SELF ESTEEM AND THE LEVEL OF CONFIDENCE IN STUDENTS

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ABSTRACT

Self-esteem can be defined as how people feel about themselves in relation to the importance of achievement, positive interpersonal relationships, and psychological well-being (Vohs & Baumeister, 2016). This research is limited, with the aim of knowing the relationship between self esteem and the level of confidence of 4th semester students. The total number of research respondents is N = 40. Data collection was carried out through goggle form with the type of Quantitative research with sequential explanatory design and purposive sampling technique. The results showed that there is a relationship between self esteem and self-confidence of 4th semester students of UIN Raden Fatah Palembang.

Introduction

Higher education is an education that makes a person deepen knowledge to exceed the final terminal with the opportunity to learn as highas possible through school education Dardjowidjojo, (1991). Developing the potential of students to become human beings who are faithful and devoted to God Almighty and have noble character, healthy, knowledgeable, capable, creative, independent, skilled, competent, and cultured for the benefit of the nation. Producing graduates who master branches of Science and/or Technology to fulfill national interests and increase the nation's competitiveness. The realization of Science and Technology through Research that pays attention to and applies Humanities values to benefit the progress of the nation, as well as the advancement of civilization and the welfare of mankind. The realization of Community Service based on reasoning and research work that is useful in advancing the general welfare and intellectual life of the nation.

According to Lauster (2004). Self-confidence is an attitude or belief in one's own abilities so that in his actions he is not too anxious, feels free to do things according to his wishes and takes responsibility for his actions. Polite in interacting with others, have a sense of achievement and can recognize their own strengths and weaknesses. Lauster describes that people who have self-confidence have the characteristics of selflessness (tolerance). Does not need the encouragement of others, optimistic and happy. Self-concept The formation of self-confidence in a person begins with the development of a self-concept

obtained in the association of a group. According to Centi (1995) Self-concept is an idea about himself. Someone who has low self-esteem usually has a negative self-concept. Conversely, people who have a positive self-concept. According to Lie, someone who is confident can complete tasks or jobs that are in accordance with the stages of development well. Feel valuable, have courage, and the ability to improve their achievements. Considering various options, and making their own decisions are behaviors that reflect PD. self-confidence a person's mental or psychological condition that gives him strong confidence to do or perform an action.

Education affects a person's self-confidence. Anthony (1992) further reveals that a low level of education tends to make individuals feel under the power of smarter people, whereas individuals with higher education will tend to be independent and do not need to depend on others. The individual will fulfill the needs of life with self-confidence and strength by looking at the situation from the point of reality. The formation of strong self- confidence occurs through the process of forming a good personality in accordance with the development that gives birth to certain advantages. The process of understanding one's advantages and giving birth to a strong belief in being able to do everything by utilizing these advantages. One's understanding and positive reaction to one's weaknesses so as not to cause inferiority complex or a sense of difficulty adjusting. Experience in living various aspects of life by using all the advantages that exist in him. The experienxe is the best teacher, from various experiences, friends can solidify steps, to be confident in various matters. The formation of self-confidence also comes from personal experiences that a person experiences in the course of his life. Fulfillment of psychological needs is a bad experience in childhood that will cause individuals to lack self-confidence (Drajat, 1995). Lauster (1997) says that self-confidence is gained from disappointing experiences, which are often the source of low self-esteem. Especially if someone basically has insecurity, lack of affection, lack of attention.

Simply put, elf-Esteem can be defined as how people feel about themselves in relation to the importance of achievement, positive interpersonal relationships, and psychological well-being (Vohs & Baumeister, 2016). Self-esteem is formed through individual interactions with the environment (Sandha, Hartati, & Fauziah, 2012), if the relationship provides something pleasant then self-esteem becomes positive, but if the environment provides something unpleasant then self-esteem will become negative. Low self-esteem has been shown to be associated with many negative phenomena, including increased teenage pregnancy, drug abuse, violence, depression, social anxiety, and suicide. Factors such as gender, race, economic level, sexual orientation, immigrant status, and more seem to influence self-esteem levels (Guindon, 2009). In addition, with low self-esteem, of course this will hinder students from achieving. The higher a person's self-esteem, it can help the student to excel in learning, and vice versa, the lower a person's self-esteem, it will hinder students from achieving (Adila, 2010; Irawati & Hajat, 2012).

