



Profile of Junior High School Students' Self-Confidence and Its Implications for the Implementation of Personal-Social Guidance

Maria Apriliana Toji¹; Maria Erlinda²; Wens Nagul³

1 Department of Guidance and Counseling, Widya Mandira Catholic University, Kupang, Indonesia

2 Department of Guidance and Counseling, Widya Mandira Catholic University, Kupang, Indonesia

3 Department of Guidance and Counseling, Widya Mandira Catholic University, Kupang, Indonesia

*Corresponding author: lianatoji388@gmail.com | ORCID: 0000-0000-0000-0000

Received	Revised	Accepted	Published
[10-08-2026]	[12-08-2026]	[17-08-2026]	[19-09-2026]

Abstract: *The purpose of this study was to determine: 1) the self-confidence profile of eighth-grade students in Class VIII D at SMPK St. Theresia Kupang in the 2025/2026 academic year; and 2) the implications of the students' self-confidence profile for the implementation of personal-social guidance. The variable examined in this study was self-confidence. This research employed a quantitative descriptive method, with a student self-confidence questionnaire used as the data collection instrument. The population consisted of all 28 students in Class VIII D. A saturated sampling technique was applied, whereby all 28 students were included as research participants. The data were analyzed using measures of central tendency. The results indicated that the average self-confidence score of the eighth-grade students in Class VIII D at SMPK St. Theresia Kupang during the 2025/2026 academic year was categorized as high, with a mean score of 220.661, within the score range of 204–251. This finding indicates that, in general, the students demonstrated strong confidence in their abilities, optimism, objectivity, responsibility, and the capacity to think rationally and realistically. Nevertheless, several students still require guidance and support to further develop their self-confidence aspects optimally.*

Keywords: *Self-Confidence; Junior High School Students; Personal-Social Guidance*

Abstrak: *Tujuan penelitian ini untuk mengetahui 1) Profil kepercayaan diri siswa kelas VIII D SMPK St. Theresia Kupang Tahun pelajaran 2025/2026. 2) Implikasi dari profil kepercayaan diri siswa kelas VIII D SMPK St. Theresia Kupang Tahun Pelajaran 2025/2026 bagi Pelaksanaan bimbingan pribadi-sosial. Variabel penelitian ini yaitu kepercayaan diri. Metode yang digunakan dalam penelitian ini adalah deskriptif kuantitatif dan alat pengumpul data berupa angket kepercayaan diri siswa. Populasi dalam penelitian ini mencakup seluruh siswa kelas VIII D yang berjumlah 28 orang. Penentuan sampel dilakukan dengan menggunakan teknik sampling jenuh, sehingga seluruh anggota populasi sebanyak 28 siswa dijadikan sampel penelitian. Teknik analisis data penelitian menggunakan rumus kecenderungan pusat. Hasil analisis data penelitian menunjukkan skor rata-rata profil kepercayaan diri siswa kelas VIII D SMPK St. Theresia Kupang Tahun Pelajaran 2025/2026 berada pada kategori tinggi, dengan skor rata-rata sebesar 220,661, yang berada pada rentang skor 204-251. Hal ini menunjukkan bahwa secara umum siswa memiliki keyakinan yang baik terhadap kemampuan diri, bersikap optimis, objektif, bertanggung jawab, serta mampu berpikir rasional dan realistis. Meskipun demikian, masih terdapat beberapa siswa yang memerlukan pendampingan untuk lebih mengembangkan aspek-aspek kepercayaan diri secara optimal.*

Kata kunci: *Kepercayaan Diri; Siswa SMP; Bimbingan Pribadi-Sosial*

CITATION: Toji, M. A., Erlinda, M., & Nagul, W. (2026). Profile of Junior High School Students' Self-Confidence and Its Implications for the Implementation of Personal-Social Guidance . *Edumaspul: Jurnal Pendidikan*, 10(2). <https://doi.org/10.33487/edumaspul.v10i2.505>

COPYRIGHT: © [2026] Toji, M. A., Erlinda, M., & Nagul, W (s). Open access under the [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/) (CC BY-SA 4.0).

Introduction

Self-confidence is one of the important aspects of the personality of junior high school students who are in the adolescent stage of development. Novita & Sumiarsih (2021) explain that self-confidence is a form of an individual's belief in the potential within oneself. Consistent with this view, Lauster (as cited in Istighfarini et al., 2025) defines self-confidence as a belief in one's abilities that enables individuals to act freely, perform various activities according to their own willingness, and take responsibility for their actions.

Self-confidence is an important quality that students should possess to achieve success. In everyday life, students sometimes do not realize that a lack of self-confidence can become an obstacle to carrying out various activities. Fitri et al (2018) state that students who possess self-confidence demonstrate positive attitudes toward themselves as well as toward others. In contrast, Krisno et al. (2020) explain that low self-confidence among students can be identified through hesitation when doing something, being easily anxious, lacking belief in oneself, tending to avoid situations and withdraw from others, showing little initiative, becoming discouraged easily, and being afraid to appear in front of many people. Such conditions can hinder students from carrying out various activities optimally.

