

**RESEARCH TRENDS IN HIGH SCHOOL STUDENTS' SELF-CONFIDENCE IN
INDONESIA****Dea Ananda Ratu Mughni*, Ayu Wandira Ningsih, Andini Kesuma Destiana, Arma
Nurhidayanto, Alrefi, Akbari**

Universitas Sriwijaya

*Dea Ananda Ratu Mughni, e-mail: deaananda0112@gmail.com

Abstract: Self-confidence is important in the life process so that individuals are able to socialize with the living environment in facing life's difficulties. Seeing the importance of self-confidence, new research and innovation are needed in scientific research and development. The aim of this research is to analyze the direction of self-confidence research in the last ten years in Indonesia in order to see its novelty. The method used is content analysis. The samples used were articles published on Google Scholar and ResearchGate. The data analysis technique used is reviewing the title, methods and research results. The findings from this research state that self-confidence has an influence on personal, academic and career fields. This research is different from previous research, namely knowing trends in self-confidence of high school students in Indonesia. It is hoped that self-confidence research can contribute to future researchers studying self-confidence with other psychological aspects using different research methods.

Keywords: self-confidence; content analysis.

INTRODUCTION

Tanjung et al (2017) mentioned that self-confidence is an attitude or belief in one's own abilities, allowing individuals to take actions without anxiety, feel free to pursue their desires, take responsibility for their actions, interact politely with others, have the drive for achievement, and recognize their strengths and weaknesses. Bandura et al (Greenacre, L, et al, 2014) stated that self-confidence is the belief in one's own ability to perform specific actions to achieve a particular outcome. Erol et al (Greenacre, L, et al, 2014) suggested that a more general form of self-confidence, where there is a common belief in one's abilities, theoretically differs from specific self-confidence. General self-confidence is better defined as self-esteem. Self-esteem is an emotionally-based evaluation of one's self-worth. Perdana (2019) claimed that nurturing self-confidence is essential; by building self-confidence in life, it affects all aspects of our lives. Individuals who feel low in self-esteem often pretend to have strong self-confidence. The more self-conscious they are, the more they tend to come across as arrogant. In conclusion, self-confidence is self-esteem or an individual's ability to take action and achieve intended outcomes.

Davies (Trihudyatmanto, 2023) stated that self-confidence has three dimensions: being able to self-accept, taking risks courageously, and feeling competent (positive thinking). The "self-acceptance" dimension is an individual's ability to accept their existence. The "willingness to take risks" dimension represents the individual's courage to take risks in their actions. The third dimension is feeling competent, where someone's competence remains unused if they are not willing to display it publicly, potentially benefiting both themselves and others.

Self-confidence is one of the qualities that students should possess because it allows them to be more active in learning activities and have confidence in their abilities, enabling them to achieve learning goals effectively (Pangestu et al in Robiah et al 2023). Self-confidence is essential in building a student's character, helping them develop good habits and positive attitudes towards learning (Rochim et al in Robiah et al 2023). Someone with self-confidence can adapt and communicate effectively in various situations and express their ideas or concepts effectively.

A previous study by Purworahayu et al (2018) showed a significant positive relationship between self-confidence and career maturity in high school students. The higher the level of self-confidence, the higher the level of career maturity in high school students. Conversely, lower self-confidence is associated with lower levels of career maturity.

This research is important because it is to find out and measure the level of self-confidence of high school students in Indonesia. And self-confidence can contribute positively to academic achievement, mental well-being and social abilities.

In this research there are several things that differentiate it from previous research, one of which is research conducted by Kartika (2023), entitled the effectiveness of group guidance services using brainstorming techniques to increase self-confidence in class X high school students in Kisaran City. The research aims to determine lack of self-confidence, behave calmly during teaching and learning activities, and refrain from asking questions about concepts they do not understand through the use of brainstorming strategies. Meanwhile, the research that the author conducted was to determine trends in self-confidence of high school students in Indonesia.

Based on the discussion above, the last section of the paper reviewed literature on self-confidence in the Indonesian context over the last ten years to examine the direction of self-confidence research in Indonesia. The results of this analysis were expected to provide a reference for future researchers to discover the latest research and research innovations in the field of self-confidence.