In Rochmach's research (2013), stated that according to Rosenberg there are two important aspects of self-esteem, namely self-acceptance and self-respect. These two aspects are then divided into 5 indicators, namely academic, social, emotional, family, and physical.

(1) Academic indicators include the quality of an individual's education; (2) social indicators are the individual's perception of their social relationships; (3) emotional indicators are the individual's involvement with their emotions; (4) family indicators are the individual's involvement in integration in the family; and (5) physical indicators are the individual's perception of their physical condition (Rahmania & Yuniar, 2012). Coopersmith (1967, in Khairat & Adiyanti, 2015), divides self-esteem into four aspects, namely power in the form of recognition and respect from others; significance, which means how other people accept their existence; policy (virtue); and competence (competence) which is characterized by the success or failure of the individual.

Achievement itself is influenced by two factors, including internal factors and external factors. Internal factors are factors that exist within the individual including health, intelligence or intelligence, learning methods, talent, interest and motivation, while external factors are factors that come from outside the individual including learning discipline, family environment, school environment and community environment library (Slameto, 2003). Self-confidence comes from within, but can also be fostered by the environment and relationships with others. High self-confidence will usually do something with full confidence that it can, besides that it can also overcome various problems and difficulties it faces, and has a positive attitude in everything. Someone who has a positive attitude will always try to develop all the advantages so that they are confident to compete with other individuals to maximize their strengths.

Previous research conducted by Rifki (2008) showed that there is an influence between self-confidence on learning achievement, meaning that the stronger or higher the student's self-confidence, the higher the learning achievement. Other research conductedby Yulianto (2006) shows that there is a significant relationship between self-confidence and athlete learning achievement. This study will re-examine the effect of emotional intelligence and self-confidence on student achievement. The independent variables used are emotional intelligence (self-recognition, self-control, motivation, empathy, and social skills) and self-confidence which can be shown from outer self-confidence (self-love, self-understanding, positive goals, positive thinking), inner self-confidence (communication, assertiveness, self-appearance, and control of feelings) and spiritual confidence (having faith, having a spiritual life goal, worshiping).

Self-Esteem and self-confidence factors are taken as independent variables because according to observations, there are still many students who lack emotional intelligence, both in understanding and relationships with others. What things are good for themselves and how to empathize with others. In addition, students are also still unsure of their own abilities, this is reflected in the results of the questionnaire respondent data. Students and college students still have decision-making thoughts when faced with problems. Based on

this background, the title of this study is ": "The Relationship Between Self Esteem and Self-Confidence Level of 4th Semester Students of Faculty of Psychology UIN Raden Fatah Palembang".

Method

This research is a type of one method research, namely quantitative methods with sequential explanatory design. Quantitative research method is a research method that departs from something abstract focused on the theoretical basis which is then formulated hypotheses to be tested so that it leads to concrete events. The data collection technique used is the distribution of questionnaires or questionnaires, as an effort to determine the level of validity and reliability of a questionnaire against the existing reality. The questionnaire is one of the data collection techniques in the form of a list of questions submitted to the data source (respondent), either directly or indirectly with the data source. Quantitative research methods can provide an overview of the population in general in quantitative research, what is highlighted is the relationship between research variables and testing previously formulated hypotheses. In this study, what wants to be measured is the relationship between self esteem and the level of confidence of 4th semester students of the Faculty of Psychology, UIN Raden Fatah Palembang.

Respondents in this study were students with an age range (18-23 years), with a total of 40 respondents. Given that self esteem is closely related to student confidence and often occurs. The respondents of this study were 4th semester students of the Faculty of Psychology, UIN Raden Fatah Palembang, considering reasons of accessibility and efficiency. The technique of determining the subject in this study using Purposive Sampling technique. Purposive sampling is a random sampling methodology where the sample group is targeted to have certain attributes. This method can be used on many populations, but is more effective with smaller sample sizes and more homogeneous populations. Sampling is useful because the researcher can examine all the data.

