EMTEKA: Jurnal Pendidikan Matematika
Volume 7, No. 1, 2026. 298-308
DOI: https://doi.org/10.24127/emteka.v6i1.7818

e-ISSN 2746-5594
p-ISSN 2746-5608

ANALYSIS OF SELF-CONFIDENCE LEVELS AMONG NINTH-GRADE STUDENTS AT MTS AL-ASYIROT USSYAFIIYYAH

Adinda Nisa Apriati [1*], Indra Budiman [2]

[1*.2] Universitas Siperbangsa Karawang, Jawa Barat, Indonesia
** Corresponding author. Karawang, 41361, Jawa Barat, Indonesia*

E-mail: *211063105002@student.ac.id* [1]
indrabudiman@fkip.unsika.ac.id [2]

Received December 01, 2024; Received in revised form February 15, 2026; Accepted March 12, 2026

ABSTRACT
Self-confidence is an individual's belief in their ability to make decisions and complete academic tasks. This study aims to analyze the level of self-confidence of grade IX students at MTs Al-Asyirotussafiiyyah in learning mathematics using a descriptive qualitative approach. The instrument used was a questionnaire with indicators 1) believing in one's own abilities; 2) acting independently in making decisions; 3) having a positive self-concept; 4) daring to express opinions. The results of the study showed that most students still lacked confidence in their abilities, although some had higher self-confidence. Self-confidence has been shown to influence the success of mathematics learning, so efforts are needed to improve it
Keywords*: eduation; mathematics; self-confidence*

ABSTRAK
Kepercayaan diri (self-confidence) merupakan keyakinan individu terhadap kemampuannya dalam mengambil keputusan dan menyelesaikan tugas akademik. Penelitian ini bertujuan untuk menganalisis tingkat kepercayaan diri siswa kelas IX di MTs Al-Asyirotussafiiyyah dalam pembelajaran matematika menggunakan pendekatan kualitatif deskriptif. Instrumen yang digunakan berupa angket dengan indikator 1)percaya pada kemampuan diri sendiri; 2)bertindak mandiri dalam mengambil keputusan; 3)memliki konsep diri yang positif; 4)berani mengungkapkan pendapat. Hasil penelitian menunjukkan bahwa sebagian besar siswa masih kurang percaya diri terhadap kemampuan mereka, meskipun ada yang memiliki rasa percaya diri lebih tinggi. Kepercayaan diri terbukti memengaruhi keberhasilan pembelajaran matematika, sehingga diperlukan upaya untuk meningkatkannya
Kata kunci: kepercayaan diri; matematika; pendidikan

Introduction

School education, beginning in elementary, middle, and high school, is a form of public education (Pangaribuan, 2020). One of the mandatory subjects is mathematics. According to Ansari (in Priant et al., 2022), mathematics is a tool that can clarify and simplify an abstract state or situation into a concrete form represented by numbers and symbols to interpret mathematical concepts and generalizations to facilitate problem-solving. Self-confidence plays a very important role in mathematics.

e-ISSN 2746-5594
p-ISSN 2746-5608

Self-confidence is essentially the belief in oneself that an individual is capable and confident in making decisions and taking actions to complete academic tasks (Alawiyah, 2022). Ghufran and Rini Risnawita (Sari et al., 2023) explain that self-confidence has five components: (1) Belief in one's own abilities, which they define as "the primary belief in one's own ability to act in accordance with one's own will"; (2) Optimism, which they define as "a sense of confidence in one's own abilities"; and (3) Humility, which they define as "a sense of humility in the face of difficulties," the ability to detach oneself emotionally from one's own actions; (4) Willingness to accept responsibility for one's actions; and (5) The application of rational and realistic thinking to problem-solving.

According to the findings of Simanjuntak et al., (2023), it was found that students' self-confidence levels at a school in Kabanjahe fall into the moderate category. The results of the study by Risdayati et al., (2022) also indicate that students' self-confidence levels are still considered to be in the moderate category.

