

THE RELATIONSHIP OF SELF-CONFIDENCE TO INDEPENDENCE IN LEARNING INDONESIAN CLASS 3 AT SDN MANGUN JAYA 03

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ABSTRACT

If students experience low self-confidence, if it cannot be handled properly, it will result in low learning independence and can hinder students' progress in the learning system. Therefore, the problem that will be studied in this research is: "Is there a significant relationship between self-confidence and student learning independence in Indonesian language subjects in class 3 at SDN Mangun Jaya 03". This type of research is quantitative and correlational based. This research was conducted in class III (A, B, C, D) of SDN Mangunjaya 03 semester 2 (even) of the 2023/2024 academic year with a population of 112 students. Researchers used *cluster random* sampling techniques with a minimum sample of 56 respondents. In the trial of the self-confidence variable instrument, only 25 valid items were obtained from 30 question items, while the learning independence variable only found 20 valid items from 24 question items, and all reliability test results were met. The prerequisite test results showed that the normality and linearity tests had been fulfilled. The correlation test result between the self-confidence variable and the learning independence variable is 0.432, which has a positive value and is included in the medium relationship level category. In conclusion, there is a significant relationship between self-confidence and student learning independence in Indonesian language subjects in class 3 at SDN Mangun Jaya 03.

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1. INTRODUCTION

confidence and learning independence have an important role in improving Indonesian language learning outcomes in class III at SDN Mangunjaya 03. In facing the exam, some of the students were able to do the exam well, while some other students had difficulty understanding the instructions contained in the exam. exam sheet. This can result in the goal of learning Indonesian being hampered.

The low level of student self-confidence is one of the main factors influencing this. Students who lack self-confidence tend to be less enthusiastic, easily feel hopeless, and rely more on help from teachers or classmates. This hinders students' independent learning and makes it difficult for them to understand exam instructions and instructions. Therefore, it is important for teachers to provide appropriate guidance and support to each student individually, so that they can feel more confident and independent in learning.

Apart from that, issues of self-confidence and learning independence also have an impact on students' motivation and active participation in the learning process. Students who are not confident tend to be less enthusiastic and more easily feel afraid and anxious when facing learning tasks. They also tend to rely

on teachers or classmates to solve problems and find it difficult to accept the learning methods and strategies provided.

In this case, teachers have an important role in creating a supportive learning environment, by providing positive feedback, teaching effective learning techniques, and encouraging students to actively participate. With the right support and guidance, students can increase their self-confidence and learning independence. This will have a positive impact on the learning outcomes of class III students at SD N Mangun Jaya 03, namely increasing their ability to understand instructions and instructions, as well as stimulating student motivation and involvement in the learning process.

Reading skills are one of the characteristics found in Indonesian language subjects. Reading skills are considered as one of the important aspects of language skills which are used to obtain knowledge and information. This shows that in learning Indonesian, reading ability has a very important role. Students at elementary school level are expected to be able to master these reading skills, because good reading skills will have an impact on all learning activities in the classroom.

Good Indonesian language learning can be achieved if students are able to understand what they read, so this is considered an indicator of success in learning Indonesian. Therefore, it is important for students to continue to practice and develop their ability to identify the main sentences contained in each paragraph. This ability will help students thoroughly understand the content of the reading, identify the main idea, and connect it to a wider context. Thus, practicing and developing reading skills is essential in learning Indonesian for students at the elementary school level.

Based on the explanation above, the researcher proposed the research title "The Relationship between Student Self-Confidence and Learning Independence in Class 3 Indonesian Language Subjects at SDN Mangun Jaya 03". The reason for choosing this title is that the low self-confidence experienced by students, if not handled properly, will result in low learning independence, and can hinder students' progress in the learning system. Because this can have an impact on low student learning outcomes and become an obstacle to continuing the further learning process. Low learning independence in students can also weaken students' ability to evaluate the results they have obtained as a reference in developing learning strategies to improve their learning outcomes.

In addition, low learning independence can influence students to get used to depending on direction or assistance from other parties in organizing certain learning activities and learning resources. Considering that students today are supported by various advances in the fields of science and technology, it should make it easier for students to obtain information from various learning sources by mobilizing their abilities and skills.