The Self Esteem scale of 4th semester students of the faculty of psychology of UIN Raden Fatah Palembang is a 10 item scale including 4 subscales "Power" (3 items), significance, (3 items), virtue (2 items) and compertence (ability) (2 items). Items are scored on a 4-point scale, with (1) indicating very much and (4) not at all. The self-confidence scale of 4th semester students of the faculty of psychology of UIN Raden Fatah Palembang is a 10-item scale including five subscales of "self-confidence" (3 items), "optimistic" (2 items), "objective" (1 item), "responsible" (2 items), and "rational & realistic" (2 items). Items were scored on a 4-point scale, with (1) indicating very much and (4) not at all. The scales inthis study demonstrated convergent-divergent construct and dictation prevalidity. The self esteem scale was developed from Ilsa Nabila. (2022) with the title Correlation Between Self Esteem And Social Loafing On Group Assignments Psychology Students State Islamic University Maulana Malik Ibrahim Malang. And the self-confidence scale was developed

from Witri Nurhuda (2019) with the title The Relationship Between Self-Concept and Self-Confidence in Psychology Students Who Are Completing Thesis at Medan Area University.

Results and Discussion

Data analysis in this study used a statistical application model, namely SPSS by conducting tests. Research using hypothesis testing, linearity testing, and normality testing can prove that there is a tendency of the relationship between the independent and dependent variables, namely self esteem and self confidence of a 4th semester student of the psychology faculty of UIN Raden Fatah Palembang. The measuring instrument used is through filling out the Goggle Form Questionnaire as many as 60 questions with a division of 30 questions related to Self esteem and 30 questions related to self-confidence. The scale in this study was adapted from the development of Nurhuda's scale, 2019 on the Relationship Between Self-Concept and Self-Confidence in Psychology Students Who Are Completing Thesis at Medan Area University.

Table 1. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		40
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	6.70636680
Most Extreme Differences	Absolute	.103
	Positive	.084
	Negative	-.103
Test Statistic		.103
Asymp. Sig. (2-tailed)[c]		.200[d]
Monte Carlo Sig. (2-tailed)[e]	Sig.	.344

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Based on the results of the normality test, it is known that the value is 0.344> 0.05. So it can be concluded that the residual value is **normally distributed**.

Tabel 2. Linearity Test

ANOVA TABEL						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	265.561	1	265.561	5.753	.021^b
	Residual	1754.039	38	46.159		
	Total	2019.600	39			

a. Dependent Variable: Percaya Diri
b. Predictors: (Constant), Self Esteem

The linearity test in the anova table above shows a linear relationship between the independent variable and the dependent variable.

Tabel 3. Hypothesis Test

		Self Esteem	Percaya Diri
Self Esteem	Pearson Correlation	1	.363*
	Sig. (2-tailed)		.021
	N	40	40
Percaya Diri	Pearson Correlation	.363*	1
	Sig. (2-tailed)	.021	
	N	40	40

*. Correlation is significant at the 0.05 level (2-tailed).

Variable X to variable Y has a correlation with the degree of relationship, namely moderate correlation and the form of the relationship is positive.

Conclusion

Based on the results of quantitative research on the Relationship Between Self Esteem and Self-Confidence Level with a total number of respondents of 40 students. By using data collection techniques in the form of Purposive Sampling. Purposive sampling is one of the non-random sampling techniques where the researcher determines the sampling by determining specific characteristics that are in accordance with the research objectives so that it is expected to answer research problems. In data collection conducted through Goggle Form with the results that have been accumulated with significant results concluded that there is a relationship between Self Esteem and Self Confidence Level of 4th semester

students of the Faculty of Psychology at UIN Raden Fatah Palembang. Given that Self Esteem has a relationship with the level of self-confidence, every student who has a high level of self-confidence certainly has a high self esteem as well and vice versa. However, not a few students have low self esteem so that they cannot foster self-confidence properly.

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