Based on observations conducted by the researcher during the Merdeka Belajar Kampus Merdeka (MBKM) program at SMPK St. Theresia Kupang, particularly among students in Class VIII D, several students were found to demonstrate low levels of self-confidence during the learning process and the provision of guidance services in the classroom. This condition was reflected in students' limited confidence in their own abilities. Several students appeared nervous and tense when asked to stand in front of the class to present their assignments. In addition, students also demonstrated a less optimistic attitude toward the success they expected to achieve and therefore tended to be afraid of making mistakes. Students were also not yet able to assess their abilities objectively and often considered themselves incapable despite actually possessing potential. In terms of responsibility, students tended to depend on their peers when making decisions or completing assignments, indicating a lack of independence. Furthermore, students had not yet developed a rational way of thinking about their own abilities, as demonstrated by excessive doubt when facing various situations.

In addition to the observation findings, the self-confidence problems among students in Class VIII D were also identified through the distribution of the AKPD (Student Needs Assessment Questionnaire), which was conducted by the researcher on August 20, 2025. The AKPD results

showed that 20 out of 28 students (80%) selected statement item number 8, namely, "I still feel that I do not have self-confidence." Based on the analysis of the AKPD data, it can be concluded that the majority of students in Class VIII D of SMPK St. Theresia still had a low level of self-confidence.

Low self-confidence among students can affect various aspects of development, both academically and socially. Students with low self-confidence tend to experience difficulties in expressing ideas, participate less actively in the learning process, and encounter obstacles in establishing social relationships with peers (Fatimah, 2010). If this condition is not addressed appropriately, it may affect students' academic achievement and personality development. Therefore, systematic efforts are needed to address and minimize students' self-confidence problems through guidance and counseling services provided by school counselors.

Guidance and counseling play an important role in facilitating students' optimal development. Nurhasanah et al., (2025) state that guidance and counseling constitute assistance provided to facilitate individuals in achieving their developmental tasks optimally and independently. One form of guidance that can be provided to assist students in dealing with self-confidence problems is personal-social guidance.

Yusuf (as cited in Hidayat, 2019) defines personal-social guidance as guidance provided to assist individuals in resolving personal-social problems. Through a planned and systematic personal-social guidance program, students are expected to improve their self-confidence and develop their potential to the fullest.

Several previous studies have shown that personal-social guidance service programs can improve students' self-confidence. A study conducted by Tohir (2016), found that a personal-social guidance program was proven to improve students' self-confidence. In addition, Ayundari (2019), also found that a personal-social guidance service program using discussion techniques had an effect on increasing students' self-confidence.

Based on the background described above, the research questions are formulated as follows: 1. What is the self-confidence profile of students in Class VIII D at SMPK St. Theresia Kupang in the 2025/2026 Academic Year? 2. What are the implications of the self-confidence profile of students in Class VIII D at SMPK St. Theresia Kupang in the 2025/2026 Academic Year for the implementation of personal-social guidance?

This study was conducted with the following objectives: 1. To determine the self-confidence profile of students in Class VIII D at SMPK St. Theresia Kupang in the 2025/2026 Academic Year. 1. To

determine the implications of the self-confidence profile of students in Class VIII D at SMPK St. Theresia Kupang in the 2025/2026 Academic Year for the implementation of personal-social guidance.

Method

Research Design and Setting

This study employed a quantitative descriptive approach aimed at obtaining an objective profile of the self-confidence of Class VIII D students at SMPK St. Theresia Kupang during the 2025/2026 academic year. The study was conducted at SMPK St. Theresia Kupang, Jendral Ahmad Yani Street, Kota Lama District, Merdeka Subdistrict, Kupang City, East Nusa Tenggara, over a five-month period from January to May 2026.

Participants, Sample, or Data Sources

The study population consisted of all 28 students of Class VIII D at SMPK St. Theresia Kupang during the 2025/2026 academic year. Due to the relatively small population size, a saturated sampling technique was employed, whereby all 28 students were included as the research sample.

Instruments and Measures

Data were collected using a closed-ended self-confidence questionnaire consisting of 60 statements covering five aspects: confidence in one's abilities, optimism, objectivity, responsibility, and rational and realistic thinking. Each statement used five response options: strongly agree, agree, uncertain, disagree, and strongly disagree. Favourable items were scored from 5 to 1, whereas unfavourable items were scored from 1 to 5. The instrument underwent a repeated pilot test involving 56 respondents and was analyzed using SPSS version 20 for Windows. The results indicated that all questionnaire items were valid and reliable and therefore suitable for data collection.

Procedure and Research Ethics

Data collection was conducted after obtaining permission from the school. The researcher explained the purpose and procedures for completing the questionnaire to the respondents and then distributed the self-confidence questionnaire to be completed according to their respective conditions. The collected data were used solely for research purposes, and respondent confidentiality was maintained.

Data Analysis

The data were analyzed using central tendency analysis. The analysis involved constructing a frequency distribution table and calculating the mean, standard deviation, and standard error. The results were subsequently consulted against the normal distribution at a 5% significance level and interpreted according to the predetermined score criteria. For the overall score, 252–300 was classified as very high, 204–251 as

high, 156–203 as moderate, 108–155 as low, and 60–107 as very low. The same classification approach was applied to each aspect by adjusting the corresponding score ranges.