From several articles, such as those by Bendol & Dalayap, (2025), Y. Pratiwi et al., (2023), Zukhriya et al., (2023), and (Ismiasih & Mustika, 2024), it can be concluded that students' self-confidence is a crucial aspect of mathematics learning because it influences students' attitudes, participation, and academic success. Students with high self-confidence tend to be more willing to try, do not give up easily, and are able to achieve optimal learning outcomes in mathematics. Additionally, self-confidence plays a role in enhancing mathematical communication and problem-solving skills, enabling students to better understand mathematical concepts.

Therefore, self-confidence is a crucial factor that needs to be developed in the mathematics learning process to support students' academic success. Given the importance of students' self-confidence levels in mathematics learning, this study aims to determine the extent of students' self-confidence, particularly among ninth-grade students at MTs Al – Asyirotussafiiyyah.

Research Methods

The method used in this study is a qualitative approach with a descriptive method. This research method is based on descriptive data analysis; this was done to explain the existing research without manipulating the variables under study by administering a questionnaire on students' learning autonomy (Hanyfah et al., 2022). The population of this study consists of ninth-grade students at MTSs Al – Asyirotussyafiiyyah, and the sample comprises one ninth-grade class consisting of 24 students.

This study used a questionnaire adapted from (Prihastiwi, 2023) that has been validated. There are 25 statements divided into positive and negative statements, as shown in Table 1. Table 1 below presents the questionnaire indicators to be used.

EMTEKA: Jurnal Pendidikan Matematika
Volume 7, No. 1, 2026. 298-308
DOI: https://doi.org/10.24127/emteka.v6i1.7818
e-ISSN 2746-5594
p-ISSN 2746-5608

Table 1 Survey Indicators

No	Indicator	Statement		Number of Statements
		(-)	(+)	
1	Believing in one's own abilities	1, 3, 13, 19	10, 17, 23	7
2	Act independently when making decisions	2, 5, 6, 8	7, 9	6
3	Have a positive self-concept	4, 12, 14	11, 21, 24	6
4	Be brave enough to express opinions	16, 20, 22	15, 18, 25	6
	Total			25

Table 1, which contains these four indicators, will be used to conduct the study, the results of which will then be analyzed. The first indicator consists of seven statements, while the second, third, and fourth indicators each consist of six statements that students will answer voluntarily.

The scoring guidelines for self-directed learning in this study use a Likert scale with four response options: Always, Often, Sometimes, and Never. Each item is scored according to the type of statement, namely positive and negative statements (Sugiyono, 2017). For positive statements, scoring is done as follows: "Always" is scored as 4, "Often" as 3, "Sometimes" as 2, and "Never" as 1. Conversely, for negative statements, scoring is done in reverse: "Always" is scored as 1, "Often" as 2, "Sometimes" as 3, and "Never" as 4. The total score for learning independence is obtained by summing the scores from all items answered by the respondent. The higher the total score obtained, the higher the level of the student's learning independence; conversely, the lower the total score, the lower the level of learning independence (Zimmerman, 1990). Table 2 below presents the scoring guidelines for the questionnaire to be used in this study

Table 2 Questionnaire Scoring Guidelines

Description	(-)	(+)
Always	4	1
Often	3	2
Sometimes	2	3
Never	1	4

EMTEKA: Jurnal Pendidikan Matematika
Volume 7, No. 1, 2026. 298-308
DOI: https://doi.org/10.24127/emteka.v6i1.7818
e-ISSN 2746-5594
p-ISSN 2746-5608

Table 2, which serves as a scoring guide, will help the author easily assign scores to each answered statement. The scores obtained will be averaged to determine the students' performance criteria.

The data will then be grouped into three categories based on the criteria listed in Table 3. Table 3 presents the criteria used in this study, as outlined in the book by (Lestari & Yudhanegara, 2015)

Table 3 Grouping Criteria

No	Criteria	Category
1	> 71,71	High
2	55,87 – 71,71	Moderate
3	< 55,87	Low

Table 3 presents the criteria the author will use to group students based on their individual self-confidence levels. This grouping is useful for determining the percentage each student possesses.

