



RELATIONSHIP BETWEEN SELF-TRUST AND ANXIETY AND LEARNING RESULTS

(Hubungan Antara Kepercayaan Diri dan Kecemasan Dengan Hasil Belajar)

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Abstract

Students are not confident in themselves and always feel anxious in learning mathematics. This study aims to determine a picture of student confidence and anxiety with class XI SMA N 1 Buru's learning outcomes. The method used in this research is quantitative with an ex-post-facto approach. The results showed that data analysis results using descriptive statistics for self-confidence obtained an average value of 71.06 in the medium category; from 47 samples, the lowest score was 59, the highest value was 85, for anxiety, the average value was 72.00. medium type, from 47 samples, the lowest score was 52, the highest score was 87. And for learning outcomes, the average score was 68.94 in the medium category; from 47 samples, the lowest score was 60, the highest score was 85. As for the inferential statistical analysis results (Multiple Correlation) obtained $F_{count} > F_{table}$ ($8.92 > 3.21$), so H_0 is rejected. By rejecting H_0 , H_1 is accepted. Thus it can be concluded that there is a significant relationship between self-confidence and anxiety with student learning outcomes in mathematics class XI SMA Negeri 1 Buru.

Keywords: Confidence, Anxiety, Learning Outcomes

Abstrak

Siswa belum percaya diri dan selalu merasa cemas dalam pembelajaran matematika. Penelitian ini bertujuan untuk mengetahui: gambaran kepercayaan diri siswa dan kecemasan dengan hasil belajar siswa kelas XI SMA N 1 Buru. Metode yang digunakan dalam penelitian ini adalah kuantitatif dengan pendekatan ex-post facto. Hasil penelitian menunjukkan bahwa hasil analisis data menggunakan statistik deskriptif untuk kepercayaan diri diperoleh nilai rata-rata 71,06 berada pada kategori sedang, dari 47 sampel diperoleh nilai terendah 59, nilai tertinggi 85, untuk kecemasan diperoleh nilai rata-rata 72,00 berada pada kategori sedang, dari 47 sampel diperoleh nilai terendah 52, nilai tertinggi 87. Dan untuk hasil belajar diperoleh nilai rata-rata 68,94 berada pada kategori sedang, dari 47 sampel diperoleh nilai terendah 60, nilai tertinggi 85. Adapun hasil analisis statistik inferensial (Korelasi Berganda) diperoleh $F_{hitung} > F_{tabel}$ ($8,92 > 3,21$) jadi H_0 ditolak. Dengan ditolaknya H_0 maka H_1 diterima. Dengan demikian dapat disimpulkan bahwa terdapat hubungan yang signifikan antara kepercayaan diri dan kecemasan dengan hasil belajar siswa pada mata pelajaran matematika kelas XI SMA N 1 Buru.

Kata Kunci: Kepercayaan Diri, Kecemasan, Hasil Belajar

INTRODUCTION

Everyone has beliefs, attitudes, feelings, and ideals, whether they are appropriate and realistic. Now, who has more confidence in him, will aspire far

above his ability, so the possibility of getting a considerable failure. Meanwhile, people who have other beliefs will judge less than others; on the contrary, people who lack confidence will be overwhelmed with

doubt, displeasure, and anxiety (Nana, 2009: 3).

Anxiety is a vague and unpleasant feeling of fear and shock. Anxiety is an introduction/recognition that the events that are confronted to the individual are located in the construction system's area (Yusuf, 2011: 173). The student's sense of anxiety greatly influences the student's learning outcomes because students with high anxiety levels make more mistakes in learning in certain situations. In contrast, students with low levels of anxiety do not make many mistakes in learning. The student's behavior is good in the learning process and will also affect the student's learning outcomes.

The anxiety experienced by students is found in defense of mathematics in schools. This is because mathematics, for some people, is one of the lessons that are not easy to understand (Zakariah, 2020). Besides, there are even some students who are afraid of mathematics (Arum, 2019). So with that, students feel unhappy to learn.