Results and Discussion

Results

Overall Research Data Analysis

Based on the scores obtained from the 28 research respondents, the research data were subsequently analyzed using the central tendency analysis technique by following the steps below:

- 1) Constructing a Frequency Distribution Table
 - a) Arranging the data from the lowest to the highest score:
181, 196, 201, 205, 207, 209, 210, 214, 215, 216, 216, 216, 217, 219, 222, 223, 225, 225, 226, 227, 230, 231, 240, 242, 246, 249, 253, 255.
 - b) Calculating the range of the data (R)
The range was calculated using the following formula:
 $R = \text{Highest score} - \text{Lowest score}$
 $R = 255 - 181 = 74$
 - c) Determining the number of class intervals (K) using Sturges' formula
 $K = 1 + 3.3 \log 28$
 $K = 1 + 3.3 (1.477)$
 $K = 1 + 4.7751$
 $K = 5.7751$, rounded to 6
Therefore, $K = 6$.
 - d) Calculating the class interval length
 $I = R/K$
 $I = 74/6 = 12.33$
 $I = 12$ (rounded)
 - e) Constructing the frequency distribution table

Table 1. Frequency Distribution of Self-Confidence Questionnaire Scores

N o	Interval Class	f_i	x_i	$f_i \cdot x_i$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	$f_i(x_i - \bar{x})^2$
1	243-252	4	247.5	990	26.84	720.35	2881.38903
2	231-242	3	236.5	709.5	15.84	250.88	752.648916
3	218-230	8	224	1792	3.34	11.15	89.2066327
4	206-217	9	211.5	1903.5	-9.16	83.92	755.268176
5	193-205	3	199	597	-21.66	469.19	1407.55963
6	181-192	1	186.5	186.5	-34.16	1166.95	1166.9544

	Total	28	130 5	6178. 5	- 18.96 4	270 2.4 41	7053.02 679
--	-------	----	----------	------------	-----------------	------------------	----------------

2) Calculating the Mean

$$\bar{X} = \frac{\sum f_i x_i}{\sum f_i} = \frac{6178.5}{28} = 220.66$$

3) Calculating the Standard Deviation

$$SB = \sqrt{\frac{\sum f_i (x_i - \bar{x})^2}{n-1}} = \sqrt{\frac{7053.02679}{28-1}} \\ = \sqrt{\frac{7053.02679}{27}} = \sqrt{261.223} = 16.1624$$

4) Calculating the standard error using the following formula

$$GB_{\bar{x}} = \frac{SB}{\sqrt{n}} = \frac{16.1624}{\sqrt{28}} = \frac{16.1624}{5.2915} = 3.05441$$

The result was subsequently consulted with the standard normal distribution table for the z value at a 5% significance level. Based on the comparison, the value of μ (mu) was found to lie between $\bar{X} - (1.95 \times GB_{\bar{x}})$ and $\bar{X} + (1.95 \times GB_{\bar{x}})$. Therefore, the minimum value of μ at the 5% significance level was calculated as follows: $\bar{X} - (1.96 \times 3.05441) = 220.661 - 5.9866 = 214.67$ Meanwhile, the maximum value of μ was calculated as follows: $\bar{X} + (1.96 \times 3.05441) = 220.661 + 5.9866 = 226.65$. Based on the calculation, the minimum value of μ was 214.67 and the maximum value was 226.65. Thus, the average score of students' confidence in their abilities at SMPK St. Theresia Kupang was: $\frac{214.67 + 226.65}{2} = \frac{441.32}{2} = 220.66$

Based on the predetermined criteria, the average self-confidence questionnaire score of Class VIII D students at SMPK St. Theresia Kupang in the 2025/2026 academic year was 220.661, which falls within the score range of 204–251 and is categorized as high. Therefore, the self-confidence of Class VIII D students at SMPK St. Theresia tends to be high, as reflected in the aspects of confidence in one's abilities, optimism, objectivity, responsibility, and rational and realistic thinking.

Data Analysis of Each Self-Confidence Aspect

After analyzing the self-confidence questionnaire of Class VIII D students at SMPK St. Theresia Kupang in the 2025/2026 academic year as a whole, the researcher also analyzed each aspect of

the self-confidence questionnaire. The results of the analysis of each aspect are presented as follows:

Confidence in One's Abilities

1) Constructing a Frequency Distribution Table

The steps for constructing the frequency distribution table are as follows:

a) Arranging the data from the lowest to the highest score:

37, 38, 38, 40, 41, 41, 41, 42, 42,

43, 43, 43, 44, 44, 45, 45, 46, 47,

47, 48, 48, 48, 50, 52, 52, 52, 53, 54.

b) Calculating the range of the data (R)

R = Highest score – Lowest score

R = 54 – 37 = 17

c) Calculating the number of class intervals (K) using Sturges' formula

K = 1 + 3.3 log 28

K = 1 + 3.3 (1.477)

K = 1 + 4.7751

K = 5.7751, rounded to 6

Therefore, K = 6.

d) Calculating the class interval length

I = R/K

I = 17/6 = 2.833, rounded to 3

e) Constructing the frequency distribution table

Table 2. Frequency Distribution of Self-Confidence Questionnaire Scores for the Confidence in One's Abilities Aspect

N o	Interv al Class	f_i	x_i	$f_i \cdot x_i$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	$f_i(x_i - \bar{x})^2$
1	52-54	5	53	265	7.82	61.17	305.8737
2	49-51	1	50	50	4.82	23.25	23.24617
3	46-48	6	47	282	1.82	3.32	19.90561
4	43-45	7	44	308	-1.18	1.39	9.723214
5	40-42	6	41	246	-4.18	17.46	104.7628
6	37-39	3	38	114	-7.18	51.53	154.5957
	Total	28	273	1265	1.92	158.120	618.107194

