



The Relationship between Self-Confidence and Student Learning Achievement in Schools A systematic Literature Review

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Abstract. Learning achievement is one of the main indicators of educational success and is influenced by various internal and external factors. One important internal factor is self-confidence, which affects students' courage, motivation, participation, and ability to complete academic tasks effectively. This study aims to analyze the influence of self-confidence on students' learning achievement based on findings from previous studies. The research employed a library research method using a descriptive qualitative approach. Data were collected from relevant scientific sources, including national and international journal articles, books, conference proceedings, and other scholarly publications issued between 2019 and 2025. The collected data were analyzed using content analysis, involving data reduction, data presentation, synthesis, and conclusion drawing. The findings indicate that self-confidence has a positive influence on students' learning achievement. Students with higher levels of self-confidence tend to participate more actively in classroom activities, express their opinions confidently, demonstrate stronger learning motivation, and complete academic tasks independently, resulting in better academic performance. Therefore, fostering students' self-confidence should become an important concern for teachers and schools as an effective strategy to improve learning quality and academic achievement.

Keywords: Self-Confidence, Learning Achievement, Students

Abstrak: Prestasi belajar merupakan salah satu indikator keberhasilan proses pendidikan yang dipengaruhi oleh berbagai faktor, baik faktor internal maupun eksternal. Salah satu faktor internal yang memiliki peran penting adalah kepercayaan diri, karena dapat memengaruhi keberanian, motivasi, partisipasi, serta kemampuan siswa dalam menyelesaikan tugas pembelajaran. Penelitian ini bertujuan untuk menganalisis pengaruh kepercayaan diri terhadap prestasi belajar siswa berdasarkan hasil-hasil penelitian terdahulu. Penelitian menggunakan metode *library research* dengan pendekatan kualitatif deskriptif. Data diperoleh melalui penelusuran berbagai sumber pustaka berupa artikel jurnal nasional dan internasional, buku, prosiding, serta dokumen ilmiah yang relevan dan diterbitkan pada periode 2019–2025. Data dianalisis menggunakan teknik *content analysis* melalui proses reduksi data, penyajian data, sintesis, dan penarikan kesimpulan. Hasil kajian menunjukkan bahwa kepercayaan diri memiliki pengaruh positif terhadap prestasi belajar siswa. Siswa yang memiliki tingkat kepercayaan diri tinggi cenderung lebih aktif dalam pembelajaran, berani mengemukakan pendapat, memiliki motivasi belajar yang lebih baik, serta mampu menyelesaikan tugas secara mandiri sehingga memperoleh prestasi belajar yang lebih optimal. Dengan demikian, pengembangan kepercayaan diri perlu menjadi perhatian guru dan sekolah sebagai salah satu strategi untuk meningkatkan kualitas pembelajaran dan prestasi belajar siswa.

Kata Kunci: Kepercayaan Diri, Prestasi Belajar, Siswa

INTRODUCTION

Education is a long-term investment that plays a strategic role in improving the quality of human resources. Through the educational process, students are expected to develop their intellectual, emotional, social, and spiritual potential so that they are well prepared to face the challenges of an ever-changing world. One of the key indicators of educational success is students' academic achievement. Academic achievement reflects the level of knowledge mastery, skills acquisition, and attitudinal changes attained by students after participating in the learning process. According to (Slameto, 2020), academic achievement is the outcome obtained by students after engaging in learning activities, which are influenced by various factors originating from both the individual and the surrounding environment. Therefore, improving students' academic achievement remains one of the primary objectives of every educational process.

In reality, students' academic achievement continues to vary considerably. Many students possess high intellectual abilities, adequate learning facilities, and strong family support, yet they fail to achieve optimal academic outcomes. Conversely, some students with average academic abilities are able to attain outstanding performance because they possess strong motivation and confidence in their own abilities. This phenomenon indicates that academic success is determined not only by intelligence but also by psychological factors, one of which is self-confidence. Self-confidence refers to an individual's belief in his or her own abilities to face challenges and accomplish tasks successfully. Students with high levels of self-confidence tend to participate more actively in classroom activities, express their opinions confidently, persevere when encountering learning difficulties, and demonstrate stronger motivation to achieve better academic performance (Ghufron & S, 2020).