Based on the results of overseas conducted in the academic year 2018/2019 at SMA Negeri 1 Buru, it is seen that in mathematics learning, students have not received good learning results. This is influenced by several factors; namely, students do not feel confident with math subjects. Most students consider mathematics a problematic lesson because everything discussed in mathematics is always related to formulas. Another cause is that students only listen and record the teacher's incarnation in the absence of student-to-teacher reciprocity (Amir, 2020).

With different levels of student trust, the learning outcomes obtained by each student are different. Students have different ways of receiving math lessons. Therefore, this research was conducted to find out the relationship of students' confidence and student anxiety with the results of their study at SMA Negeri 1 Buru grade XI.

THEORETICAL BASIS

Confidence

According to Angelis (in Diah, 2010: 13), confidence is a belief in the human soul that any life must be faced with doing something. That confidence is born out of the realization that something has to be done if you decide to do something. That confidence will come from an individual's awareness that the individual has the determination to do anything until the goal he or she wants is achieved.

Confidence is a factor related to how the environment develops students' confidence. This feeling of trust will significantly determine how far a student has confidence in others about his or her life, needs, and feelings, and confidence in himself, in his abilities, actions, and future. Trust will be the first source for student formation. If the student is nurtured and educated with affection and develops a relationship based on trust, it will grow his understanding that he is loved and trusted. Such conditions will become the basis for the student when he communicates with the surrounding environment freely (Desmita, 2011: 205-206).

Anxiety

According to Freud (in Semiun, 2006: 87), anxiety is an unpleasant effective feeling state accompanied by a physical sensation that alerts people to impending danger. Those unpleasant circumstances are often vague and difficult to pinpoint precisely, but the anxiety itself is always felt.

Anxiety or anxiety is one form of individual emotion that deals with the presence of a sense of being threatened by something, usually with the object of a threat that is not so clear. Fatigue with a moderate intensity can be considered to have a positive value as motivation. Still, if the passion is very strong and negative, it will cause harm and can interfere with the

physical and psychic state in dispute (Yhudawati, 2011: 150).

Based on the research results conducted by Alias (2009), Students of Universiti Tun Hussein Onn Malaysia entitled "The Relationship between academic self-confidence and cognitive performance among engineering students" said that confidence has to do with learning outcomes. Research conducted by Jerrell C. Cassady (2002) entitled "Cognitive Test Anxiety and Academic performance" said that test cognitive anxiety has a significant stable and negative impact on academic performance measures.

From some of the notions of anxiety described above, anxiety is a psychological disorder in unpleasant individuals that can cause harm to the individual himself.

Mathematics Learning Outcomes

Learning is a series of physical activities to obtain a change in behavior due to an individual's experience in interactions with his environment concerning cognitive, affective, and psychomotor (Bahri, 2011: 13). Learning outcomes are changes that result in people changing their attitudes and behaviors. That aspect of the change refers to the teaching objectives developed by Bloom, Simpson, and Harrow covering cognitive, affective, and psychomotor perspectives. The results of learning mathematics are the abilities students have after receiving the experience of learning mathematics (Purwanto, 2013: 45).

Based on its purpose and scope, the learning achievement test can be classified into the following types of assessments:

- a. A formative test, this assessment can measure one or more specific subjects to gain an idea of students' absorption of the subject matter. These results were used to improve the teaching and learning process at a specific time.
- b. Summative test includes a certain number of teaching materials that have been taught at a specific time. The goal is

to obtain an overview of students' absorption to improve learning achievement or student learning outcomes. These summative test results were used to enhance the teaching and learning process and taken into account in determining the value of the report card.

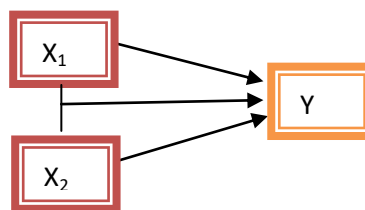
- c. Summative test is held to measure students' absorption of materials or subjects taught for one semester, one or two lesson materials. The goal is to establish the level or level of students' learning success in a specific learning period. This summative test results are used for class improvement, ranking, or as a measure of school quality (Bahri dan Aswin, 2013: 120-121).