Based on the description of the background of the problem above, the formulation of the problem in this research is: Is there a significant relationship between self-confidence and student learning independence in Indonesian language subjects in class 3 at SDN Mangun Jaya 03? Meanwhile, the aim of this research is to describe the level of self-confidence and learning independence of students in Indonesian language subjects in Class III at SDN Mangun Jaya 03 and to determine whether there is a positive relationship between self-confidence and student learning independence in Indonesian language subjects in Class III. SDN Mangun Jaya 03

2. RESEARCH METHODS

This research is a correlational quantitative type, namely, to determine the relationship between two variables, between the independent variable (self-confidence) and the dependent variable (independence in learning). The population in this study were all students in classes III A, III B, III C, and III D at SDN Mangunjaya 03 semester 2 (even) of the 2023/2024 academic year, each of which numbered 28 students for a total of 112 students. Meanwhile, the number of samples was 56 respondents with the sampling technique used was cluster random sampling, namely a method of randomly selecting samples from several groups within a population (Sugiyono, 2019).

In the trial of the self-confidence variable instrument, only 25 valid items were obtained from 30 question items, while the learning independence variable only found 20 valid items from 24 question items, and all reliability test results were met. The data analysis used in this research is descriptive statistics, prerequisite tests (normality test and linearity test), and correlation test

3. RESULTS AND DISCUSSION

3.1. Descriptive statistics

The descriptive statistical results of the self-confidence of class III students at SDN Mangunjaya 03 which were measured using a 1-5 likert scale were:

Table 1. Self-Confidence Descriptive Statistics Results

Items	N	Minimum	Maximum	Mean	Std. Deviation
P1	56	1	5	4.79	0.653
P2	56	2	5	4.29	0.756
P3	56	1	5	4.59	0.708
P4	56	1	5	3.57	1,263
P6	56	1	5	3.41	1,187
P7	56	3	5	4.55	0.658
P8	56	1	5	4.52	0.894
P10	56	1	5	3.36	1,167
P11	56	1	5	3.32	1,223
P12	56	1	5	3.04	1,414
P13	56	1	5	4.43	0.783
P14	56	2	5	4.14	1,034
P16	56	1	5	3.21	1,449
P17	56	1	5	3.37	1,071
P18	56	1	5	3.02	1,286
P19	56	1	5	4.36	0.883
P20	56	2	5	4.63	0.676
P21	56	1	5	4.57	0.85
P22	56	1	5	3.41	1,156
P23	56	1	5	3.09	1,366
P24	56	1	5	3.43	1,248
P25	56	2	5	4.61	0.679
P27	56	1	5	4.18	1,162
P28	56	1	5	3.66	1,297
P29	56	1	5	3.84	1,262
Average				3,896	1,045

Source: Primary data processed, 2023

Based on table 1, the self-confidence variable has an average value of $3.896 > 3$, which means that the self-confidence variable consists of 3 indicators where all indicators have an average value above 3, which means that the average student already has self-confidence. which is being. However, in these responses there is the lowest average item, namely item P18 about "students often feel embarrassed and inferior when carrying out activities or assignments in front of the teacher" which has an average of 3.02.

The self-confidence variable has an average value of 3.896, which shows that the average student has a good level of self-confidence. This can be interpreted from the fact that the self-confidence variable consists of 3 indicators, and all of these indicators have an average value above 3. In this context, the number 3 can be considered as the midpoint or threshold which indicates a moderate level of self-confidence. With an average score above 3, it can be concluded that students have a positive and adequate level of self-confidence in facing learning activities and tasks.

Although overall students show a good level of self-confidence, there is one item that has the lowest average value, namely item P18 about "students often feel embarrassed and insecure when doing activities or assignments in front of the teacher," with an average value of 3.02. This shows that there are some students who still experience discomfort and lack of self-confidence when they are in a situation where they need to appear in front of the teacher. Although many students have good self-confidence, this item highlights the importance of paying attention to students who may need special support and coaching in overcoming shyness and inferiority. Efforts to increase student self-confidence in situations like this can involve inclusive learning approaches, emotional support, and positive coaching to help students feel more confident and comfortable in expressing opinions or appearing in public.