The issue of low self-confidence among students remains prevalent across different educational levels. International studies have shown that socio-emotional factors make substantial contributions to students' academic success. Data from the Programme for International Student Assessment (PISA) indicate that students with higher levels of self-efficacy and self-confidence generally achieve better academic outcomes than those with lower levels of confidence. In Indonesia, this condition is reflected in the large number of students who hesitate to ask questions, are reluctant to express their opinions, participate less actively in group discussions, and experience anxiety during assessments. These conditions reduce students' engagement in learning activities and ultimately have a negative impact on their academic achievement.

Numerous previous studies have consistently demonstrated a positive relationship between self-confidence and academic achievement. (Napitupulu et al., 2020) found that students with higher levels of self-confidence achieved better learning outcomes than those with lower confidence. Similarly, (Amanda & Fahrunnisa, 2024) reported that self-confidence significantly influenced secondary school students' academic achievement by increasing their active participation in classroom learning. Furthermore, (Silitubun, 2023) revealed that self-confidence positively contributes to students' learning motivation, which subsequently improves their academic performance. These findings were reinforced by (Wiriawan, 2023), who concluded that students with greater self-confidence adapt more effectively to changes in learning methods and demonstrate stronger problem-solving abilities. More recently, Pratiwi et al. (2025) identified

self-confidence as an important predictor of academic success in digital learning environments because it enhances students' engagement in technology-based learning activities.

Although numerous studies have examined the relationship between self-confidence and academic achievement, a significant research gap still exists. Most previous studies have treated self-confidence merely as a supporting variable associated with learning motivation or students' social skills. In addition, many of these studies were conducted before the widespread implementation of digital learning and the Merdeka Curriculum, meaning that the characteristics of current educational practices have not been fully addressed. Previous research has also predominantly focused on senior high school students and university students, while studies involving elementary and junior high school students within contemporary learning contexts remain relatively limited. Differences in student characteristics, learning environments, and instructional approaches make it difficult to generalize previous findings across all educational settings.

Based on these phenomena, research investigating the influence of self-confidence on students' academic achievement remains highly relevant and necessary. This study is expected to provide empirical evidence regarding the importance of developing self-confidence as one of the key internal factors influencing academic achievement. In addition to contributing to the advancement of educational psychology, the findings are expected to serve as a reference for teachers and schools in designing learning strategies that foster students' self-confidence, thereby improving both learning quality and academic performance. The novelty of this study lies in examining the influence of self-confidence on academic achievement within the context of contemporary education by considering students' characteristics in the digital era and the implementation of the Merdeka Curriculum. Consequently, this study is expected to provide empirical findings that are more relevant to current educational conditions.

RESEARCH METHODS

This study uses a library research method with a descriptive qualitative approach. Library research is a research method that utilizes various literature sources as primary data to systematically examine a problem without conducting direct data collection in the field. The data in this study were obtained from primary sources in the form of national and international journal articles published in 2019–2025 as well as secondary sources in the form of books, proceedings, theses, dissertations, and other scientific documents relevant to the topic of the influence of self-confidence on student learning achievement. The data collection process was carried out through documentation studies by searching literature in various scientific databases, such as Google Scholar, Garuda, DOAJ, Crossref, ERIC, and ScienceDirect, using keywords such as self-confidence, self-confidence, learning achievement, and learning achievement. The collected data were then analyzed using content analysis techniques through the stages of data reduction, data presentation, synthesis, and conclusion drawing to obtain a comprehensive picture of the influence of self-confidence on student learning achievement. Data validity is carried out through source triangulation by comparing the results of various studies that have high relevance and credibility so that valid and accountable conclusions are obtained.

RESEARCH RESULTS AND DISCUSSION

This study employed a library research method, collecting, reviewing, and synthesizing various scientific literature discussing the relationship between self-confidence and student

achievement. The literature was obtained through searches on Google Scholar, Crossref, Garuda, DOAJ, and national and international journals published between 2019 and 2025. The literature criteria included articles discussing self-confidence as a psychological variable related to learning outcomes, learning motivation, student participation, and academic achievement.