2) Calculating the Mean

The mean was calculated using the following formula:

$$(\bar{X}) = \frac{\sum f_i \cdot x_i}{\sum f_i} = \frac{1265}{28} = 45.179$$

3) Calculating the Standard Deviation

The standard deviation was calculated using the following formula:

$$SB = \sqrt{\frac{\sum f_i (x_i - \bar{x})^2}{n-1}} = \sqrt{\frac{618.107194}{28-1}} = \sqrt{\frac{618.107194}{27}} \\ = \sqrt{22.892859} = 4.7846$$

4) Calculating the Standard Error

The standard error was calculated using the following formula:

$$GB_{\bar{X}} = \frac{SB}{\sqrt{n}} = GB_{\bar{X}} = \frac{4.7846}{\sqrt{28}} = \frac{4.7846}{5.2915} = 0.9042$$

The calculation resulted in $GB_{\bar{X}} = 0.9042$. The result was subsequently consulted with the standard normal distribution table for the z value at a 5% significance level. Based on the comparison, the value of μ (μ) was found to lie between $\bar{X} - (1.95 \times GB_{\bar{X}})$ and $\bar{X} + (1.95 \times GB_{\bar{X}})$. Therefore, the minimum value of μ at the 5% significance level was calculated as follows: $\bar{X} - (1.96 \times 0.9042) = 45.179 - 1.7723 = 43.525$. Meanwhile, the maximum value of μ was calculated as follows: $\bar{X} + (1.96 \times 0.9042) = 45.179 + 1.7723 = 46.833$. Based on the calculation, the minimum value of μ was 43.525 and the maximum value was 46.833. Thus, the average score of confidence in one's abilities among students at SMPK St. Theresia Kupang was $\frac{43.525 + 46.833}{2} = \frac{90.358}{2} = 45.179$.

Based on the predetermined criteria, the average score of the self-confidence questionnaire for the confidence in one's abilities aspect among Class VIII D students at SMPK St. Theresia Kupang in the 2025/2026 academic year was 45.179. This score

falls within the range of 42–51, which is categorized as high.

Optimism Aspect

1) Constructing a Frequency Distribution Table

The steps for constructing the frequency distribution table are as follows:

a) Arranging the data from the lowest to the highest score:

33, 37, 37, 39, 41, 42, 42, 42, 43, 44, 44, 45, 46, 46, 46, 48, 48, 48, 48, 49, 49, 49, 49, 49, 49, 50, 52, 53.

b) Calculating the range of the data (R)

R = Highest score – Lowest score

$$R = 53 - 33 = 20$$

c) Calculating the number of class intervals (K)

$$K = 1 + 3.3 \log 28$$

$$K = 1 + 3.3 (1.477)$$

$$K = 1 + 4.7751$$

$$K = 5.7751, \text{ rounded to } 6$$

Therefore, $K = 6$.

d) Calculating the class interval length

$$I = R/K$$

$$I = 20/6 = 3.33$$

$$I = 3.33 \text{ (rounded)}$$

e) Constructing the frequency distribution table

Table 3. Frequency Distribution of Scores for the Optimism Aspect

N o	Interval Class	f_i	x_i	$f_i \cdot x_i$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	$f_i(x_i - \bar{x})^2$
1	50-53	3	51.5	154.5	6.34	40.19	120.5596
2	47-49	10	48	480	2.84	8.06	80.61543
3	44-46	6	45	270	-0.16	0.03	0.154974
4	41-43	5	42	210	-3.16	9.99	49.95057
5	37-40	3	38.5	115.5	-6.66	44.37	133.0953
6	33-36	1	34.5	34.5	-10.66	113.65	113.6508
	Total	28	259.5	1264.5	-	216.280	498.0268

2) Calculating the Mean

The mean was calculated using the following formula:

$$(\bar{X}) = \frac{\sum f_i \cdot x_i}{\sum f_i} = \frac{1264.5}{28} = 45.161$$

3) Calculating the Standard Deviation

The standard deviation was calculated using the following formula:

$$SB = \sqrt{\frac{\sum f_i (x_i - \bar{x})^2}{n-1}} = \sqrt{\frac{498.0268}{28-1}} = \sqrt{\frac{498.0268}{27}}$$

$$= \sqrt{18.445} = 4.2948$$

4) Calculating the Standard Error

The standard error was calculated using the following formula:

$$GB_{\bar{x}} = \frac{SB}{\sqrt{n}} = GB_{\bar{x}} = \frac{4.2948}{28} = \frac{4.2948}{5.2915} = 0.8116$$

Based on the comparison, the value of μ (mu) was found to lie between $\bar{X} - (1.96 \times GB_{\bar{x}})$ and $\bar{X} + (1.96 \times GB_{\bar{x}})$. Therefore, the minimum value of μ at the 5% significance level was calculated as follows: $\bar{X} - (1.96 \times 0.8116) = 45.161 - 1.59076 = 43.57$ Meanwhile, the maximum value of μ was calculated as follows: $\bar{X} + (1.96 \times 0.8116) = 45.161 + 1.59076 = 46.751$. Based on the calculation, the minimum value of μ was 43.5702 and the maximum value was 46.752. Thus, the average score of confidence in one's abilities at SMPK St. Theresia Kupang was $\frac{43.5702 + 46.752}{2} = \frac{90.322}{2} = 45.161$.