Item P18 about "students often feel embarrassed and self-conscious when carrying out activities or assignments in front of teachers" which has the lowest average value of 3.02 indicates that special attention needs to be given to aspects of students' self-confidence in public situations. Even though most students have demonstrated a good level of self-confidence, the presence of students who still feel shy and insecure when in front of the teacher can affect their participation and ability to contribute optimally to learning. This shows the need for a pedagogical approach that pays attention to students' individual needs and provides special support to help them overcome this feeling of shame and inferiority. By strengthening students' self-confidence in public situations, such as through inclusive learning settings and providing constructive feedback, we can help students feel more comfortable and bolder in expressing opinions and developing their full learning potential.

The descriptive statistical results of the learning independence of class III students at SDN Mangunjaya 03 as measured using a 1-5 liket scale are:

Table 2. Descriptive Statistical Results of Learning Independence

Items	N	Minimum	Maximum	Mean	Std. Deviation
P1	56	3	5	4.7	0.502
P2	56	3	5	4.68	0.575
P4	56	1	5	3.32	1,114
P5	56	1	5	2.82	1,193
P6	56	1	5	2.89	1.41
P7	56	2	5	4.41	0.781
P9	56	1	5	4	1.16
P10	56	1	5	2.8	1,052
P11	56	1	5	2.79	1,107
P12	56	1	5	2.96	1,279
P13	56	1	5	3.79	1,171
P14	56	1	5	4.41	0.826
P16	56	1	5	3.27	1,243
P17	56	1	5	3.43	1,234
P18	56	1	5	2.84	1,359
P19	56	2	5	4.29	0.825
P20	56	1	5	4.29	0.909
P22	56	1	6	3.16	1,218
P23	56	1	5	3.5	1,477
P24	56	1	5	2.8	1,271
Average				3,558	1,085

Source: Primary data processed, 2023

Based on table 2, the learning independence variable has an average value of 3.558 > 3, which means that the learning independence variable consists of 3 indicators where all indicators have an average value above 3, which means that the average student already has learning independence. which is being. However, in these responses there is the lowest average item, namely item P10 about "students are often confused and don't know which one to choose when making decisions" which has an average of 2.80 and item P24 about students being easily distracted and unable to focus when must understand the instructions or instructions given by the teacher which also has an average of 2.80.

The learning independence variable has an average value of 3.558, which means that overall students have a good level of learning independence. This variable consists of 3 indicators, and all of these indicators have an average value above 3. The number 3 can be considered as a threshold or midpoint which indicates a moderate level of learning independence. With an average score above 3, it can be concluded that the average student has a good level of learning independence and is able to take initiative and self-regulate in the learning process.

Although overall students show a good level of learning independence, there are two items with the lowest average scores, namely item P10 about "students are often confused and don't know which one to choose when making decisions" and item P24 about "students are easily distracted and "can't focus when I

have to understand the directions or instructions given by the teacher", both have an average score of 2.80. This indicates that there are students who face difficulties in making decisions and understanding instructions and tend to be easily distracted in the learning process. In this context, efforts are needed to help students develop better decision-making skills, improve concentration, and overcome distractions that can hinder their learning independence.

The items with the lowest average scores, namely P10 and P24, indicate specific areas that need attention in increasing student learning independence. Students who often feel confused when making decisions or are easily distracted when understanding instructions can have trouble in self-regulating in the learning process. Therefore, learning strategies that can be used include developing decision-making skills, providing clear and supportive guidance for understanding instructions, and creating a conducive learning environment that can help students stay focused and overcome distractions. By strengthening students' skills and understanding in these two areas, their learning independence can increase significantly, so that they can become more independent in managing their learning process well.