Results and Discussion

Based on the data collected from the self-confidence questionnaire administered to ninth-grade students in mathematics classes at MTs Al-Asyirotussafiiyyah, the percentages for each criterion will be presented in a table divided into four indicators. Table 4 presents the first indicator, namely "Belief in one's own abilities."

Table 4 Indicators of Self-Confidence

	Statement	Response			
		SL	SR	KK	TP
(+)	I am confident I will succeed on the math exam	0%	29%	35%	35%
(+)	I am confident I can explain the material the teacher has covered	0%	24%	65%	12%
(-)	I feel insecure when I have to explain material in front of the class	0%	47%	24%	29%
(+)	I believe I can solve word problems in math	0%	18%	82%	0%
(-)	I feel nervous when the teacher checks my math work in class	6%	53%	35%	6%
(+)	I am confident that I can follow math lessons well	6%	12%	76%	6%
(-)	I hesitate to ask the teacher questions because of my math skills	0%	47%	53%	0%

Based on Table 4, regarding the indicator "Belief in One's Own Abilities," it can be seen that for the first positive statement, "I am confident I will succeed on the math exam," a percentage of students selected the "sometimes" and "never"

e-ISSN 2746-5594
p-ISSN 2746-5608

categories. This indicates that many students still lack confidence in their own abilities. For the second positive statement, "I am confident that I can explain back the material that has been explained by the teacher," the highest percentage was in the "sometimes" category, indicating that most students are still unable to explain back every piece of material presented by the teacher. For the negative statement, "I feel insecure when I have to explain material in front of the class," some students selected the "often" category, meaning that most students still feel insecure or lack confidence when presenting material in front of the class as requested by the teacher.

For the third positive statement, "I believe that I am capable of solving word problems," most students selected the "sometimes" category, which means that students still feel they are not yet capable of solving every word problem. For the second negative statement, "I feel nervous when the teacher watches me work on math problems in class," most students selected the "often" category. This indicates that students frequently feel nervous when the teacher observes them working on math problems during class.

For the fourth positive statement, "I am confident that I can keep up with math lessons," most students selected the "sometimes" category. This indicates that students still feel they are not yet able to keep up with math lessons effectively. And for the third negative statement, "I hesitate to ask the teacher questions because of my math skills," most students selected the "sometimes" category, which means students are already brave enough to ask the teacher questions to improve their math skills.

Based on the seven statements in the first indicator, it can be concluded that students still lack confidence in their abilities. This aligns with research conducted by Vandini, (2016), which found that many students remain unsure of their answers even though the answers they provide are not necessarily incorrect but because they lack confidence in their abilities, they end up matching their answers to those of their peers. This also implies that some students have already developed confidence in their abilities. Thus, by believing in their own abilities, they will be able to solve mathematical problems and feel confident in the solutions to the problems presented. This aligns with what Das Salirawati (in Tanjung & Amelia, 2017) stated, that self-confidence is the belief in one's own ability to fulfill every desire and expectation.

Next, the second indicator, "Acting independently in decision-making," is presented in Table 5 as a percentage of student responses.

Table 5. Indicators of Independence in Decision-Making

	Statement	Response			
		SL	SR	KK	TP
(+)	I handle difficulties on my own	0%	76%	24%	0%
(+)	I overcome difficulties that arise in learning mathematics without help from others	0%	59%	35%	6%
(-)	I do my math homework on my own	12%	76%	12%	0%

e-ISSN 2746-5594
p-ISSN 2746-5608

	Statement	Response			
		SL	SR	KK	TP
(-)	I have trouble understanding math material, so I need help from a teacher or other classmates	0%	12%	76%	12%
(+)	I look up math information on my own online	0%	24%	53%	24%
(-)	I wait for help from a friend when solving difficult math problems	12%	41%	47%	0%

Based on Table 5, there are 6 statements under the indicator "Acting independently in decision-making." For the first positive statement, "I handle difficulties on my own," most students selected the "often" category, indicating that students can independently overcome the difficulties they face in learning mathematics. For the second positive statement, "I overcome difficulties that arise in learning mathematics without help from others," most students also selected the "often" category, indicating that students are able to independently overcome difficulties encountered during learning without involving others. For the first negative statement, "I do my math assignments on my own," most students selected the "often" category, indicating that many students still do not complete their math assignments using their own abilities.

