

## The Relationship between Self-Concept and Self-Confidence in Islamic Religious Education Study Program Students

Khoiri Azizi <sup>1</sup>, Sulayman Adeniran Shittu <sup>2</sup>, Ahmad Ghiyats Fawwaz <sup>3</sup>

<sup>1</sup> Islamic Religious Education, Salatiga State Islamic College, Central Java, Indonesia

<sup>2</sup> Arabic and Islamic Studies, University of Ibadan, Ibadan, Nigeria

<sup>3</sup> University of Jordan, Amman, Jordan

### Article Info

#### Article history:

Received Feb 11, 2024

Revised May 21, 2024

Accepted Jun 25, 2024

Online First Jun 25, 2024

#### Keywords:

Confident  
Islamic Education  
Quantitative  
Self Concept

### ABSTRACT

**Purpose of the study:** This research aims to determine the relationship between self-concept and self-confidence of students in the Islamic Religious Education Study Program.

**Methodology:** The data collection used was a quantitative approach, which was carried out using a questionnaire method which was distributed to 75 respondents. Then to find out the relationship between variables X and Variable Y, use Product Moment.

**Main Findings:** The results of the research analysis show that there is a positive and significant relationship between self-concept and self-confidence of students in the Islamic Religious Education Study Program, this is proven by the results  $r_o$  of 0.234 which is consulted with the  $r$  table value at a good error level of 1% (0.296) or 5% (0.227) which means  $r_o$  is greater than or equal to  $r$  table.

**Novelty/Originality of this study:** This study highlights the importance of self-concept in building the self-confidence of Islamic Religious Education students, offering new insights for educators to develop more effective teaching strategies.

*This is an open access article under the [CC BY](https://creativecommons.org/licenses/by/4.0/) license*



### Corresponding Author:

Khoiri Azizi,

Islamic Religious Education Study Program, Salatiga State Islamic College, Jl. Lingkar Salatiga No. Km. 2, Pulutan, Sidorejo District, Salatiga City, Central Java 50716, Indonesia

E-mail: [khazzkhoziriz56@gmail.com](mailto:khazzkhoziriz56@gmail.com)

## 1. INTRODUCTION

Every human being has positive and negative traits and each individual is required to fight within themselves to manage their good and bad traits in order to become a noble being [1]. Humans' bad traits can become dominant when they always risk their desires [2]. If this domination is not resisted, it will cause it to fall into evil which will become stronger and stronger over time.

A student's self-concept leads him to know and assess his character, behavior, and how satisfied he feels when he fully accepts himself. Apart from that, with a good self-concept, students can also evaluate themselves through social interactions or social activities, the values they adhere to, and other things outside themselves [3], [4]. Interpersonal communication is a type of communication in order to change a person's attitudes, opinions and behavior because it is dialogical in nature [5].

Thought patterns greatly influence self-confidence, physical reactions and will lead to a person's social interactions, changes in individual behavior affect how the individual thinks, and how the individual feels, both physically and emotionally [6]. A person's pattern of thinking is very helpful in overcoming problems related to mood. Such as depression, anxiety, anger, guilt, and shame. If someone has a positive mindset then that individual can overcome problems related to mood [7], [8]. Likewise, if individuals think negatively, they will tend to feel

depressed, lack self-confidence or shame, worry, panic, and feel guilty, which ultimately interferes with their social interactions [9]. Even though positive thinking is not a solution to life's problems, thinking will help determine the mood experienced in a particular situation.

In this case, self-concept has a very central role in increasing a person's self-confidence, especially in increasing students' self-confidence [10], because with a positive perspective on the abilities possessed by each individual it will make each individual feel more confident and not There will be feelings of worry or anxiety about the abilities they have [11]. Likewise, if you have a negative perspective on yourself or your abilities, you will feel worried, inferior, anxious about yourself.

More specifically, for an education student who will later become an educator, self-confidence is the main asset in supporting his or her professionalism [12]. Moreover, the teaching profession is a profession that requires contact with many people and speaking in front of students [13], [14]. Therefore, one indicator of teacher professionalism is being able to establish positive relationships with students, fellow teachers, the wider community and other professions that are directly connected to the teaching profession [15], [16]. Therefore, the aim of this research is whether self-concept has a significant relationship with the formation of students' self-confidence, especially students of the Islamic Religious Education Study Program.