METHOD

This research uses a research design to thoroughly integrate research components in a logical and systematic way using content analysis. The content aspects of the analysis include: title, methods, and results. This research is descriptive and analytical, taken from several journals published in the last 10 years. In line with the opinion of Krippendorff, 2013, that research applies content analysis. Data was obtained from 20 national journal articles on self-confidence published in the last 10 years (2013-2023) from Google Scholar <https://scholar.google.com/> and ResearchGate. Journal articles are collected according to

specified topics, reviewed and analyzed to draw conclusions. Content analysis was carried out with descriptive statistics using Microsoft Excel. Finally, conclusions are drawn and the findings are discussed with previous research that has been carried out. The limitation of this research is that not many journals were found in the last 10 years, so it took the author quite a long time to look for references.

RESULT AND DISCUSSION

This research explains the last ten years of research on self-confidence in the fields of psychology, career, and academia in Indonesia. Table 1 presents the analysis of articles.

Tabel 1. Bahan Kajian Penelitian Table 1. Research Materials

No	Title	Author and Year	Sample	Method	Research Purpose	Result
1.	Hubungan kepercayaan diri dengan keterampilan berkomunikasi siswa SMA	Kartianti. (2019)	10th and 11th-grade students at SMA Negeri 2 Kendari.	Correlation using psychological scale instruments.	To determine whether there is a relationship between self- confidence and communication skills of high school students at SMA Negeri 2 Kendari.	It showed that there was a relationship between self- confidence and communication skills of students at SMA Negeri 2 Kendari.
2.	Kepercayaan Diri dan Kemandirian Belajar Pada Siswa SMA Negeri "X"	Pratiwi et al, (2016)	88 students in 11th-grade at SMA Negeri 1 Porong.	Quantitative research with a correlational research design.	To test the relationship between self- confidence and self-regulated learning in 11th- grade students at SMA Negeri 1 Porong.	There was a relationship between self-confidence and self-regulated learning in 11th-grade students at SMA Negeri Porong.
3.	Kemampuan berpikir kritis matematis dan kepercayaan diri siswa SMA	Tresnawati et al, (2017)	27 high school students.	Correlational method with a quantitative approach.	To analyze and deeply examine the critical thinking ability in mathematics influenced by high school students' self- confidence.	High school students' mathematical critical thinking ability is positively influenced by their self-confidence by 74.6%, while 25.4% is influenced by factors other than self-confidence.
4.	Pengaruh Kepercayaan Diri ekstrakurikuler pramuka Terhadap Prestasi Belajar Matematika Siswa Sma Negeri 6 Kota Bengkulu.	Amri, (2018)	High school students at SMA Negeri 6 Kota Bengkulu.	Associative quantitative research, with the researcher conducting data collection through questionnaires, tests, and structured interviews.	To determine and assess the relationship between self- confidence based on Scout extracurricular activities, academic achievement, and the influence of self- confidence based on Scout Extracurricular activities	Self-confidence based on Scout extracurricular activities had a very positive influence.

No	Title	Author and Year	Sample	Method	Research Purpose	Result
					on the mathematics learning achievement of high school students at SMA Negeri 6 Kota Bengkulu.	
5.	Pengaruh motivasi belajar dan kepercayaan diri siswa terhadap prestasi belajar	Rozaini, et al,(2017)	All 89 students in 11th-grade IPS at SMA Swasta Raksana Medan.	Ex-post facto research.	To determine whether there was an influence of learning motivation and student self- confidence on the learning achievement of economics students in the 11th grade at SMA Swasta Raksana Medan in the 2015/2016 academic year.	Learning motivation and student self- confidence significantly affect the learning achievement of economics students in the 11th grade at SMA Swasta Raksana Medan.
6.	Hubungan body shame dengan kepercayaan diri pada siswa SMA N 5 Pariaman	Nasrul et al, (2020)	79 high school students at SMA N 5 Pariaman.	Quantitative research.	To find the correlation between body shame and self- confidence in high school students at SMA N 5 Pariaman.	Self-confidence of SMA N 5 Pariaman students tends to be low.
7.	Hubungan antara kepercayaan diri dengan kematangan karir pada siswa SMA negeri 1 kemangkong di kabupaten purbalingga	Purworaha yu et al, (2018)	198 students with a sample of 120 students.	Likert Scale model as the data collection instrument.	To identify the relationship between self- confidence and career maturity in high school students.	There was a significant positive relationship between self- confidence and career maturity.
8.	Pengaruh Kepercayaan Diri dan Konformitas Teman Sebaya Terhadap Perilaku Merokok Siswa Kelas X SMA Negeri 70 Jakarta	Priyanti et al, (2018)	10th-grade students at SMA Negeri 70 Jakarta.	Kuantitatif Quantitative research.	To determine the influence of self- confidence and peer conformity on students' smoking behavior.	There was a very significant influence of self-confidence on smoking behavior, and a significant influence of peer conformity with a