For the second negative statement, "I have difficulty understanding the math material, so I need help from my teacher or classmates," most students selected the "sometimes" category. This indicates that students are generally capable of understanding the material presented but still require assistance from their teacher or classmates. For the third positive statement, "I look up information about math on the internet myself," some students selected the "sometimes" category, indicating that while students occasionally seek information on their own, they also sometimes rely solely on material provided by the teacher. As for the third negative statement, "I wait for help from friends when solving difficult math problems," most students selected "sometimes." This indicates that students occasionally still wait for their friends to help them solve the math problems assigned during class.

Based on the six statements in the second indicator, it can be concluded that students are able to solve problems on their own without assistance from others and can still tackle problems in mathematics. However, there are also students who have not yet fully grasped the mathematical concepts and still rely on explanations from the teacher and their classmates. This aligns with Heaters' view (in Pratiwi & Laksmiwati, 2016), that a person's learning independence is demonstrated by their self-confidence in their ability to solve various problems that arise during learning activities, without assistance from others and without wanting their decision-making to be controlled when solving those problems.

Table 6 presents the percentage of student responses for the third indicator, namely "Having a positive self-concept."

EMTEKA: Jurnal Pendidikan Matematika
Volume 7, No. 1, 2026. 298-308
DOI: https://doi.org/10.24127/emteka.v6i1.7818
e-ISSN 2746-5594
p-ISSN 2746-5608

Table 6 Indicator of Having a Positive Self-Concept

	Statement	Response			
		SL	SR	KK	TP
(+)	I have a strong curiosity about mathematics	6%	6%	53%	35%
(-)	I feel incapable when I have to apply theory to math problems	0%	29%	71%	0%
(+)	I am confident that studying math diligently will make it easier to solve math problems	53%	41%	6%	0%
(+)	I am able to manage my time for studying math	12%	24%	53%	12%
(-)	I feel nervous when looking at math problems	0%	82%	12%	6%
(-)	I doubt my ability to understand math material in general	0%	12%	82%	6%

Based on Table 6, regarding the first positive statement, "I have a strong curiosity about mathematics," most students selected the "sometimes" category, indicating that they do not yet fully possess a strong curiosity. For the first negative statement, "I feel incapable when I have to apply theory to mathematical problems," some students selected the "sometimes" category; this indicates that, at times, students still feel incapable when applying theory to mathematical problems. For the second positive statement, "I am confident that studying mathematics diligently will make it easier to solve math problems," most students selected the "always" category, indicating that students are confident that if they study diligently, they will be able to solve math problems effectively.

For the third positive statement, "I am able to manage my time for studying math," most students selected the "sometimes" category, indicating that students are sometimes still unable to manage their time effectively for studying math. For the second negative statement, "I feel nervous when looking at math problems," most students selected the "often" category, indicating that students always feel nervous when looking at math problems. And for the third negative statement, "I doubt my ability to understand math material in general," most students selected the "sometimes" category, indicating that students occasionally doubt whether they can understand the material or not.

Based on the six statements in the third indicator, it can be concluded that students possess the curiosity to solve fairly complex mathematical problems. This aligns with the research presented by Lautser (in Amri, 2018), which states that self-confidence is an attitude or belief in one's own abilities, so that in their actions they are not overly anxious, feel free to do things in accordance with their desires and take responsibility for their actions, are polite in interacting with others, possess a drive for achievement, and are able to recognize their own strengths and weaknesses.

EMTEKA: Jurnal Pendidikan Matematika
Volume 7, No. 1, 2026. 298-308
DOI: https://doi.org/10.24127/emteka.v6i1.7818
e-ISSN 2746-5594
p-ISSN 2746-5608

For the final indicator, "Willingness to Express Opinions," the results are presented in Table 7 with the percentage of student responses.