Research on the relationship between self-concept and self-confidence in students of the Islamic Religious Education Study Program offers novelty by exploring psychological dimensions in the context of religious education which are often overlooked. Through this approach, this research not only contributes to theoretical understanding of the interaction between self-concept and self-confidence, but also provides practical insights for the development of more holistic curriculum and learning strategies. With a special focus on Islamic religious education students, this research can reveal unique factors that influence these two aspects in a religious context, which have not been widely researched before, thus opening up opportunities for educational interventions that are more effective and relevant to their needs.

Research on the relationship between self-concept and self-confidence in Islamic Religious Education study program students is very important because these two aspects have a crucial role in character formation and student academic success. A positive self-concept allows students to have a better view of themselves, which in turn can increase their self-confidence in various situations, including in the learning process and social interactions in the academic environment. Understanding this relationship can help educators design more effective teaching strategies and create learning environments that support students' personal and professional development, so that they can become more competent and confident individuals in carrying out their duties as religious educators in the future. Based on the explanation above, this research aims to determine the relationship between self-concept and self-confidence of students in the Islamic Religious Education Study Program.

## **2. RESEARCH METHOD**

### **2.1. Research Type**

This research uses a quantitative approach with a correlational study design [17]–[19]. Because in this research, researchers will look for relationships between one variable and other variables. The subjects in this research were 75 students of the Islamic Religious Education Study Program. In this research, the researcher used a sampling technique, namely random sampling [20], [21].

### **2.2. Data Collection Technique**

This research obtained data using questionnaire methods, direct observation and documentation. Questionnaires are used to obtain data about students' self-concept and self-confidence, observations are used to obtain additional data about students' self-concept and self-confidence. while documentation is used to complete data about the general condition of the research object. Namely to obtain data about geographical conditions, monographs and government structures.

### **2.3. Data Analysis Technique**

The instrument that researchers will use to determine the relationship between self-concept and students' self-confidence is a list of questions in a questionnaire. The data analysis technique in this research used percentage techniques for initial analysis [22]. Further analysis was carried out using statistical techniques to find out whether there was a relationship between self-concept and students' self-confidence.

## **3. RESULTS AND DISCUSSION**

After the data is collected, the next step is for the author to analyze the data. This is intended to obtain answers to the main problems as contained in the previous chapters. To make it easier to analyze, there are stages for analyzing the data so that it runs correctly according to the data studied. These stages are as follows:

### 3.1. Analysis of Student Self-Concept

The results of the analysis regarding student self-concept intervals can be seen in the following table:

Table 1. Student Self-Concept Interval Values

No.	Intervals	Number of Respondents	Percentage (%)	Category
1.	34 – 43	65	86.45	Very good
2.	24 – 33	10	13.3	Good
3.	14 - 23	0	0	Enough

The results of the analysis of student self-concept in the table above show a mean with a result of 36.75 which is in the very good category.

### 3.2. Analysis of Student Self-Confidence

The results of the analysis regarding student self-confidence intervals can be seen in the following table:

Table 2. Student Confidence Interval Values

No.	Intervals	Number of Respondents	Percentage (%)	Category
1.	34 – 41	29	38.57	Tall
2.	26 – 33	40	53.2	Currently
3.	18 - 25	6	7.98	Low

The results of the analysis of student self-confidence in the table above show a mean with a result of 31.85 located in the Medium category or interval 26-33.

### 3.3. Correlation Analysis of Self-Concept with Students' Self-Confidence

The results of the correlation analysis of self-concept with student self-confidence are as follows:

$$N = 75$$

$$\Sigma X = 2756$$

$$\Sigma Y = 2389$$

$$\Sigma X^2 = 101868$$

$$\Sigma Y^2 = 77373$$

$$\Sigma X.Y = 87992$$

To find out the correlation index between self-concept and students' self-confidence, the formula can be used:

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

$$r_{xy} = \frac{75.87992 - (2756)(2389)}{\sqrt{\{(75101868 - (2756)^2)\}\{(7577373) - (2389)^2\}}}$$

$$r_{xy} = \frac{6599400 - 6584084}{\sqrt{\{7640100 - 7595536\}\{5802975 - 5707321\}}}$$

$$r_{xy} = \frac{15316}{\sqrt{(44564) - (95654)}}$$

$$r_{xy} = \frac{15316}{\sqrt{4262724856}}$$

$$r_{xy} = \frac{15316}{65289.54}$$

$$r_{xy} = 0.234$$

The results show the product moment correlation coefficient of variables. From the r table, the r value obtained is significant. After the data was analyzed using the product moment technique and a calculated r<sub>xy</sub> was obtained of 0.234, then the known r<sub>xy</sub> value was carried out a significance test, namely by consulting the r product

moment table with  $N = 75$  at a significance level of 5%, a value of 0.227 was obtained. With this it can be seen that the calculated  $r_{xy}$  is  $0.234 >$  table  $r_{xy}$  is 0.227.