No	Title	Author and Year	Sample	Method	Research Purpose	Result
						negative correlation on smoking behavior, along with a fairly significant influence of self-confidence and peer conformity with a positive correlation on smoking behavior.
9.	Hubungan BODY Image dan kepercayaan diri dengan perilaku konsumtif pada remaja putri di SMA Negeri 5 Samarinda	Rombe, (2013)	Young women at SMAN 5 Samarinda, totaling 87 students.	Quantitative research using path analysis technique.	To establish the relationship between body image and self-confidence regarding consumptive behavior in female adolescents at SMA 5 Samarinda.	<ol style="list-style-type: none"> 1.) There was a positive relationship between body image and self-confidence in female adolescents at SMA Negeri 5 Samarinda. 2.) There was a negative relationship between body image and consumptive behavior in female adolescents at SMA Negeri 5 Samarinda. 3.) There was a positive relationship between self-confidence and consumptive behavior in female adolescents at SMA Negeri 5 Samarinda. 4.) There was a positive relationship between body image, self-confidence, and consumptive behavior in female adolescents at

No	Title	Author and Year	Sample	Method	Research Purpose	Result
						SMA Negeri 5 Samarinda
10	Hubungan antara kepercayaan diri dan kemampuan komunikasi interpersonal dengan tingkat school refusal peserta didik kelas XI SMAN 3 Surabaya	Nursalim et al, (2022)	119 students in 11th-grade at SMAN 3 Surabaya.	Quantitative research.	To determine the relationship between self-confidence and interpersonal communication on students' level of school refusal.	(1) Self-confidence had a significant relationship with the school refusal level of students; the higher the self-confidence, the higher the school refusal level. (2) Interpersonal communication skills had a significant relationship with the school refusal level; the higher the skills, the higher the school refusal level. (3) Self-confidence and interpersonal communication skills contributed 63.6% to the school refusal level of students.
11.	Pengaruh tingkat percaya diri terhadap prestasi belajar siswa kelas X ips pada mata pelajaran ekonomi TLPI Pekanbaru	Yanti et al, (2020)	10th-grade students at SMA YLPI, totaling 67 students.	Explanatory descriptive research.	To determine the effect of self- confidence level on the learning achievement of class X IPS students in Economics subjects at SMA YLPI Pekanbaru.	The self-confidence of high school students in Pekanbaru affected their learning achievement.
12.	Hubungan antara rasa percaya diri dengan hasil belajar pada mata pelajaran ekonomi siswa kelas XI SMA	Regina et al, (2016)	11th-grade students (samples) at SMA Karya Sekadau in the 2014/2015	Quantitative research with a correlation study design.	To determine the relationship between self- confidence and learning achievement in economics.	The 11th-grade students (used as samples) had very good learning achievements.

No	Title	Author and Year	Sample	Method	Research Purpose	Result
	karya sekadau tahunpelajaran 2014/2015		academic year, totaling 65 students.			
13.	Hubungan keterampilan komunikasi interpersonal dan kepercayaan diri siswa kelas X SMAN 1 Garum kabupaten blitar	Purnomo et al, (2016)	SMAN 1 Garum, Blitar Regency, with a total population of 385 students divided into five science classes and five social science classes.	The research used a correlational descriptive design.	To describe and determine the relationship between interpersonal communication skills and students' self-confidence.	There was a relationship between interpersonal communication skills and the self-confidence of 10th-grade students.
14.	Hubungan Kepercayaan Diri Dengan Gangguan Makan Anorexia Nervosa Pada Remaja Di SMAN 4 Kota Langsa	Melani et al, (2021)	SMAN 4 Kota Langsa, with a sample size of 152 students. This research used a quantitative correlational method to analyze the dynamic correlation between phenomena, both risk factors and effects.	This research used a correlational quantitative method by analyzing the dynamics of correlation between phenomena, both risk factors and effect factors	This study aimed to determine the relationship between self- confidence and anorexia nervosa eating disorder in adolescents.	Self-confidence had a significant relationship with anorexia nervosa eating disorders in adolescents, with a highly significant negative relationship with self-confidence.
15.	Missouri Mathematics Project (MMP), Pemahaman Konsep Matematika, dan Kepercayaan Diri Siswa	Pande et al, (2019)	11th-grade students from science and social science classes	This research was a quasi- experimental study with a post-test only control group design.	The study aimed to examine the impact of the MMP teaching model on students' understanding of mathematical concepts and their self-confidence.	The class using the MMP teaching model excelled in the responsible aspect and was weak in the optimistic aspect. Meanwhile, the class using the conventional teaching model excelled