Table 7 Indicator of Willingness to Express Opinions

	Statement	Response			
		SL	SR	KK	TP
(-)	I am too shy to ask about material I do not understand	0%	65%	35%	0%
(+)	I am brave enough to solve math problems in front of the class (on the blackboard)	6%	29%	65%	0%
(-)	I am too shy to participate in math discussions	18%	76%	6%	0%
(+)	I am brave enough to ask questions when a classmate presents their math work in front of the class	6%	76%	18%	0%
(+)	I feel confident asking questions about math topics I don't fully understand	0%	59%	41%	0%
(-)	I ask a classmate to present in front of the class instead of doing it myself	24%	65%	12%	0%

Based on Table 7, regarding the first negative statement, "I am too shy to ask about material I don't understand," most students selected the "often" category, indicating that students still frequently feel shy about asking questions regarding material they do not understand. For the first positive statement, "I am brave enough to solve math problems in front of the class (on the blackboard)," some students selected the "sometimes" category, which means students are still not fully confident enough to solve math problems in front of the class. For the second negative statement, "I am too shy to participate in math discussions," most students selected the "often" category, indicating that students are still reluctant to fully participate during discussions.

In response to the second positive statement, "I feel confident asking questions when a classmate presents their math work in front of the class," most students selected "often," indicating that students frequently ask questions when a classmate is presenting their work. For the third positive statement, "I feel confident asking questions about math topics I don't fully understand," most students selected "often," indicating that students frequently ask questions about math topics they find challenging. And for the final negative statement, "I ask a classmate to present in front of the class instead of doing it myself," the majority of students selected the "often" category, indicating that students still frequently ask others or pass the presentation duty to a classmate rather than doing it themselves.

Based on the six statements in the fourth indicator, it can be concluded that students' self-confidence levels remain low. This can be seen from the statement presented by Lubis et al, (in Valerina & Abadi, 2023) regarding student behavior in mathematics learning, where students do not dare to ask questions when they encounter difficulties, do not dare to express their opinions in front of the class, do not play an active role in learning during discussions, and tend to be passive in learning.

e-ISSN 2746-5594
p-ISSN 2746-5608

The overall percentage of students' self-confidence across the four indicators is shown in Table 8, which presents the average percentage for all indicators.

Table 8 Average Percentages of the Four Indicators

Indicator	Percentage
Belief in one's own abilities	56%
Acting independently in decision-making	62%
Having a positive self-concept	62%
Being bold in expressing opinions	70%
Average	**63%**

Based on table 8, research findings indicating that students' average self-confidence level reached 63%, it can be concluded that the majority of ninth-grade students at MTs Al–Asyirotussafiiyyah already possess a good level of self-confidence. However, 37% of students still exhibit low self-confidence, which has significant implications for the learning process. Teachers are expected to create a learning environment that is participatory, interactive, and supports active student engagement, such as through group discussions, presentations, and project-based learning. This aligns with Bandura, (2018) view that self-confidence plays a crucial role in determining individual behavior and success, and is supported by Schunk, (2016)research, which shows that self-confidence influences students' motivation and engagement in learning. Additionally, guidance and counseling services in schools need to be optimized by providing appropriate interventions, whether through individual or group counseling, as well as self-confidence-building training. Research by Putri, (2020) indicates that group counseling services are effective in boosting students' self-confidence. High self-confidence is known to have a positive correlation with student motivation and academic achievement (Hidayat & Nur, 2019), making improvements in this area essential for supporting overall academic success.

On the other hand, this study makes contributions both theoretically and practically. Theoretically, this study reinforces the view that self-confidence is one of the psychological factors influencing student learning success, as explained by Omrod, (2018), who noted that psychological factors play a significant role in the learning process. Practically, the results of this study can serve as a basis for teachers, counselors, and school administrators in designing learning strategies, guidance programs, and educational policies oriented toward student character development. Additionally, this study opens opportunities for future research to examine the factors influencing students' self-confidence and to develop effective intervention models to enhance it (Irnawati et al., 2023).