Based on the predetermined criteria, the average self-confidence questionnaire score for the optimism aspect was 45.161. This score falls within the range of 42–51, which is categorized as high.

Objective Aspect

1) Constructing a Frequency Distribution Table

The steps for constructing the frequency distribution table are as follows:

a) Arranging the data from the lowest to the highest score:

34, 37, 39, 40, 40, 40, 41, 41, 42, 42, 42, 43, 43, 44, 44, 45, 45, 46, 46, 46, 48, 49, 49, 50, 51, 55, 56, 58.

b) Calculating the range of the data (R)

R = Highest score – Lowest score

$$R = 58 - 34 = 24$$

c) Calculating the class intervals (K):

$$K = 1 + 3.3 \log 28$$

$$K = 1 + 3.3 (1.477)$$

$$K = 1 + 4.7751$$

$$K = 5.7751, \text{ rounded to } 6$$

Therefore, K = 6.

d) Calculating the class interval length

$$I = R/K$$

$$I = 24/6 = 4$$

e) Constructing the frequency distribution table

Table 4. Frequency Distribution of Scores for the Objective Aspect

No	Interval class	f_i	x_i	$f_i \cdot x_i$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	$f_i(x_i - \bar{x})^2$
1	54-58	3	56	168	11.16	124.56	373.68
2	50-53	2	51.5	103	6.6	44.37	88.7302
3	46-49	6	47.5	285	2.6	7.08	42.4764

4	42-45	9	43.5	391.5	-1.34	1.79	16.1432
5	38-41	6	39.5	237	-5.34	28.51	171.048
6	34-37	2	35.5	71	-9.34	87.22	174.445
	Total	28	273.5	1256	4.64	293.530	866.527

2) Calculating the Mean

The mean was calculated using the following formula:

$$(\bar{X}) = \frac{\sum f_i x_i}{\sum f_i} = \frac{1256}{28} = 44.857$$

3) Calculating the Standard Deviation

The standard deviation was calculated using the following formula:

$$SB = \sqrt{\frac{\sum f_i(x_i - \bar{x})^2}{n-1}} = \sqrt{\frac{866.527}{28-1}} = \sqrt{\frac{866.527}{27}} = \sqrt{32.094} = 5.6651$$

4) Calculating the Standard Error

The standard error was calculated using the following formula:

$$GB_{\bar{x}} = \frac{SB}{\sqrt{n}} = GB_{\bar{x}} = \frac{5.6651}{28} = \frac{5.6651}{5.2915} = 1.0706$$

Based on the comparison, it was found that the value of μ (mu) lies between $\bar{X} - (1.96 \times GB_{\bar{x}})$ and $\bar{X} + (1.96 \times GB_{\bar{x}})$. Therefore, the minimum value of μ at the 5% significance level was calculated as follows:

$$\bar{X} - (1.96 \times 1.0706) = 44.857 - 2.0984 = 42.759$$

Meanwhile, the maximum value of μ was: $\bar{X} + (1.96 \times 1.0706) = 44.857 + 2.0984 = 46.955$. Based on the calculations above, the minimum value of μ was 42.759 and the maximum value of μ was 46.955. Therefore, the average score of confidence in one's abilities at SMPK St. Theresia Kupang was: $\frac{46.955 + 42.759}{2} = \frac{89.714}{2} = 44.857$.

Based on the predetermined criteria, the mean score of the self-confidence questionnaire for Class VIII D students at SMPK St. Theresia Kupang in the 2025/2026 academic year for the Objective

Aspect was 44.857. This score falls within the score range of 42–51 and is classified as high.

Responsibility Aspect

1) Constructing a Frequency Distribution Table

The steps for constructing the frequency distribution table are as follows:

a) Arranging the data from the lowest to the highest score:

30, 31, 33, 34, 36, 38, 39, 39, 40, 42, 42, 42, 42, 43, 44, 45, 45, 46, 46, 47, 47, 49, 49, 49, 50, 52, 53, 53.

b) Calculating the range of the data (R)

R = Highest score – Lowest score

R = 53 – 30 = 23

c) Calculating the class intervals (K):

$K = 1 + 3.3 \log 28$

$K = 1 + 3.3 (1.477)$

$K = 1 + 4.7751$

$K = 5.7751$, rounded to 6

Therefore, K = 6.

d) Calculating the class interval length

$I = R/K$

$I = 23/6 = 3.83$, rounded to 4

e) Constructing the frequency distribution table

Table 5. Frequency Distribution of Scores for the Responsibility Aspect

No	Interval class	f_i	x_i	$f_i \cdot x_i$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	$f_i(x_i - \bar{x})^2$
1	50-53	4	51.5	206	8.29	68.65	274.6122
2	46-49	7	47.5	332.5	4.29	18.37	128.5714
3	42-45	8	43.5	348	0.29	0.08	0.653061
4	38-41	4	39.5	158	-3.71	13.80	55.18367
5	34-37	2	35.5	71	-7.71	59.51	119.0204
6	30-33	3	31.5	94.5	-11.71	137.22	411.6735
	Total	28	249	1210	-10.28	297.633	989.7143