RESEARCH METHOD

This study's type of research is quantitative research with an ex-post facto approach (Khalifah, 2009: 24). Influence research was intended to test independent variables, free variables that affect the onset of dependent (bound) variables. The set variable investigated results from learning mathematics, and the free variable consists of two namely confidence, and anxiety.

1. Research Design

The design model in this study is a dual paradigm with two independent variables and one dependent variable. The design of research in this paradigm can be described as follows:



Description:

X₁: Confidence

X₂: Anxiety

Y: Mathematics Learning Outcomes

2. Population and Samples

This study's population was all grade XI students of SMA Negeri 1 Buru, which numbered 47 people. If the population in the subject study is less than 100, the research is population research. But if the population is more than 100, it can be taken 10%-15% or 20%-25% or more (Arikunto, 2006). Based on the description above, it can be seen that the sample from this study is all students of grade XI SMA Negeri 1 Buru, which is also a population of this study, so that the selection of this study was included in Saturated Sampling. Saturated sampling is a sampling technique when all members of the population were used as samples.

DISCUSSION

1. Description of Grade XI Students'

Confidence Level OF SMAN 1 Buru

Based on the research results that have been conducted on 47 students of grade XI SMA Negeri 1 Buru through research instruments in the form of scales filled by the students themselves. The following are the results of descriptive analysis of confidence data of grade XI students of SMA N 1 Buru.

Table 1
Descriptive Statistics Confidence Students Grade XI SMAN 1 Buru

	N	Min	Max	Sum	Mean	SD
KD	47	59.00	85.00	3340.00	71.0638	5.71194
Valid N	47					

From the table above, it can be known descriptive statistics confidence of grade XI students of SMA Negeri 1 Buru. It can be concluded that the confidence of students obtained by using a scale of 27 items has the highest score of 85 and the lowest score of 59. The average value obtained is 71.06, and the standard deviation is 5.71.

From the data table, 1 above is then given categorization to see the level of self-confidence of students. Based on the data

above, the frequency distribution table was obtained as follows:

Table 2
Distribution of Frequency of Confidence Categorization of Grade XI SMAN 1 Buru Students

Interval	Frequency	Percentage	Description
X < 65	6	12,77 %	Low
65 ≤ X < 77	30	63,83 %	Medium
77 ≤ X	11	23,40 %	High
Total	47	100 %	

Based on table 2, it was known that 6 students or 12.77 % of students who have learning outcomes are at a low level. There are 30 or 63.83% of students who have learning outcomes at a moderate level, and there are 11 students or 23.40% of students who have a high level of learning outcomes.

2. Description of Anxiety Level Grade XI High School N 1 Buru

Data on anxiety about 47 students of grade XI SMA Negeri 1 Buru from research data in the form of a scale filled by the students themselves with questions 25 questions.

Tabel 3
Descriptive Statistics
The anxiety of Grade XI SMAN 1 Buru Students

	N	Min	Max	Sum	Mean	SD
Anxiety	47	52.00	87.00	3384.00	72.0000	7.02480
Valid N (listwise)	47					

The data processing results from table 3 above show that students of grade XI sma negeri 1 Buru showed that the student score obtained the highest score of 87 and the lowest score of 52. The average value obtained is 72.00, and the standard deviation is 7.02.

From table 3 above is given categorization to see student anxiety levels.

Tabel 4
Frequency of Categorization of Anxiety of Grade XI SMAN 1 Buru Students

Interval	Frequency	Percentage	Description
$X < 65$	7	14,89 %	Low
$65 \leq X < 79$	33	70, 22 %	Medium
$79 \leq X$	7	14,89 %	High
Total	47	100 %	

The percentage result in the table above, regarding the anxiety of Grade XI students of SMA Negeri 1 Buru, was obtained by 7 students or 14.89% of students who have anxiety at a low level. There are 33 students or 70.22% of students who have anxiety at a moderate level, and 7 students or 14.89 % of students who have anxiety levels are at a high level.

