in their roles, willing to take action, and ready to make use of every opportunity. They are also realistic, accept themselves, believe in their abilities, think positively, understand that everyone has weaknesses, exercise self-control, and increase their motivation. Differences in students' levels of self-confidence can affect their academic achievement,

potentially resulting in decreased achievement at school.

Several previous studies have shown that self-confidence influences students' academic achievement. The findings of *Khaerani dan Syamsuriwayati 2023* demonstrated a positive effect of self-confidence on the learning outcomes of ninth-grade students at SMP YP PGRI 4 Makassar, accounting for 11.5%. In addition, Sardin dan Wa Ode 2017 found that self-confidence influenced students' mathematics academic achievement by 22.7%.

An initial study conducted by the researchers through interviews with the school counselor and several teachers on October 15, 2025, in the eighth-grade classes at UPTD SMP Negeri 16 Kupang revealed that some students had strong beliefs in their abilities, maintained positive attitudes toward their abilities, demonstrated sound judgment when making decisions, took responsibility for their actions and decisions, and were able to think objectively and remain emotionally controlled during the learning process and guidance and counseling services in the classroom. However, some students still appeared to lack confidence in their abilities, did not demonstrate positive attitudes toward their abilities, lacked sound judgment when making decisions, showed less responsibility for their actions and decisions, had limited ability to think objectively, and acted emotionally in the classroom.

Regarding academic achievement, the researchers interviewed seven subject teachers and obtained information indicating that some students lacked confidence in their abilities, did not demonstrate positive attitudes toward their abilities, lacked sound judgment when making decisions, were not responsible for their actions and decisions, and had limited ability to think objectively and tended to act emotionally in the classroom. These conditions had an impact on students' learning difficulties and may affect the academic achievement they attained.

Based on the description above, the research problem is formulated as follows: Is there an effect of self-confidence on the academic achievement of eighth-grade students at UPTD SMP Negeri 16 Kupang during the 2025/2026 academic year? Based on the research problem stated above, the purpose of this study is to determine the effect of self-confidence on the academic achievement of eighth-grade students at UPTD SMP Negeri 16 Kupang during the 2025/2026 academic year.

Method

Research Design and Setting

This study used an ex post facto research design with a quantitative approach. The study was conducted at UPTD SMP Negeri 16 Kupang, located on Jl. Supul Raya, Pasir Panjang, Kota Lama District,

Kupang City, East Nusa Tenggara. The research was conducted from January to June 2026.

Participants, Sample, or Data Sources

The population consisted of 164 eighth-grade students at UPTD SMP Negeri 16 Kupang during the 2025/2026 academic year. A sample of 42 students was selected using simple random sampling. The sample represented eighth-grade students enrolled during the study period.

Instruments and Measures

Data were collected using a self-confidence questionnaire and document analysis. The questionnaire was a closed-ended instrument using a five-point Likert scale with response options ranging from strongly agree to strongly disagree. The questionnaire had previously been tested for validity and reliability by Kurnia in 2023 among eighth-grade students at SMP Katolik Sancta Familia Kupang. The results indicated that all questionnaire items were valid and reliable. Academic achievement data were obtained from students' first-semester report card grades.

Procedure and Research Ethics

Data collection was conducted by administering the self-confidence questionnaire to the selected students and collecting documentation of their first-semester report card grades. The data were collected during the research period after obtaining permission from the relevant school authorities. The confidentiality of the students' data was maintained throughout the research process.

Data Analysis

The collected data were analyzed using simple linear regression to determine the effect of self-confidence as the independent variable on academic achievement as the dependent variable. Data analysis was conducted using SPSS. The analysis included testing the significance of the regression model and determining the coefficient of determination (R^2).

Results and Discussion

Results

Simple Linear Regression Test

The results of the simple linear regression analysis used to determine the effect of self-confidence (X) on academic achievement (Y) are presented as follows:

Table 1. Results of the Simple Linear Regression Test

ANOVA ^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	16.404	1	16.404	6.044	.018 ^b
Residual	108.572	40	2.714		
Total	124.976	41			

a. Dependent Variable: Academic Achievement

b. Predictors: (Constant), Self-Confidence

The results of the simple linear regression test presented in Table 1 regarding the effect of self-confidence on academic achievement obtained an F-calculated value of 6.044 and an F-table value of 4.085 (the distribution of the F-table values can be found in Appendix 08). The calculation results show that $F_{\text{calculated}} > F_{\text{table}} = 6.044 > 4.085$, with a significance value of 0.018. When compared with $\alpha = 0.05$, the significance value is smaller than α ($\text{sig} < \alpha$), namely $0.018 < 0.05$.