No	Title	Author and Year	Sample	Method	Research Purpose	Result
						in the rational and realistic aspects but was weak in self-efficacy.
16	Hubungan kepercayaan diri remaja dengan kedekatan orang tua terhadap ide bunuh diri	Salsabiela et, (2019)	Students from 10th, 11th, and 12th grades at public high schools in the Jagakarsa district of South Jakarta, totaling 248 students.	This research fell under the quantitative research category using a cross-sectional research design.	The study aimed to find the relationship between adolescent self-confidence (independent variable) and suicidal ideation (dependent variable) with parental closeness.	There was a connection between adolescent self-confidence and parental closeness regarding suicidal ideation.
17.	Efektivitas Layanan Bimbingan Kelompok dengan Teknik Brainstorming untuk Meningkatkan Kepercayaan Diri pada Siswa Kelas X SMA di Kota Kisaran	Kartika, (2023)	Thirty students in the 10th grade at SMAS Tamansiswa	A quantitative method was used, and the research type was a pre-experimental study in the form of a pre-posttest one- group design	It aimed to address low self- confidence, help students remain calm during the teaching and learning process, and encourage them not to hesitate to ask questions about concepts they do not understand through the use of brainstorming strategies	Students had the ability to express their feelings honestly, solve problems, manage their emotions, and make decisions quickly and accurately.
18.	Hubungan Citra Tubuh dan Harga Diri dengan epercayaan Diri Remaja di SMA Negeri 1 Gading Rejo Pringsewu(The Relationship Between Body Image and Self-Esteem with Adolescent Self- Confidence at	Daralita, Feri Agustriyan i, Rika Damayanti, Wisnu Probo,Ham id Mukhlis, 2023	The sample in this study consisted of 77 students in the 11th grade.	This was a quantitative research with a Cross-Sectional approach	The study aimed to determine the relationship between body image and self-esteem on adolescent self- confidence at SMA Negeri 1 Gading Rejo.	Adolescents could recognize and embrace their physical strengths and potentials to maintain a positive outlook on life.

No	Title	Author and Year	Sample	Method	Research Purpose	Result
	SMA Negeri 1 Gading Rejo Pringsewu)					
19.	Analisis Karakter Kepercayaan Diri Siswa Kelas XII SMA	Aziza Tarmizi, Yosa Guntari, 2022	Participants included 12th-grade students in science and social science classes, totaling 60 students.	This research was quantitative	It aimed to analyze the characteristics of self-confidence among students.	Regarding self-confidence, there were determining factors in an individual's personality to build self-confidence and a positive response to one's weaknesses to avoid feelings of inadequacy.
20.	Pengaruh Konsep Diri dan Percaya Diri terhadap Kemampuan Kemampuan Berpikir Kritis Matematis	Dwi,K et al, (2019)	Students of SMA N 16 Jakarta.	The research method used a correlational survey with multiple regression analysis.	It aimed to determine the impact of self-concept and self-confidence on students' mathematical critical thinking abilities.	(1) There was a significant positive influence of self- concept and self- confidence together on mathematical critical thinking abilities. (2) There was a positive but not significant impact of self-concept on students' mathematical critical thinking abilities. (3) There was a positive but not significant impact of self- confidence on students' mathematical critical thinking abilities.