3.2. Prerequisite Test Results

Before carrying out hypothesis test calculations, researchers will first carry out the following prerequisite tests:

Normality Test Results

The normality test is a test that aims to determine whether the data being analyzed is normally distributed or not. In this normality test, researchers used the Kolmogorov-Smirnov test because the research sample studied was more than 50 people. The criteria for assessing data that has a normal distribution is if the significance value is > 0.05 at the 5% significance level ($\alpha=0.05$) and vice versa if the significance value is ≤ 0.05 , then the data is said to be not normally distributed (Ghozali, 2018). The test results are:

Table 3. Normality Test Results

Variable	Significance	Critical α limit	Results
Confidence	0.084	>0.05	Normal
Learning Independence	0.200	>0.05	Normal

Source: Primary data processed, 2023

Based on table 3, it is known that the significance value for the self-confidence variable is 0.084, while the significance value for the learning independence variable is 0.200. Both significance values are greater than the commonly used alpha value, namely 0.05. This indicates that there is insufficient statistical evidence to support rejection of the null hypothesis that the data do not follow a normal distribution. Therefore, it can be concluded that the data for these two variables has a distribution that is close to normal.

The normal distribution of self-confidence and learning independence variable data has important implications in statistical analysis. When data follow a normal distribution, statistical analyzes that rely on the assumption of normality can be performed more reliably. The correlation test requires the assumption that the data used has a normal distribution with a significance value greater than 0.05 for the two variables. This indicates that the data meets the normality assumption and can be used for correlation testing because the normal distribution assumption has a higher level of confidence.

Linearity Test Results

The linearity test is used to determine whether the distribution of self-confidence data and the learning independence variable has a linear relationship. To know that the two variables are said to be linear if the calculation shows significance at Linearity ≤ 0.05 , if the calculation shows significance ≤ 0.05 then there is a linear relationship between the two variables (Ghozali, 2018). The test results are:

Table 4. Linearity Test Results

Variable	Significance	Critical α limit	Results
Self-Confidence and Learning Independence	0.004	<0.05	Linear

Based on table 4 above, it is known that the significance of the linearity test between the variables self-confidence and learning independence shows a significance value of 0.004, which is smaller than the

commonly used alpha value, namely 0.05. This indicates that there is a linear relationship between these two variables. In this context, these results provide an indication that changes in the self-confidence variable will correlate linearly with changes in the learning independence variable.

If the significance value in the linearity test is smaller than 0.05, the research can proceed to the next stage of analysis. These results indicate that the variables self-confidence and learning independence have a significant relationship and can be considered in the context of regression analysis or other linear models. In further research, researchers can dig deeper into the relationships between these variables and explore possible influences. In addition, these results also provide a basis for developing intervention strategies or learning approaches that can increase students' learning independence through increasing their level of self-confidence. The significance results of this linearity test provide strong direction and justification for continuing research and further exploration into the relationship between self-confidence and student learning independence.

3.3. Correlation Test

This correlation test is used to test whether there is a significant relationship between the independent variable (self-confidence) and the dependent variable (learning independence). The test criteria are if the significance of the calculated r is less than the proposed alternative hypothesis (Ha) is accepted and conversely if the significance of the calculated r is less than the proposed alternative hypothesis (Ha) is rejected (Ghozali, 2018).

Table 5. Correlation Test Results

Variable	Correlation	Significance	Critical α limit	Results
Self-Confidence and Learning Independence	0.432	0.001	<0.05	There is a Relationship

Based on table 5 above, it is known that the cross correlation value between the self-confidence variable and the learning independence variable is 0.432. This correlation value has a positive sign, which indicates a positive relationship between self-confidence and student learning independence. In addition, considering the correlation interpretation criteria, the value of 0.432 is included in the medium level relationship category. This shows that there is a strong relationship between students' level of self-confidence and their level of learning independence in Indonesian language subjects in class 3 at SDN Mangunjaya 03.

The significant cross-correlation value between self-confidence and student learning independence, the hypothesis which reads "There is a significant relationship between self-confidence and student learning independence in Indonesian language subjects in class 3 at SDN Mangunjaya 03" can be declared accepted. In other words, the results of statistical analysis support the existence of a positive and significant relationship between students' self-confidence and their learning independence. The higher the student's level of self-confidence, the higher their level of learning independence. These findings show the importance of paying attention to and strengthening students' self-confidence in the context of Indonesian language learning in class 3 at SDN Mangunjaya 03 to increase their learning independence. In practice, a learning approach that provides support, positive feedback, and appreciation for student success can be an effective strategy in increasing their self-confidence and learning independence.