Conclusion and Suggestion

Survey data on the self-confidence of ninth-grade students at MTs Al-Asyirotussafiiyyah shows that 63% of students have confidence in their mathematics learning, indicating that the majority of students have good self-confidence. However, 37% of students still have low self-confidence, particularly in terms of believing in their own abilities, acting independently, having a positive self-concept, and having the courage to express their opinions.

To boost students' confidence in learning mathematics, teachers can employ strategies such as providing positive feedback, creating a supportive learning

e-ISSN 2746-5594
p-ISSN 2746-5608

environment, and giving students opportunities to gradually practice explaining the material in front of the class. Additionally, students are encouraged to build their own confidence by practicing independently to solve problems and actively asking their teachers or peers about difficult concepts. Schools can also promote self-development programs such as seminars or motivational workshops. They can also encourage educators to use creative teaching approaches to increase student participation and interaction. It is hoped that these steps will improve student learning outcomes by boosting their self-confidence.

Reference

Alawiyah, S. (2022). Analisis Self-confidence dalam Pemecahan Masalah Matematis Siswa di SMPN 1 Mentebah Kabupaten Kapuas Hulu. *1*(2), *JURRIMIPA*, 221-234. https://doi.org/10.55606/jurrimipa.v1i2.755

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. https://doi.org/10.33369/jpmr.v3i2.7520

Bandura, A. (2018). *Self-efficacy: The exercise of control*. NY: W. H. Freeman and Company. https://books.google.com/books?id=K6wZlJ-PtJIC

Bendol, R. L., & Dalayap, R. H. J. (2025). Students' confidence in mathematics: A comprehensive literature review. *Indonesian Journal of Multidisciplinary Research*, *5*(1), 187–196. https://doi.org/https://doi.org/10.17509/ijomr.v5i1.82065

Hanyfah, S., Fernandes, G. R., & Budiarso, I. (2022). Penerapan Metode Kualitatif Deskriptif Untuk Aplikasi Pengolahan Data Pelanggan Pada Car Wash. *Semnas Ristek (Seminar Nasional Riset dan Inovasi Teknologi)*, *6*(1), 339–344. https://doi.org/10.30998/semnasristek.v6i1.5697

Hidayat, A., & Nur, L. (2019). Hubungan Kepercayaan Diri Dengan Hasil Belajar Siswa. *Jurnal Pendidikan Dan Pembelajaran*, *6*(2), 123–130.

Irnawati, Mardiana, & Khoiri, A. (2023). Analisis Faktor Yang Mempengaruhi Kepercayaan Diri Pada Siswa Kelas IV SDN 14 KELAKIK. *Jurnal Pendidikan Dan Pembelajaran Sekolah Dasar*, *1*(3). https://doi.org/https://doi.org/10.46368/jppsd.v1i3.1400

Ismiasih, N., & Mustika, T. N. (2024). Analisis Self Confidence Pada Pembelajaran Matematika Siswa Madrasah Aliyah. *Edu Journal Innovation in Learning and Education*, *2*(2), 121–128. https://doi.org/https://doi.org/10.55352/edu.v2i2.1277

Lestari, K. E., & Yudhanegara, M. R. (2015). *Penelitian Pendidikan Matematika*. PT. Refika Aditama. https://refika.co.id/212-penelitian-pendidikan-matematika.html

Omrod, J. E. (2018). *Educational psychology: Developing learners* (9th ed.). MA: Pearson Education. https://books.google.com/books?id=yN9CDwAAQBAJ

Pangaribuan, L. R. (2020). Implementasi Pembelajaran Kooperatif Berbasis Reciprocal Teaching Dengan Bantuan Peta Konsep Dalam Upaya Meningkatkan Kemampuan Koneksi Dan Pemecahan Matematik Siswa. *Sepren*, *1*(02), 57–67. https://doi.org/10.36655/sepren.v1i02.217