When someone views themselves positively, they will create positive behavior so they can appear with high self-confidence. This can be interpreted as bringing self-concept and self-confidence to have a positive relationship and play an important role for every individual in achieving success in life in the world.

Research on the relationship between self-concept and self-confidence in students of the Islamic Religious Education Study Program has significant relevance in the context of individual development oriented towards religious education. Self-concept, which refers to a person's view of himself in various aspects, including intellectual, emotional and social, is an important basis in forming self-confidence [3], [23]. In a religious education environment, where moral and spiritual values are at the core, a deeper understanding of self can encourage students to be more confident in applying religious knowledge in everyday life [24], [25]. This is in line with the goals of Islamic education which not only focuses on cognitive aspects, but also on the formation of strong character and noble morals.

Self-confidence, as a person's belief in their abilities and competencies, has a crucial role in students' academic and social success [26], [27]. In the Islamic Religious Education Study Program, self-confidence can influence how students interact in the academic environment and how they convey religious knowledge to others [28]–[30]. Students who have a positive self-concept tend to have high self-confidence, which has an impact on active participation in class discussions, presentation skills, and the ability to manage academic and practical challenges more effectively. This research aims to reveal the extent to which self-concept contributes to students' levels of self-confidence, as well as what factors influence this relationship.

It is hoped that the results of this research will provide useful insights for curriculum development and teaching methods in the Islamic Religious Education Study Program. By understanding the relationship between self-concept and self-confidence, educators can design more effective strategies to improve both aspects. For example, through a more personal and reflective learning approach, students can be directed to recognize and develop their own potential more optimally. Apart from that, these findings can also help students in the self-improvement process, improve the quality of religious education, and ultimately, form individuals who are more confident in practicing and teaching Islamic values in society.

Research on the relationship between self-concept and self-confidence in students of the Islamic Religious Education Study Program has significant short-term and long-term impacts. In the short term, the results of this research can help lecturers and teaching staff understand the psychological factors that influence students' academic performance and active participation, so they can design more effective learning strategies and support increasing student self-confidence. Additionally, students can use these findings for self-reflection and personal development, which in turn increases their learning motivation. The long-term impact includes increasing the quality of graduates who not only have a strong understanding of Islamic religious material, but also have high self-confidence to apply their knowledge in a variety of social and professional contexts. This has the potential to create a generation of religious leaders who are more confident and able to contribute significantly to building a more harmonious and broad-minded society.

Research on the relationship between self-concept and self-confidence in Islamic religious education study program students has several limitations that need to be considered. First, this research is limited to students of Islamic religious education study programs at one particular institution, so the results may not be generalizable to the entire population of students with different backgrounds. Second, data collection methods that may use questionnaires or interviews can be influenced by the subjectivity of respondents, which can affect the accuracy of the results. Third, other external factors such as the social, cultural and economic environment which also influence self-concept and self-confidence are not analyzed in depth, so they do not provide a comprehensive picture of the variables studied. Lastly, this study only measures the relationship between two variables without examining causality, making it difficult to determine the direction and nature of the influence between the two.

#### 4. CONCLUSION

The conclusion of this research is that there is a significant relationship between student self-concept and student self-confidence. This is proven by the product moment correlation coefficient from the calculated  $r_{xy}$  results of 0.234 while the  $r_{xy}$  table is 0.227 product moment at a significance level of 5% with  $N = 75$ . Recommendations for further research are that further research can examine the influence of different learning methods on the relationship between self-concept and self-confidence in students of the Islamic Religious Education Study Program, to understand how pedagogical variations can strengthen these aspects.

#### ACKNOWLEDGEMENTS

The author would like to thank all parties involved in this research, hopefully this research can be useful for all readers.