3.4. The Relationship between Self-Confidence and Learning Independence

Based on the results of research that has been carried out, it is known that there is a significant relationship between self-confidence and students' learning independence in Indonesian language subjects in class 3 at SDN Mangun Jaya 03. The increase in self-confidence will result in an increase in students' self-confidence. Referring to the descriptive statistics, the self-confidence of class III students at SDN Mangunjaya is in good condition with an overall average of 3,896 > 3. Likewise, the descriptive statistics of student learning independence are also in good condition with an overall average of 3,558 > 3. The prerequisite tests carried out also did not face any problems because the normality test and linearity test requirements were met.

Self-confidence is an individual's belief in being able to overcome problems or tasks and take the necessary actions to achieve the desired goals or achievements. Someone who has high self-confidence will

have the belief that he can do something with all the demands of the situation. On the other hand, someone who has low self-confidence will not believe that he can do something with all the demands of the situation.

According to Bandura in Schunk (1991 :208) that self-confidence can influence individuals in choosing activities, effort and perseverance. If students have high self-confidence, then these students will have confidence in overcoming problems or tasks and taking the necessary actions to achieve the desired achievements. This means that the increase in self-confidence will increase students' learning independence in Indonesian language subjects in class 3 at SDN Mangun Jaya 03.

According to Widiyansyah (2023) , self-confidence is a feeling of confidence that a person has to participate in continuous learning and be able to develop their own potential so that they can achieve the best goals during teaching and learning activities. Continuous learning of Indonesian can hone students' interest in reading. Increasing a person's interest in reading can increase their ability to obtain information through the reading they read, thereby increasing their knowledge. An interest in reading can be instilled by developing a reading habit in a person, so that over time, he will get used to it and form a reading culture that becomes part of himself. With the formation of a reading culture, a person will feel a growing curiosity about the knowledge they have (Sari et al, 2021) .

Students' self-confidence and independence in learning at school can help improve their mindset and level of well-being in the future. This is because good literacy skills in Indonesian can help students to have a better understanding, be reflective, creative and critical of the information they receive (Khasanah et al, 2023). Good and correct learning of Indonesian must be done as early as possible so that students can gain adequate competence as a competitive edge to support their welfare when they grow up (Kustanto et al, 2021). However, students' self-confidence and independence in learning in Indonesian language subjects must also receive assistance from the students' parents. This is because parents have more time at home than at school, so parents must be able to adjust reading material according to their child's age (Nurkaeti et al, 2020)

4. CONCLUSION

Based on descriptive statistics, it is known that the self-confidence variable has an average value of $3.896 > 3$, which means that the self-confidence variable consists of 3 indicators where all indicators have an average value above 3, which means that the average student already has high self-confidence. currently. Likewise, the learning independence variable has an average value of $3.558 > 3$, which means that the learning independence variable consists of 3 indicators where all indicators have an average value above 3, meaning that the average student already has moderate learning independence.

Based on the correlation test, it is known that the correlation value between the self-confidence variable and the learning independence variable is 0.432, which is included in the medium relationship level category. This correlation value has a positive sign, which indicates a positive relationship between self-confidence and student learning independence. This shows that there is a moderate relationship between students' level of self-confidence and their level of learning independence in Indonesian language subjects in class 3 at SDN Mangunjaya 03, research conducted at SDN Mangun Jaya 03. So, the researcher can conclude that there is a positive relationship between confidence. students' self-confidence in Indonesian language subjects in grade 3 and students' learning independence. The higher the student's self-confidence, the higher the student's learning independence will be. These findings show the importance of paying attention to and strengthening students' self-confidence in the context of Indonesian language learning in class 3 at SDN Mangunjaya 03 to increase their learning independence. In practice, a learning approach that provides support, positive feedback, and appreciation for student success can be an effective strategy in increasing student self-confidence and learning independence.

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