2) Calculating the Mean

The mean was calculated using the following formula:

$$(\bar{X}) = \frac{\sum f_i x_i}{\sum f_i} = \frac{1210}{28} = 43,214$$

3) Calculating the Standard Deviation

The standard deviation was calculated using the following formula:

$$SB = \sqrt{\frac{\sum f_i (x_i - \bar{x})^2}{n-1}} = \sqrt{\frac{989.7143}{28-1}} = \sqrt{\frac{989.7143}{27}} = \sqrt{36,656} = 6.0544$$

4) Calculating the Standard Error

The standard error was calculated using the following formula:

$$GB_{\bar{X}} = \frac{SB}{\sqrt{n}} = GB_{\bar{X}} = \frac{6.0544}{\sqrt{28}} = \frac{6.0544}{5,2915} = 1.1442$$

Based on the comparison, it was found that the value of μ (mu) lies $\bar{X} - (1,95 \times GB_{\bar{X}})$ and $\bar{X} + (1,95 \times GB_{\bar{X}})$. Therefore, the minimum value of μ at the 5% significance level was: $\bar{X} - (1,96 \times 1,1442) = 43.124 - 2,2426 = 40,9714$. Meanwhile, the maximum value of μ was: $\bar{X} + (1,96 \times 1,1442) = 43.124 + 2,2426 = 45,4566$. Based on the calculations above, the minimum value of μ was 40.8814 and the maximum value of μ was 45.3666. Therefore, the average score of confidence in one's abilities at SMPK St. Theresia Kupang was: $\frac{40,9714 + 45,4566}{2} = \frac{86,428}{2} = 43,214$.

Based on the predetermined criteria, the mean score of the self-confidence questionnaire for Class VIII D students at SMPK St. Theresia Kupang in the 2025/2026 academic year for the Responsibility

Aspect was 43.421. This score falls within the score range of 42–51 and is classified as high.

Rational and Realistic Aspect

1) Constructing a Frequency Distribution Table

The steps for constructing the frequency distribution table are as follows:

a) Arranging the data from the lowest to the highest score:

24, 32, 33, 34, 35, 35, 38, 40, 40, 40, 41, 44, 44, 45, 45, 47, 47, 47, 48, 48, 48, 48, 49, 50, 53, 54, 56, 57.

b) Calculating the range of the data (R)

R = Highest score – Lowest score

R = 57 – 24 = 33

c) Calculating the class intervals (K):

K = 1 + 3.3 log 28

K = 1 + 3.3 (1.477)

K = 1 + 4.7751

K = 5.7751, rounded to 6

Therefore, K = 6.

d) Calculating the class interval length

I = R/K

I = 33/6 = 5.5, rounded to 6

e) Constructing the frequency distribution table

Table 6. Frequency Distribution of Scores for the Rational and Realistic Aspect

N o	Inter val Class	f_i	x_i	$f_i \cdot x_i$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	$f_i(x_i - \bar{x})^2$
1	54-59	3	56.5	169.5	13.07	170.86	512.5867
2	48-53	7	50.5	353.5	7.07	50.01	350.0357
3	42-47	7	44.5	311.5	1.07	1.15	8.035714
4	36-41	5	38.5	192.5	-4.93	24.29	121.4541
5	30-35	5	32.5	162.5	-10.93	119.43	597.1684
6	24-29	1	26.5	26.5	-16.93	286.58	286.5765
	Total	28	249	1216	-11.571	652.316	1875.857

2) Calculating the Mean

The mean was calculated using the following formula:

$$(\bar{X}) = \frac{\sum f_i x_i}{\sum f_i} = \frac{1216}{28} = 43.429$$

3) Calculating the Standard Deviation

The standard deviation was calculated using the following formula:

$$SB = \sqrt{\frac{\sum f_i (x_i - \bar{x})^2}{n-1}} = \sqrt{\frac{1875.857}{28-1}} = \sqrt{\frac{1875.857}{27}} = \sqrt{69.476} = 8.3352$$

4) Calculating the Standard Error

The standard error was calculated using the following formula:

$$GB_{\bar{X}} = \frac{SB}{\sqrt{n}} = GB_{\bar{X}} = \frac{8.3352}{28} = \frac{8.3352}{5.2915} = 1.5752$$

Based on the comparison, it was found that the value of μ (mu) lies between $\bar{X} - (1.95 \times GB_{\bar{X}})$ and $\bar{X} + (1.95 \times GB_{\bar{X}})$. Therefore, the minimum value of μ at the 5% significance level was: $\bar{X} - (1.96 \times 1.5752) = 43.429 - 3.0874 = 40.342$. Meanwhile, the maximum value of μ was: $\bar{X} + (1.96 \times 1.5752) = 43.429 + 3.0874 = 46.516$. Based on the calculations above, the minimum value of μ was 40.342 and the maximum value of μ was 46.516. Therefore, the average score of confidence in one's abilities at SMPK St. Theresia Kupang was: $\frac{40.342 + 46.516}{2} = \frac{86.858}{2} = 43.429$.

Based on the predetermined criteria, the mean score of the self-confidence questionnaire for the Rational and Realistic Aspect was 43.429. This score falls within the score range of 42–51 and is classified as high.

Implications for the Implementation of Personal-Social Guidance

The implications of this study provide recommendations for Guidance and Counseling (GC) teachers based on the finding that the self-confidence of Class VIII D students at SMPK St. Theresia Kupang in the 2025/2026 academic year was categorized as high. Therefore, personal-social guidance should be directed toward maintaining and further developing students' self-confidence according to their needs. Classical guidance may focus on recognizing personal potential, developing positive thinking, self-evaluation, responsibility, and rational and realistic decision-making. Group guidance can be used to strengthen students' confidence in expressing opinions, communicating, and developing healthy social relationships, while individual counseling may be provided to students who continue to experience difficulties in developing self-confidence.