3. Description of Grade XI Sman 1 Buru Student Learning Outcomes

Based on the research results that have been conducted on 47 students of grade XI SMA Negeri 1 Buru, the data obtained by students in the form of documentation of daily test scores in the even semester of the 2019/2020 school year.

Tabel 5
Descriptive Statistics
Learning outcomes of Grade XI SMAN 1 Buru Students

	N	Min	Max	Sum	Mean	Sd
Hasil belajar	47	60.00	85.00	3240.00	68.9362	6.91062
Valid N (listwise)	47					

As seen in Table 5, descriptive statistics of the learning outcomes of grade XI students of SMA Negeri 1 Buru shows that the student's learning outcome score is the highest score of 85 and the lowest score of 60. The average value obtained was 68.94, and the standard deviation was 6.91. So based on the data above, the frequency distribution table is obtained as follows:

Tabel 6
Frequency Distribution of Learning Outcomes of Grade XI SMAN 1 Buru Students

Interval	Frequency	Percentage	Description
$X < 62$	12	25,54 %	Low
$62 \leq X < 75$	21	44,68 %	Medium
$75 \leq X$	14	29,78 %	High
Total	47	100 %	

Table 6 shows that 12 students or 25.54 % of students who have learning outcomes are at a low level. There are 21 students, or 44.68% of students who have learning outcomes are at a moderate level, and there are 14 students or 29.78% of students who have a high level of learning outcomes.

4. Relationship between Confidence and Anxiety with Student Learning Outcomes in Mathematics class XI SMAN 1 Buru subjects

Normality Test

Normality test results can be seen in the following table:

Tabel 7
Normality Test of Trust, Anxiety, and Learning Outcomes Data

One-Sample Kolmogorov-Smirnov Test					
		Trust	Anxiety	Learning Outcomes	
N		47	47	47	
Normality Parameters ^{a,b}		Mean	71.0638	72.0000	68.9362
		Std. Deviation	5.71194	7.02480	6.91062

Most Extreme Differences	Absolute	.085	.096	.178
	Positive	.085	.053	.157
	Negative	-.074	-.096	-.178
Kolmogorov-Smirnov Z		.579	.656	1.222
Asymp. Sig. (2-tailed)		.890	.782	.101
a. Test distribution is Normal.				
a. Calculated from data.				

Linearity Test

The results of the linearity test can be seen in the following table:

Tabel 8
Test The Linearity of Confidence and Anxiety with Learning Outcomes

Variable Relationships	Significance (p)	Description
Confidence with learning outcomes	0.001	Linear
Anxiety with Learning Outcomes	0.003	Linear
Confidence with Anxiety	0.006	Linear

Hypothesis Test

The Relationship between Confidence and Anxiety with Learning Outcomes of Learning Mathematics

Based on SPSS analysis, 21 obtained conclusions of the analysis results are as follows:

Tabel 9
Relationship between confidence and anxiety with learning outcomes

Model Summary				
Model	R	R Square	Adjusted R Square	Std. The error of the Estimate
1	.537 ^a	.288	.256	5.96044
a. Predictors: (Constant), anxiety, confidence				

The analysis results in Table 9 show that the relationship of confidence and anxiety with learning outcomes is 28.8% and other variables influence the rest.