In the last ten years, self-confidence in Indonesia has predominantly been studied from an academic perspective. This can be associated with the fact that guidance and counseling services in Indonesia are provided in a school environment. This policy aligns with the regulations for school counseling established by the government through Regulation of the Minister of Education and Culture No. 111 of 2014. Some research on self-confidence in academic contexts has yielded various findings, including the relationship between self-confidence and career maturity in students, as stated in Purworahayu's (2018) research. It was emphasized that self-confidence plays a crucial role in achieving good performance, as individuals who understand themselves can maximize their potential.

As discussed by Kartianti (2019), the research found that communication skills in students were positively impacted by effective communication with both teachers and peers. Purnomo's study (2016) on the relationship between interpersonal communication skills and self-confidence in students indicated that good interpersonal communication skills are related to high self-confidence. Nursalim's research (2022) explored the relationship between self-confidence and interpersonal communication skills and their impact on students' school refusal rates.

Furthermore, the connection between self-confidence and academic achievement in economics was shown to be significant. Self-confidence can be interpreted as an individual's positive attitude that enables them to develop a positive self-assessment and a positive assessment of their environment/situation. Similarly, students need to train and cultivate self-confidence, especially in the context of learning and teaching (Regina, 2016).

In the school environment, there is a connection between adolescent self-confidence, parental closeness, and suicidal ideation. Adolescents with high self-confidence are less likely to have suicidal thoughts, while those with low self-confidence are more likely to have such thoughts. This aligns with Erikson's developmental theory, which places adolescents in the identity versus role confusion phase, a critical period for decision-making between advancement and regression, as well as integration and stagnation. Suicidal ideation is influenced by perceived burden, the perception of being a burden to significant others, and a lack of attachment or connection with others. The research reflects that adolescents who are close to their parents are less likely to have suicidal ideation, whereas those with distant relationships are more likely to contemplate suicide (Salsabiela et al., 2019).

The research also found links between self-confidence, self-esteem, eating disorders, body image, and body shame in students. According to Nasrul's study (2020), higher levels of body shame tend to lead to lower self-confidence in students. Positive body image was

associated with positive and negative relationships between body image and consumer behavior in adolescent girls, as revealed by Rombe's research (2013). Melani's research (2021) found that students with anorexia nervosa had low self-confidence, possibly due to dissatisfaction with their body, body shame, and a lack of pride in their physical appearance. Self-confidence has been found to be related to self-concept and self-esteem in students. For example, Daralita et al. (2023) showed that students with high self-confidence tend to have higher self-esteem and self-concept, while those with low self-confidence have lower self-esteem and self-concept.

Research on student self-confidence is important because it has a positive impact on students. Students who are self-directed learners, take responsibility for their learning decisions, and have self-confidence perform better academically, as demonstrated in Pratiwi et al.'s research (2016). Learning motivation and student self-confidence are crucial in the teaching and learning process (Noni and Sandra, 2017). Yanti et al.'s study (2020) on the influence of self-confidence on the academic performance of 10th-grade students in economics in Pekanbaru found that students with self-confidence can recognize their strengths and are motivated to develop them.

Critical thinking skills are essential for students. Tresnawati et al.'s (2017) research found a positive influence of self-confidence on students' mathematical critical thinking skills, explaining that confident students are more willing to take unique problem-solving approaches and have a wider range of ideas. Aziz and Witri's research (2019) confirmed the importance of self-concept and self-confidence in enhancing critical thinking skills. Therefore, students' self-concept needs to be continually improved along with their self-confidence in mathematics to enhance their mathematical critical thinking skills.

Amri's study (2018) showed a strong relationship between self-confidence based on extracurricular scouting and students' academic performance. Self-confidence is a personal trait involving self-belief in one's abilities, independent decision-making, tolerance, and responsibility. This trait has a significant influence on academic performance.

Students with low self-confidence are often affected by negative school experiences, eroding their natural love for learning. High self-confidence is associated with positive self-evaluation, self-acceptance, and a sense of worthiness. On the other hand, low self-confidence is linked with negative self-evaluation, self-loathing, low self-esteem, and more. Self-confidence is influenced by various factors, including an individual's understanding of their strengths and weaknesses and their ability to appreciate and positively react to their

limitations, preventing low self-esteem and difficulties in adaptation.