The personal-social guidance program covers five aspects: confidence in one's abilities, through activities for recognizing personal potential, strengths, and weaknesses; optimism, through positive thinking, motivation, and strategies for dealing with failure; objectivity, through self-

evaluation and accepting feedback; responsibility, through strengthening discipline, responsibility for school tasks, and decision-making; and rational and realistic thinking, through problem-solving, setting achievable goals, and logical decision-making. These activities are implemented within the personal-social guidance domain through content-based guidance in a classical format.

Discussion

The results of the analysis of the self-confidence profile of Class VIII D students at SMPK St. Theresia Kupang in the 2025/2026 academic year, using the central tendency data analysis technique, showed a score of 220.661, which falls within the score range of 204–251 and is classified as high. This finding is consistent with the study by Prabandani (2020), which showed that 67% of eighth-grade junior high school students had self-confidence in the high category. Thus, it can be concluded that Class VIII D students at SMPK St. Theresia Kupang demonstrated a high level of self-confidence, as reflected in the aspects of confidence in one's abilities, optimism, objectivity, responsibility, and rational and realistic thinking.

In the aspect of confidence in one's abilities, Class VIII D students at SMPK St. Theresia Kupang in the 2025/2026 academic year obtained scores within the range of 42–51, which falls into the high category. Thus, the students' self-confidence in the aspect of confidence in one's abilities tends to be high, as indicated by students' attitudes of showing doubt about their own abilities, frequently questioning the results of their work, being reluctant to try new things, easily giving up when facing obstacles, and tending to depend on assistance from others. This finding is consistent with the study by Rahmah et al., (2020), which showed that the aspect of confidence in one's abilities reached 60% and was categorized as high. This condition indicates that students possess a fairly good level of independence, confidence in their academic abilities, and the ability to complete tasks without excessively relying on others.

In the aspect of optimism, Class VIII D students at SMPK St. Theresia Kupang in the 2025/2026 academic year obtained scores within the range of 42–51, which falls into the high category. Thus, the students' self-confidence in the aspect of optimism tends to be high, as indicated by students' attitudes of viewing themselves and the future negatively, becoming discouraged quickly after experiencing failure, doubting their ability to achieve their goals, and showing less enthusiasm in participating in the learning process and other activities. This finding is in line with the study conducted by Prabandani (2020), which showed that the optimism aspect was in the high category with a percentage of 67%. The high level of optimism indicates that most students possess enthusiasm for

self-development and are not easily discouraged when facing difficulties.

In the aspect of objectivity, Class VIII D students at SMPK St. Theresia Kupang in the 2025/2026 academic year obtained scores within the range of 42–51, which falls into the high category. Thus, the students' self-confidence in the aspect of objectivity tends to be high, as reflected in students' attitudes of being less open to criticism and suggestions from others, frequently assessing situations based on personal feelings, becoming easily offended, and having difficulty evaluating their strengths and weaknesses in a balanced manner. This finding is consistent with the study conducted by Timo (2024), which reported that 65% of students were in the high category for the objectivity aspect. This aspect reflects the ability to accept personal strengths and weaknesses, respond to tasks or problems based on facts rather than prejudice, improve oneself after receiving feedback, and avoid excessive judgments of success or failure.

In the aspect of responsibility, Class VIII D students at SMPK St. Theresia Kupang in the 2025/2026 academic year obtained scores within the range of 42–51, which falls into the high category. Thus, the students' self-confidence in the aspect of responsibility tends to be high, as indicated by students' attitudes of frequently postponing or neglecting tasks, avoiding the consequences of mistakes, demonstrating low discipline in fulfilling obligations, and tending to blame others when facing problems. This finding is consistent with the results of the study by Prabandani (2020), which showed that the responsibility aspect was in the high category with a percentage of 49%. Nevertheless, several students still need to improve their ability to make decisions and take responsibility for the outcomes of their actions.

In the aspect of rational and realistic thinking, Class VIII D students at SMPK St. Theresia Kupang in the 2025/2026 academic year obtained scores within the range of 42–51, which falls into the high category. Thus, the students' self-confidence in the rational and realistic aspect is reflected in their ability to understand and deal with problems based on reasonable thinking and in accordance with actual conditions. This finding is supported by the study of Prabandani (2020), which showed that the rational and realistic aspect reached 55% and was categorized as very high. Nevertheless, some students still experience doubts when facing certain situations, are not yet fully able to accept failure, and have not yet fully accepted themselves.

Overall, the results of the study indicate that the self-confidence of Class VIII D students at SMPK St. Theresia Kupang was in the high category. Nevertheless, the development of self-confidence remains necessary so that all students can maintain and further strengthen their confidence. Therefore,

cooperation among the school, parents, and peers is needed to provide positive support for students.

In efforts to improve and develop students' self-confidence, Guidance and Counseling (GC) teachers have an important role. GC teachers can provide personal-social guidance services through information services, classical guidance, group guidance, and individual counseling. These services aim to help students recognize their potential, improve their ability to interact with others, and overcome various personal problems that may affect their self-confidence.