## REFERENCES

- [1] A. Rohaeni, I. Wasliman, D. Rostini, and Y. Iriantara, "Management of Noble Moral Education for Madrasah Aliyah Students at Persatuan Islam Boarding School," *J. Ind. Eng. Manag. Res.*, vol. 2, no. 4, pp. 154–171, 2021.
- [2] L. W. Yang, P. Aggarwal, and A. L. McGill, "The 3 C's of anthropomorphism: Connection, comprehension, and competition," *Consum. Psychol. Rev.*, vol. 3, no. 1, pp. 3–19, 2020, doi: 10.1002/arcp.1054.
- [3] L. Lubis, . A., and E. Fazira, "Connection Management Self-Concept and Social Support With Student Confidence," *Nidhomul Haq J. Manaj. Pendidik. Islam*, vol. 7, no. 1, pp. 31–38, 2022, doi: 10.31538/ndh.v7i1.1890.
- [4] F. D. Pratiwi and F. Mangunsong, "Social support impact on academic self-concept of students with special needs," *Electron. J. Res. Educ. Psychol.*, vol. 18, no. 50, pp. 143–158, 2020, doi: 10.25115/EJREP.V18I50.2404.
- [5] H. Yusuf, M. Syah, M. A. Ramdhani, and A. Hasanah, "The Effect of Interpersonal Communication and Teacher Competence on the Quality of Character Education and Student Learning Achievement," *Int. J. Nusant. Islam*, vol. 8, no. 2, pp. 313–322, 2020, doi: 10.15575/ijni.v8i2.12663.
- [6] U. Raihani *et al.*, "Identification of Factors Affecting Student Self-Confidence in the Alpha (Digital) Generation," in *BICC Proceedings*, 2023, vol. 1, pp. 104–112, doi: 10.30983/bicc.v1i1.35.
- [7] J. J. Gladstone, J. M. Jachimowicz, A. E. Greenberg, and A. D. Galinsky, "Financial shame spirals: How shame intensifies financial hardship," *Organ. Behav. Hum. Decis. Process.*, vol. 167, no. December 2019, pp. 42–56, 2021, doi: 10.1016/j.obhdp.2021.06.002.
- [8] B. Shahr, "New developments in emotion-focused therapy for social anxiety disorder," *J. Clin. Med.*, vol. 9, no. 9, pp. 1–15, 2020, doi: 10.3390/jcm9092918.
- [9] Muamaroh, N. Hidayat, and S. Lestari, "Tertiary students' anxiety in speaking English," *English Linguist. Lit. Lang. Teach. a Chang. Era*, vol. 1, no. 1, pp. 193–198, 2020, doi: 10.1201/9780429021039-26.
- [10] S. M. Lukman, A. M. Yusuf, Y. Syukur, and Nurfarhanah, "The Relationship Of Physical Self-Concept And Parent," *IJERLAS Int. J. Educ. Rev. Law Soc. Sci.*, vol. 2, no. 6, pp. 867–876, 2022.
- [11] M. Criticos, T. Layne, K. Simonton, and C. Irwin, "Gender differences with anxiety, perceived competence, and grit in collegiate track and field throwers," *J. Phys. Educ. Sport*, vol. 20, no. 5, pp. 2751–2759, 2020, doi: 10.7752/jpes.2020.05374.
- [12] R. G. Berondo, "Self-Confidence, Readiness for Leadership Role, Work Commitment and Elementary Teachers' Performance in Panay Island," *J. World Englishes Educ. Pract.*, vol. 2, no. 2, pp. 169–186, 2020.
- [13] J. A. M. Miranda and A. Y. Wahyudin, "Pre-Service Teachers' Strategies in Improving Students' Speaking Skilss," *J. English Lang. Teach. Learn.*, vol. 4, no. 1, pp. 40–47, 2023, [Online]. Available: <http://jim.teknokrat.ac.id/index.php/english-language-teaching/index>.
- [14] Z. Rao and H. Chen, "Teachers' perceptions of difficulties in team teaching between local- and native-English-speaking teachers in EFL teaching," *J. Multiling. Multicult. Dev.*, vol. 41, no. 4, pp. 333–347, 2020, doi: 10.1080/01434632.2019.1620753.
- [15] M. T. Tatto, "Professionalism in teaching and the role of teacher education," *Eur. J. Teach. Educ.*, vol. 44, no. 1, pp. 20–44, 2021, doi: 10.1080/02619768.2020.1849130.
- [16] Farihin, Suteja, Muslihudin, Aris, A. A. Haqq, and W. Winarso, "International Journal of Educational Methodology A Skill Application Model to Improve Teacher Competence and Professionalism," *Int. J. Educ. Methodol.*, vol. 8, no. 2, pp. 331–346, 2022.