Hypothesis Testing

The research hypothesis was tested using the F-test, with the assistance of SPSS version 20 for Windows. The results of the F-test are presented in Table 2.

Table 2. Results of the Hypothesis Test (F-Test)

Coefficients ^a					
Model	B	Std. Error	Standardized Coefficients		
			Beta	T	Sig.
1 (Constant)	40.312	3.400		11.856	.000
Kepercayaan Diri	.046	.019	.362	2.458	.018

a. Dependent Variable: Academic Achievement

Based on the data presented in Table 2, the t-calculated value was 2.458. Compared with the t-table value at a 5% significance level with $N = 42 - 2 = 40$, the t-table value was 1.684 (the distribution of the t-table values can be found in Appendix 09). Since the significance value was $0.018 < 0.05$, H_0 was rejected and H_a was accepted. The results of this study indicate that self-confidence has a significant effect on the academic achievement of eighth-grade students at UPTD SMP Negeri 16 Kupang during the 2025/2026 academic year.

Coefficient of Determination Test

The coefficient of determination was used to determine the contribution or proportion of the effect of variable X (independent variable) on variable Y (dependent variable). The coefficient of determination is indicated by the R Square value in the Model Summary table. The results of the coefficient of determination test using SPSS version 20 for Windows are presented in Table 3.

Table 3. Results of the Coefficient of Determination Test

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.362 ^a	.131	.110	1.648
a. Predictors: (Constant), Kepercayaan Diri				
b. Dependent Variabel: Prestasi Belajar				

Based on the data presented in Table 3, the R Square value was 0.131, indicating that self-confidence contributed 13.1% to students' academic achievement, while the remaining 86.9% was influenced by other variables not examined in this study.

Discussion

The results of the research data analysis indicate that self-confidence has an effect on the academic achievement of eighth-grade students at UPTD SMP Negeri 16 Kupang during the 2025/2026 academic year. This is evidenced by the statistical analysis, which showed an F-calculated value of 6.044 and an F-table value of 4.085, indicating that $F_{\text{calculated}} > F_{\text{table}}$ ($6.044 > 4.085$). The significance value was 0.018, which is lower than $\alpha = 0.05$ ($0.018 < 0.05$). These results indicate that H_0 is rejected and H_a is accepted, meaning that self-confidence has an effect of 13.1% on the academic achievement of eighth-grade students at UPTD SMP Negeri 16 Kupang during the 2025/2026 academic year. Meanwhile, the remaining 86.9% is influenced by other variables not examined in this study.

The results of this study are supported by the findings of Sardin (2017), entitled "The Effect of Self-Confidence on Students' Mathematics Academic Achievement at SMP Negeri 1 Batauga," which stated that self-confidence had an effect on students' mathematics academic achievement at SMP Negeri 1 Batauga. This was demonstrated by a t-value of 5.794 with a significance value of $0.000 < 0.05$, indicating that H_0 was rejected and H_1 was accepted. In addition, self-confidence contributed 22.7% to academic achievement, while the remaining 77.3% was influenced by other variables outside the study.

The findings of this study are also consistent with those of Fatma (2025), entitled "The Effect of Self-Confidence on Students' Academic Achievement in Islamic Religious Education among Eighth-Grade Students at SMPN 2 Sedong, Cirebon Regency." The study found that students' self-confidence was categorized as good at 71%, while students' academic achievement was categorized as good at 85%. Furthermore, self-confidence had an effect of 2.5% on students' academic achievement, while the remaining 97.5% was influenced by other factors.

Theoretically, students' academic achievement is influenced by various factors. Susanto (2016) stated that factors influencing academic achievement can be classified into two categories,

namely internal and external factors. Internal factors originate from within students, such as interest, intelligence, learning motivation, attitudes, perseverance, study habits, self-confidence, as well as physical condition and health. Meanwhile, external factors originate from outside students, namely family, school, and community conditions. Students who have good self-confidence tend to be more active in the learning process and more willing to face challenges, thereby increasing their opportunities to achieve better academic achievement.

Conclusion

Based on the analysis and interpretation of the research data, the researcher can conclude that self-confidence has an effect on the academic achievement of eighth-grade students at UPTD SMP Negeri 16 Kupang during the 2025/2026 academic year.

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Conflict of Interest

The author declares no conflict of interest.

Author Contributions (Optional)

The author was responsible for the conceptualization, methodology, investigation, data curation, formal analysis, writing of the original draft, and review and editing of the manuscript.

Generative AI Disclosure

The author declares that generative AI tools were used to assist with language translation and editing during the preparation of this manuscript. The author remains fully responsible for the accuracy, originality, integrity, and final content of the article.

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