In line with the view of Murtafiah (2019), personal-social guidance programs play an important role in helping students develop their personal and social abilities optimally. These programs not only assist students in addressing the problems they encounter but also contribute to improving their self-confidence, adjustment abilities, and social skills. Therefore, the implementation of a well-planned and sustainable personal-social guidance program is expected to support students' development so that they can grow into confident, independent, and responsible individuals.

Conclusion

Based on the results of data collection and analysis, the self-confidence profile of Class VIII D students at SMPK St. Theresia Kupang in the 2025/2026 academic year was found to be in the high category overall. This was indicated by an average score of 220.661, which falls within the score range of 204–251. These findings demonstrate that most students have a good level of self-confidence. This condition is reflected in the students' ability to recognize and believe in their potential, maintain an optimistic attitude when facing various situations, evaluate themselves and their surroundings objectively, demonstrate responsibility for their tasks and decisions, and think rationally and realistically when addressing various problems they encounter.

Acknowledgment (Optional)

The authors would like to express their sincere gratitude to SMPK St. Theresia Kupang for providing the opportunity and support to conduct this research. The authors also extend their appreciation to the students of Class VIII D who participated and contributed to the data collection process.

Funding (Optional)

This research received no external funding.

Conflict of Interest

The authors declare no conflict of interest.

Author Contributions (Optional)

The authors contributed to the conceptualization, methodology, investigation, data curation, formal analysis, writing of the original draft, and review and editing of the manuscript. All authors approved the final version of the manuscript.

Generative AI Disclosure

The authors used generative AI-assisted tools to support language translation, paraphrasing, and manuscript editing during the

preparation of this manuscript. The authors remain fully responsible for the accuracy, originality, integrity, and final content of the article.

References

- Ayundari. (2019). *Pengaruh Layanan Bimbingan Pribadi Sosial Dengan Teknik Diskusi Terhadap Peningkatan Percaya Diri Peserta Didik Kelas IX B MTS Al Khairiyah Natar Lampung Selatan Tahun Pelajaran 2019/2020*. Universitas Islam Negeri Raden Intan Lampung.
- Fatimah, E. (2010). *Psikologi Perkembangan: Perkembangan Peserta Didik*. Bandung: Pustaka Setia.
- Fitri, E., Zola, N., & Ildil, I. (2018). Profil Kepercayaan Diri Remajaserta Faktor-Faktor Yang Mempengaruhinya. *Indonesia Institute For Counseling, Education And Therapy (IICET)*, 4(1), 1–5.
- Hidayat, A. (2019). Layanan Bimbingan dan Konseling Pribadi Sosial. *Jurnal Bimbingan Konseling Islam*, 1, 235–250.
- Istighfarini, A., Ainy, N., & Nawangsari, F. (2025). Jurnal Konseling Indonesia (JKI) POSITIVE SELF-TALK : UPAYA UNTUK MENINGKATKAN Jurnal Konseling Indonesia (JKI). *Jurnal Konseling Indonesia(JKI)*, 11(1), 11–22.
- Krisno, K., Gustiawati, R., & Iqbal, R. (2020). Tingkat kepercayaan diri siswa dalam pembelajaran penjas di SMP Asrama Al Fath Kota Bekasi. *Jurnal Literasi Olahraga*, 1(2), 131–140. <https://doi.org/10.35706/jlo.v1i2.3893>
- Murtafiah, A. (2019). Pelaksanaan Bimbingan Pribadi Sosial Dalam Mengembangkan Keterampilan Sosial Siswa Terisolir Di SMP Negeri 5 Banguntapan. *Journal of Guidance and Counseling*, 1–29.
- Novita, L., & Sumiarsih. (2021). Pengaruh konsep diri terhadap kepercayaan diri siswa. *Jurnal Pendidikan Dan Pengajaran Guru Sekolah Dasar (JPPGuseda)*, 4(2), 92–96. <https://doi.org/10.55215/jppguseda.v4i2.3608>
- Nurhasanah, N., Nisa, C., Lesmana, G., Muhammadiyah, U., & Utara, S. (2025). Peran Bimbingan Konseling dalam Pengembangan Potensi Siswa. 6(1), 267–274.
- Prabandani, R. R. (2020). *Profil Kepercayaan Diri Siswa Kelas VIII SMPN 122 Jakarta dan Implikasinya bagi Program Bimbingan dan Konseling di Sekolah*. Universitas Muhammadiyah Prof. Dr. Hamka Jakarta.
- Rahmah, D., Rochani, & Handoyo, A. W. (2020).

PROFIL KEPERCAYAAN DIRI SISWA DAN IMPLIKASINYA BAGI PROGRAM BIMBINGAN PRIBADI SOSIAL. *Jurusan Bimbingan Dan Konseling*, 7(2).

TIMO, Y. (2024). *Profil Kepercayaan Diri Siswa Kelas XIA SMK Kesehatan Yayasan Cartintes Atambua Tahun Pelajaran 2023/2024 Dan Implikasinya Bagi Program Bimbingan Pribadi*.

Tohir, D. (2016). Program Bimbingan Pribadi Sosial Untuk Peningkatan Kepercayaan Diri Siswa (Studi Pra Eksperimen pada Siswa Kelas VIII MTs. Al Bidayah Kabupaten Bandung Barat). *Journal of Regional Public Administration (JRPA)*, 1(1), 80–93.