- [17] E. T. Agustina, A. Y. Wahyudin, and A. A. Pratiwi, "the Students' Motivation and Academic Achievement At Tertiary Level: a Correlational Study," *J. Arts Educ.*, vol. 1, no. 1, pp. 29–38, 2021, doi: 10.33365/jae.v1i1.33.
- [18] S. Gultom and L. Oktaviani, "the Correlation Between Students' Self-Esteem and Their English Proficiency Test Result," *J. English Lang. Teach. Learn.*, vol. 3, no. 2, pp. 52–57, 2022, doi: 10.33365/jeltl.v3i2.2211.
- [19] A. Juwaini *et al.*, "The role of customer e-trust, customer e-service quality and customer e-satisfaction on customer e-loyalty," *Int. J. Data Netw. Sci.*, vol. 6, no. 2, pp. 477–486, 2022, doi: 10.5267/j.ijdns.2021.12.006.
- [20] X. Geng, G. Dong, Z. Xia, and H. Liu, "SAR Target Recognition via Random Sampling Combination in Open-World Environments," *IEEE J. Sel. Top. Appl. Earth Obs. Remote Sens.*, vol. 16, pp. 331–343, 2023, doi: 10.1109/JSTARS.2022.3225882.
- [21] M. S. Mahmud, J. Z. Huang, S. Salloum, T. Z. Emara, and K. Sadatdiynov, "A survey of data partitioning and sampling methods to support big data analysis," *Big Data Min. Anal.*, vol. 3, no. 2, pp. 85–101, 2020, doi: 10.26599/BDMA.2019.9020015.
- [22] G. Guest, E. Namey, and M. Chen, "A simple method to assess and report thematic saturation in qualitative research," *PLoS One*, vol. 15, no. 5, pp. 1–17, 2020, doi: 10.1371/journal.pone.0232076.
- [23] R. Lumbantobing, "The Relationship between Alexitymia and Emotional Intelligence," in *1st International Conference on Education, Society, Economy, Humanity and Environment (ICESHE 2019)*, 2020, vol. 6, no. 11, pp. 69–74, doi: 10.5539/ass.v6n11p166.
- [24] H. Mulang and A. H. P. K. Putra, "Exploring the Implementation of Ethical and Spiritual Values in High School Education: A Case Study in Makassar, Indonesia," *Golden Ratio Soc. Sci. Educ.*, vol. 3, no. 1, pp. 01–13, 2023, doi: 10.52970/grsse.v3i1.105.
- [25] J. Mata-McMahon, M. J. Haslip, and D. L. Schein, "Connections, Virtues, and Meaning-Making: How Early Childhood Educators Describe Children's Spirituality," *Early Child. Educ. J.*, vol. 48, no. 5, pp. 657–669, 2020, doi: 10.1007/s10643-020-01026-8.
- [26] A. Agustanti and K. Astuti, "Relationship Between Social Skills and Social Support with Peers' Academic Confidence on Boarding High School Students," *J. Int. Dakwah Commun.*, vol. 2, no. 2, pp. 97–110, 2022, doi: 10.55849/jidc.v2i2.201.
- [27] M. Jerald and V. Honey Me, "Number Of Friends In School And The Level Of Self-Confidence Of The Students," *Int. J. Res. -GRANTHAALAYAH*, vol. 8, no. 1, pp. 277–286, 2020, doi: 10.29121/granthaalayah.v8.i1.2020.282.

- [28] I. Ismail, H. Ali, and K. Anwar Us, "Factors Affecting Critical and Holistic Thinking in Islamic Education in Indonesia: Self-Concept, System, Tradition, Culture. (Literature Review of Islamic Education Management)," *Dinasti Int. J. Manag. Sci.*, vol. 3, no. 3, pp. 407–437, 2022, doi: 10.31933/dijms.v3i3.1088.
- [29] H. Fakhurrozi, M. Minabari, F. Saguni, and S. Nadirah, "Integration of Islamic Education Curriculum to Enhance the Social Character of Vocational High School Students," *Ta'dib*, vol. 26, no. 1, p. 171, 2023, doi: 10.31958/jt.v26i1.7237.
- [30] S. S. Dewi, Sutrisno, and A. Madjid, "The Interconnectedness Of Religiosity And Teachers ' Efficacy In The Character Education In Indonesian Islamic Integrated School," *Eur. J. Soc. Sci.*, vol. 5, no. 3, pp. 131–146, 2020, doi: 10.46827/ejsss.v5i3.877.