Tabel 10
SPSS Multiple Collation Test Results

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	633.626	2	316.813	8.918	.001 ^b
	Residual	1563.182	44	35.527		
	Total	2196.809	46			
a. Dependent Variable: learning outcomes						
b. Predictors: (Constant), anxiety, confidence						

In Table 10, the results of the analysis using SPSS 21 on the output of ANOVA obtained a significance value of Sig.= 0.001 then compared to the probability of 0.05, it turns out that the value of Sig. ≤ 0.05 , which is $0.001 \leq 0.005$, then the fourth hypothesis is accepted. This means there is a significant association between confidence and anxiety with student learning outcomes. Based on Table 4.15 of SPSS 21 output, it can be seen that the collation rate is 0.537, which means

that the relationship between confidence and anxiety with the learning outcomes of grade XI students of SMA Negeri 1 Buru has a medium relationship.

5. Relationship Between Confidence and Mathematics Learning Outcomes Grade XI SMAN 1 Buru

After conducting an analysis using SPSS test version, 21 with the first hypothesis test, namely confidence with the

results of learning, this study showed a relationship between confidence and learning outcomes. This indicates that the first hypothesis is accepted: the higher the student's confidence, the higher the student's learning outcomes, the lower the student's confidence, and the lower the student's learning outcomes.

a. The Relationship Between Negative Anxiety and Mathematics Learning Outcomes of Grade XI SMAN 1 Buru

After conducting the analysis using SPSS test version 21 with the second hypothesis test, the relationship between anxiety and learning outcomes showed a negative relationship between anxiety and learning outcomes. This study with the second hypothesis test showed that the higher the student's anxiety, the lower the student's learning outcomes, the lower the anxiety, the higher the student's learning outcomes.

Thus, this study showed that anxiety has a negative relationship with the learning outcomes of grade XI students of SMA N 1 Buru. However, anxiety has a negative association with learning outcomes, but many other variables provide a negative relationship.

b. Negative Relationship Between Confidence and Anxiety of Grade XI Sman 1 Buru Students

Based on the third hypothesis test, the negative relationship between confidence and anxiety of grade XI students of SMA Negeri 1 Buru using the SPSS test showed a negative relationship between confidence and anxiety. This suggests giving a negative relationship.

c. The Relationship between Confidence and Anxiety with The Learning Outcomes of Grade XI SMAN 1 Buru Students

Thus, this study showed that confidence has a negative relationship with

the anxiety of grade XI students of SMA Negeri 1 Buru. But confidence not only has a negative association with anxiety, but there are many other variables.

Major hypothesis test with double correlation analysis using SPSS analysis obtained Fount of 8,918. Calculated Fprice greater than table Fvalue with $df = 2; 44$ at a rate of 5% significance of 3.21. This suggests that there is a significant link between confidence and anxiety with student learning outcomes. It shows that the accepted hypothesis means that the higher the confidence and the lower the student's anxiety, the higher the student's learning outcomes, the lower the confidence, and the higher the student's anxiety, the lower the student's learning outcomes.

The hypothesis test above also obtained an R score of 0.537. R is a correlation coefficient between confidence and anxiety with student learning outcomes. The data analysis calculation results show the coefficient of determination = $r^2 = 0.5372 = 0.29$. This can be interpreted as confidence and anxiety can contribute by 29% to learning mathematics, and the remaining 71% is another factor that researchers did not study.

CLOSING

Based on the results of research and discussion, it can be concluded as follows:

1. The first hypothesis test showed a relationship between confidence and student learning outcomes with a score of R 0.423 and a sig score of $0.003 < 0.05$.
2. Based on the second hypothesis test showed that there was a negative relationship between anxiety and student learning outcomes with a score of R - 0.412 and a sig score of $0.004 < 0.05$
3. The third hypothesis test showed a negative relationship between confidence and anxiety with an Rvalue of -0.209 and a sig value of $0.008 < 0.05$.
4. Based on the results of inferential statistical analysis obtained, Fount of

8,918. Price Fcount greater than the value of F table with db = 2; 44 at the level of significance 5% of 3.21 then ($F_{\text{calculate}} > F_{\text{table}}$) or ($8.92 > 3.21$) with a sig value of $0.001 \leq 0.05$. This shows a significant relationship between confidence and anxiety with the results of learning mathematics students grade XI SMAN 1 Buru.

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