Pratiwi, I. D., & Laksmiwati, H. (2016). Kepercayaan Diri dan Kemandirian Belajar

e-ISSN 2746-5594
p-ISSN 2746-5608

Pada Siswa SMA Negeri "X." *Jurnal Psikologi Teori Dan Terapan*, *7*(1), 43-49. https://doi.org/10.26740/jptt.v7n1.p43-49

Pratiwi, Y., Ardianti, S. D., & Bintoro, H. S. (2023). Kemampuan Komunikasi Matematis Siswa Sekolah Dasar Ditinjau Dari Self Confidence. *Jurnal Educatio FKIP UNMA*, *9*(2), 499–506. https://doi.org/10.31949/educatio.v9i2.4696

Priant, C., Nursangaj, A., & Ijuddi, R. (2022). Student Mathematics Communication Ability Review From Self-Confidence. *Berajah Journal*, *2*(2), 347–360. https://doi.org/10.47353/bj.v2i2.103

Prihastiwi, N. (2023). Pengaruh Self Confidence Terhadap Kemampuan Pemahaman Matematis Siswa Kelas VIII SMP Negeri 3 Bantarsari Kabupaten Cilacap. https://share.google/revnnYvtcdHnbzeOO

Putri, R. (2020). Efektivitas Konseling Kelompok Dalam Meningkatkan Kepercayaan Diri Siswa. *Jurnal Kajian Bimbingan Dan Konseling*, *5*(1), 45–52.https://doi.org/10.22460/fokus.v1i2.4167

Risdayati, A. H., Nurdin, E., & Kurniati, A. (2022). Students' Mathematical Connection Ability in Terms of Self-Confidence. *Jurnal Prinsip Pendidikan Matematika*, *4*(2), 1–8. https://doi.org/10.33578/prinsip.v4i2.106

Sari, U. M., Santosa, B., Hartati, S., Bimbingan, S., Sjech, U. I. N., & Djambek, M. D. (2023). Hubungan Self-Esteem dengan Self-Confidence Siswa di MTSN 5 Solok Selatan. *Jurnal Pendidikan Tembusai,* 1(*7)*, 25775–25781. https://doi.org/10.31004/jptam.v7i3.10745

Schunk, D. H. (2016). *Learning theories: An educational perspective.* (7th ed.). MA: Pearson Education. https://books.google.com/books?id=zh2nDAAAQBAJ

Simanjuntak, M., Sitepu, C. P., & Ginting, P. V. B. (2023). Analisis Proses Pembelajaran Matematika Berbasis Outcome Based Education (OBE) pada Materi Aritmatika Sosial Ditinjau dari Self Confidence Siswa SMP Negeri *Innovative: Journal Of …*, *3*, 7013–7027. https://j-innovative.org/index.php/Innovative/article/download/1180/889

Sugiyono. (2017). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (26th ed.). Alfabeta. https://books.google.co.id/books?id=0xmCnQAACAAJ

Tanjung, Z., & Amelia, S. (2017). Menumbuhkan Kepercayaan Diri Siswa. *JRTI (Jurnal Riset Tindakan Indonesia)*, *2*(2), 2–6. https://doi.org/10.29210/3003205000

Valerina, R., & Abadi, A. P. (2023). Analisis Self-Confidence Siswa SMP pada Pembelajaran Matematika. *Didactical* Mathematics, 5(2), 247–254. https://doi.org/10.31949/dm.v5i2.5876

Vandini, I. (2016). Peran Kepercayaan Diri terhadap Prestasi Belajar Matematika Siswa. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, *5*(3), 210–219. https://doi.org/10.30998/formatif.v5i3.646

Zimmerman, B. J. (1990). Self-Regulated Learning and Academic Achievement: An Overview. *Educational Psychologist*, *25*(1), 3–17. https://doi.org/10.1207/s15326985ep2501_2

Zukhriya, R., Zaenuri, Z., & Walid, W. (2023). Systematic Literature Review: Self Confidence Dan Kemampuan Pemecahan Masalah Matematis Siswa. *Pedagogy: Jurnal Pendidikan Matematika*, *8*(2), 130–144. https://doi.org/https://doi.org/10.30605/pedagogy.v8i2.3081