Between 2013 and 2017, most research utilized correlation analysis with various data analysis techniques such as path analysis, correlational analysis, and regression analysis. However, Tresnawati's research (2017) used a quantitative approach to correlation analysis, setting it apart from other studies. In the period from 2018 to 2023, many research papers still employed correlation analysis techniques, including the use of psychological scale instruments and dynamic correlation analysis. Descriptive data analysis was also widely used. For example, Yanti et al. (2020) conducted statistical analysis, including descriptive statistics, inferential statistical analysis, product moment correlation, and statistical analysis. As research increased during this period, new research perspectives on self-confidence emerged, including the use of one-way multivariate analysis of variance (Pande, 2019).

CONCLUSION

In this research, it can be concluded that self-confidence in high school students is indeed a trend among high school students in Indonesia, one of which is in the process of academic achievement, mental well-being and social abilities. Research on students' self-confidence is very important because it can have a significant impact on their learning outcomes. Motivation to learn and self-confidence are important factors in the learning process.

There is a positive relationship between self-confidence and critical thinking skills. Self-confidence is influenced by various factors such as extracurricular activities, self-confidence, and self-efficacy. Teachers' attitudes towards self-confidence can also influence their performance. Lastly, positive self-confidence can result in better academic performance. Overall, understanding and improving students' self-confidence is critical to their academic success. From 2018-2023, many studies used statistical techniques, including descriptive data analysis, univariate analysis, and multivariate analysis, thereby increasing new perspectives on research effectiveness.

REFERENCES

- Amri, S. (2018). Pengaruh Kepercayaan Diri (*Self Confidence*) Berbasis Ekstrakurikuler Pramuka terhadap Prestasi Belajar Matematika Siswa SMA Negeri 6 Kota Bengkulu. *Jurnal Pendidikan Matematika Raflesia*, 3(2), 156-168.
- Azhari, N. & Nursalim, M. Hubungan Antara Kepercayaan Diri dan Kemampuan Komunikasi Interpersonal dengan Tingkat *School Refusal* Peserta Didik Kelas XI SMA

Negeri 3 Surabaya. *Jurnal BK UNESA*, 12(2), 772-782.

- Daralita, G. A., Agustriyani, F., Damayanti, R., Probo, W., & Mukhlis, H. (2023). Hubungan Citra Tubuh dan Harga Diri dengan Kepercayaan Diri Remaja di SMA Negeri 1 Gading Rejo Pringsewu (*The Relationship Between Body Image and Self-Esteem with Adolescent Self-Confidence at SMA Negeri 1 Gading Rejo Pringsewu*). *Kajian Psikologi dan Kesehatan Mental*, 1(1), 43-49.
- Dwi, K., & Utama, C. (2019). Pengaruh Konsep Diri dan Percaya Diri terhadap Kemampuan Kemampuan Berpikir Kritis Matematis. *Jurnal Pendidikan Matematika*, 5(1), 73-84.
- Kartianti, S. (2019). Hubungan kepercayaan diri dengan keterampilan berkomunikasi siswa SMA. *Jurnal Hibualamo: Seri Ilmu-ilmu Sosial dan Kependidikan*, 3(2), 71-75.
- Kartika, Y. D., & Siregar, A. (2023). Efektivitas Layanan Bimbingan Kelompok dengan Teknik *Brainstorming* untuk Meningkatkan Kepercayaan Diri pada Siswa Kelas X SMA di Kota Kisaran. 6, 348-359.
- Melani, S. A., Siti, N., & Siregar, S. (2021). Hubungan Kepercayaan Diri dengan Gangguan Makan Anorexia Nervosa pada Remaja di SMAN 4 Kota Langsa Eating Disorders in Adolescents in SMAN 4, Kota Langsa. *Tabularasa: Jurnal Ilmiah Magister Psikologi*, 3(2), 162-172. <https://doi.org/10.31289/tabularasa.v3i2.662>
- Nasrul, R. F. (n.d.). Hubungan *Body Shame* dengan Kepercayaan Diri pada siswa SMAN 5 Pariaman. *Jurnal Riset Psikologi*, 4(2), 1-14.
- Pande, N., Ayu, K., Astawa, I. W. P., & Mahayukti, G. A. (2019). Missouri Mathematics Project (MMP), Pemahaman Konsep Matematika, dan Kepercayaan Diri Siswa. *Jurnal Elemen*, 5(2), 178-189. <https://doi.org/10.29408/jel.v5i2.1317>.
- Perdana, F. J. (2019). Pentingnya kepercayaan diri dan motivasi sosial dalam keaktifan mengikuti proses kegiatan belajar. *Edueksos: The Journal of Social and Economic Education*, 8(2), 70-87.
- Pratiwi, I. D., & Laksmiwati, H. (2016). Kepercayaan Diri dan Kemandirian Belajar pada Siswa SMA Negeri "X". *Jurnal Psikologi Teori dan Terapan*, 7(1), 43-49.
- Priyanti, D., & Silaen, S. M. J. (2018). Pengaruh Kepercayaan Diri dan Konformitas Teman Sebaya terhadap Perilaku Merokok Siswa Kelas X SMA Negeri 70 Jakarta. *IKRA-ITH Humaniora: Jurnal Sosial dan Humaniora*, 2(2), 100-108.
- Priyanti, D., Psikologi, F., & Persada, U. (2009). Sebaya Terhadap Perilaku Merokok Siswa Kelas X SMA Negeri 70 Jakarta. *IKRA-ITH Humaniora: Jurnal Sosial dan Humaniora*, 2(2).
- Purnomo, D. P. (2016). Hubungan Keterampilan Komunikasi Interpersonal dan Kepercayaan Diri Siswa Kelas X SMAN 1 Garum Kabupaten Blitar. *Jurnal Kajian Bimbingan dan Konseling*, 1(2), 55-59.
- Regina, F., Relita, D. T., & Kurniati, A. (2016). Hubungan antara Rasa Percaya Diri dengan Hasil Belajar pada Mata Pelajaran Ekonomi Siswa Kelas XI Sekolah Menengah Atas Karya Sekadau Tahun Pelajaran 2014/2015. *VOX EDUKASI: Jurnal Ilmiah Ilmu Pendidikan*, 7(1), 51-66.