Based on the results of a review of various studies, it was found that most studies show a positive and significant relationship between self-confidence and student learning achievement. Students who have high self-confidence tend to be more active in the learning process, dare to express opinions, are able to complete assignments independently, and have a higher learning motivation than students who have low self-confidence. Conversely, students who lack self-confidence are more often anxious when participating in learning and evaluations, which has an impact on low academic achievement. This finding is consistent across various levels of education from elementary school, secondary school, to university.

The study also showed that self-confidence does not act directly as the sole determinant of academic achievement, but rather interacts with other internal factors such as learning motivation, self-efficacy, learning strategies, and self-regulation. Recent research suggests that academic motivation acts as a mediator, strengthening the influence of self-confidence on academic achievement. In other words, the higher a student's self-confidence, the higher their learning motivation, which in turn improves academic achievement.

Furthermore, several systematic literature reviews (SLR) have concluded that self-confidence is a psychological factor that consistently contributes to learning success. A synthesis of various studies shows that increasing self-confidence can be achieved through the use of active learning models, problem-based learning, cooperative learning, positive reinforcement by teachers, and a learning environment that supports students' psychological development.

Discussion

The literature review shows that self-confidence is one of the internal factors influencing student achievement. Theoretically, self-confidence is an individual's belief in their abilities, enabling them to face learning challenges, make decisions, and complete academic assignments optimally. Students who believe in their abilities will have the courage to ask questions, discuss, express their opinions, and persevere when faced with learning difficulties. This condition results in increased student engagement in the learning process, resulting in better learning outcomes.

The findings of this study align with those of (Rahayu, 2019), which explains that self-efficacy and self-confidence play a crucial role in optimizing student intelligence and academic achievement. Students with high self-confidence are able to maximize their academic potential, achieving better learning outcomes than those with low self-confidence. The results of this study are also supported by research by (Akbari & Sahibzada, 2020), which states that self-confidence has a positive influence on students' learning process. Self-confidence makes students more willing to try, less afraid of making mistakes, and more active participants during the learning process. This ultimately improves students' conceptual understanding and academic achievement. These findings indicate that psychological aspects are as important as intellectual abilities in determining learning success. Furthermore, research by (Kurniasih et al., 2025) showed that self-confidence directly influences academic achievement and indirectly through academic motivation. The study used a Structural Equation Modeling (SEM) approach and found that students with high levels of self-confidence have better learning motivation, resulting in higher academic achievement. This reinforces the study's findings that learning motivation is one mechanism explaining the relationship between self-confidence and academic achievement.

A systematic literature review by (Khoirunnisa & Rahayu, 2025) also showed that most studies published in the past five years concluded a positive relationship between self-confidence and students' cognitive abilities, learning outcomes, problem-solving skills, and academic achievement. They emphasized that students with high self-confidence are better prepared to face learning challenges, have the courage to try new strategies, and are able to maintain learning motivation when facing academic difficulties. The results of a research synthesis by (Satifa et al., 2026) show that self-confidence significantly influences mathematical problem-solving ability. Although the study focused on mathematics learning, the findings demonstrate that self-confidence is a key asset in developing critical thinking and problem-solving skills, which ultimately impacts student achievement in general.

Based on the overall results of the study, it can be concluded that self-confidence is an important determinant in improving student learning achievement. However, self-confidence is not the only factor influencing learning success. Other factors such as learning motivation, family support, learning quality, teacher competence, the school environment, and academic ability still contribute to learning achievement. Therefore, efforts to improve learning achievement should be carried out comprehensively by developing both the cognitive and affective aspects of students through learning that provides opportunities for students to be active, express opinions, collaborate, gain successful experiences, and receive positive reinforcement from teachers.

CONCLUSION

Based on the findings of this library research, it can be concluded that self-confidence plays a significant role in improving students' academic achievement. A review of previous studies published between 2019 and 2025 consistently indicates that students with higher levels of self-confidence tend to demonstrate greater learning motivation, active participation in classroom activities, better problem-solving skills, and stronger academic performance. Self-confidence enables students to express their ideas, overcome learning challenges, and complete academic tasks more effectively, thereby contributing positively to their learning outcomes. Although academic achievement is also influenced by other internal and external factors, self-confidence remains an important psychological factor that supports students' success in the learning process. Therefore, teachers, schools, and parents should work collaboratively to foster students' self-confidence through supportive learning environments, positive reinforcement, and student-centered instructional strategies to enhance both learning quality and academic achievement.

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