- Robiah, S., & Nuraeni, R. (2023). Pengaruh kepercayaan diri terhadap kemampuan komunikasi matematis siswa mts pada materi himpunan. *Jurnal Inovasi Pembelajaran Matematika: PowerMathEdu*, 2 (2), 215-228.
- Rombe, S. (2013). Hubungan *body image* dan kepercayaan diri dengan perilaku konsumtif pada remaja putri di SMA Negeri 5 Samarinda. *Psikoborneo: Jurnal Ilmiah Psikologi*, 1(4).
- Rozaini, N., Anti, S. D., Ekonomi, F., Medan, U. N., Ekonomi, A. F., & Medan, U. N. (2017). Pengaruh Motivasi Belajar dan Kepercayaan Diri Siswa terhadap Prestasi Belajar. 6(2), 54-59.
- Salsabiela, K., Wardani, I. Y., Keperawatan, F. I., & Indonesia, U. (2019). Hubungan Kepercayaan Diri Remaja dan Kedekatan Orang Tua Dengan Ide Bunuh Diri. 1(1), 39-8.
- Tanjung, Z., & Amelia, S. (2017). Menumbuhkan kepercayaan diri siswa. *JRTI (Jurnal Riset Tindakan Indonesia)*, 2(2).
- Tarmizi, A., Guntari, Y., Fisika, S. P., Jambi, U., Info, A., Diri, K., Kuantitatif, P., Guntari, Y., Studi, P., Fisika, P., & Jambi, U. (2022). Analisis Karakter Kepercayaan Diri Siswa Kelas XII SMA. *Cahaya Ilmu Cendekia Publisher*, 3(3), 57-61. <https://doi.org/10.37251/sjpe.v3i3.507>
- Tresnawati, T., Hidayat, W., & Rohaeti, E. E. (2017). Kemampuan Berpikir Kritis Matematis Dan Kepercayaan Diri Siswa Sma. *Symmetry: Pasundan Journal of Research in Mathematics Learning and Education*, 2, 116-122. <https://doi.org/10.23969/symmetry.v2i2.616>.
- Trihudyatmanto, M. (2023). Analisis Dimensi Kepercayaan Diri Terhadap Minat Berwirausaha. *Jamasy: Jurnal Akuntansi, Manajemen dan Perbankan Syariah*, 3(1), 33-47.
- Yanti, L., & Has, Z. (2020). Pengaruh Tingkat Percaya Diri terhadap Prestasi Belajar Siswa Kelas X IPS Pada Mata Pelajaran Ekonomi di SMA YLPI Pekanbaru. *PEKA*, 8(1).