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LEARNING ACHIEVEMENT: UNDERSTANDING THE INFLUENCE OF SELF-CONFIDANCE AND MATHEMATICAL DISPOSITION IN JUNIOR HIGH SCHOOL STUDENTS

Thessa Oktavia[1*], Putri Yulia[2]
[1,2] Departement of Mathematics Education, Institut Agama Islam Negeri Kerinci, Kerinci, Jambi, Indonesia
*Correspondence: thessaoktavia21@gmail.com

ABSTRACT
The purpose of this study is to ascertain how class IX students at SMP N 4 Sungai Penuh self-confidence and mathematical disposition relate to one another. The 113 pupils in class IX of SMP Negeri 4 Sungai Penuh comprised the study's population. This study will use a probability sampling technique, specifically simple random sampling with the use of the Solvin formula, to select 30 students to serve as the sample. Correlational research is the type of study that this study is. The F test significance test, the Pearson product moment correlation calculation, and a comparison with the F table are the steps in the data analysis procedure utilized in this study. The study's findings suggest that self-confidence and mathematical temperament have a positive but negligible impact on the mathematics learning achievement of SMP N 4 Sungai Penuh class IX pupils. The study's findings demonstrated that, at a significance level of 0.022 < 0.05, the self-confidence variable had a positive and substantial impact on learning achievement. The mathematical disposition variable likewise significantly and favorably affects student learning achievement. Student learning achievement was positively and significantly impacted by the variables of self-confidence and mathematical disposition, with a coefficient of determination of 0,428.
Keywords: Self Confidence, Mathematical Disposition, Learning Achievement

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PRELIMINARY

In the learning process, students are expected to achieve abilities in accordance with the learning objectives (Navia & Yulia, 2017). These abilities cover the cognitive, affective and psychomotor fields, students are required to have abilities in the affective field, including Self-confidence (Sari & Yulia, 2017). Self-confidence is a feeling of confidence in oneself that students have when facing learning. According to (Isroila et al., 2018) Self-confidence is something that a person feels about his or her abilities and can be willing, positively and negatively, to accept his or her situation, which is built from the course of learning. Another thing that was also conveyed by (Mashlihah & Hasyim, 2019) is that self-confidence can be more concisely interpreted as the feeling of confidence that one has regarding all the advantages and beliefs that make it possible to achieve various

life goals that one wants to achieve. Another opinion expressed Self-confidence is an attitude of confidence in personal abilities and a positive view of oneself as a comprehensive entity, and refers to personal concepts.

Affective abilities known as self-confidence are a tool used by students to achieve more optimal achievements in learning (Rahmadhani & Yulia, 2023). In line with this, research findings by (Eviyanti, 2018) state that building self-confidence needs to be considered so that students are able to give meaning to mathematics learning in real life contexts. Therefore, the learning process functions to achieve a level of optimality while simultaneously increasing the representation of students' abilities. According to (Amri, 2018) self-confidence is the most valuable aspect of a person's daily life. Self-confidence allows someone to actualize their potential. (Hendriana, et al 2018) identified four important parts for assessing self-confidence, including: 1) belief in one's own strength, 2) independence in drawing conclusions, 3) absolute self-concept, and 4) courage in stating arguments.

Apart from self-confidence, there are other affective aspects that influence learning achievement, namely mathematical disposition. According to (Sunendar, 2016) mathematical disposition includes attachment, appreciation, stimulants, understanding, and also a great desire to learn mathematics and not have a negative attitude towards mathematical problems. Another understanding by (Mahmudi, 2010) describes the disposition of part of a great, coherent and sincere desire to get the desired thing. Hendriana in (Puspitasari et al., 2021) emphasized that even though the term mathematical disposition is presented with a variety of words, the concept still describes a positive view of mathematics, which should be reflected in students when studying this subject.

Students' mathematics learning achievement results from various components, including internal components and also external components (Yulia, 2015). The component that has a significant impact is mathematical disposition. According to (Munafiah et al., 2019) it is important for students to overcome challenges related to mathematical disposition, develop learning responsibility, and form positive routines when studying mathematics. By guiding students to meet the criteria for mathematical disposition, mathematics learning can motivate, provide appreciation, encourage contributions, foster desire, strengthen self-confidence, and increase student tenacity (Nasution et al., 2021). A perspective that is in line with the views of Sumarmo, et al (Munafiah et al., 2019) is to emphasize that the priority of developing a mathematical disposition in mathematics learning lies in students' ability to appreciate the value of

mathematics, show interest in mathematics, and feel joy in understanding mathematical material. The importance of forming a mathematical disposition was also highlighted by Beyers in (Nurmeidina et al., 2020), who said that when students feel happy and react well to mathematics, even difficult mathematical material becomes more understandable, resulting in students becoming enthusiastic about learning. Mathematics and mathematical concepts are more easily embedded in their minds. In measuring students' mathematical disposition, Ali Mahmudi & Bagus Ardi Saputro in (Mahmudi et al., 2018) identified several indicators, including self-confidence, perseverance, flexibility, transparency of thoughts, desires and curiosity, as well as a tendency to monitor or assess thinking and achievements. self.

Based on direct observations at SMPN 4 Sungai Penuh, it can be seen that the level of self-confidence and mathematical disposition of students tends to be low. Lack of self-confidence can be seen in students who are reluctant to give answers in front of the class when the teacher gives questions or assignments because they feel unsure of their abilities. Apart from that, they often hesitate to answering questions and are less proactive in the learning process. These results are relevant to research conducted by (Eviyanti, 2018), which noted that only 3% of students had positive self-confidence in learning mathematics, while 52% had moderate levels of self-confidence, and the other 45% of students had poor self-confidence. This condition is relevant to the findings of (Fardani et al., 2021), which revealed that the low self-confidence of junior high school students has an impact on the meaninglessness of learning outcomes. On the other hand, students' low mathematical disposition can be seen in students' lack of interest in working on questions that are more challenging compared to the routine questions that are usually given. Students tend to be lazy and reluctant to tackle questions with a higher level of difficulty, choosing to wait for answers from the teacher without additional effort. These results are relevant to research (Fatimah & Sundayana, 2022), which revealed that students' low mathematical disposition causes disinterest in mathematics because it is considered difficult to understand.

Students' affective and cognitive abilities are considered inseparable because they support each other (Rahmi et al., 2022). Cognitive abilities can be assessed from learning achievement, which reflects the extent to which students are able to understand the subject matter (Yulia& Nasution, 2023). Learning achievement is an indicator of student progress in teaching and learning activities (Sari& Yulia, 2023). Several previous studies, such as those conducted by Rozi & Afriansyah in (Ersa et al., 2022) show that a low level of mathematical disposition can be the cause of low mathematics learning achievement. In

addition, research (Jumrah et al., 2022) reveals that self-confidence (X) has a significant influence on learning achievement (Y). Thus, the research aims to analyze the relationship and joint influence between self-confidence and mathematical disposition on student learning achievement at SMPN 4 Sungai Penuh.

METHODS

The research method used is correlational research with multiple regression design. All class IX students of SMP Negeri 4 Sungai Penuh in the 2023/2024 academic year, totaling 113 students, become a population. The sample was selected using a random sampling technique, where subjects were selected randomly without paying attention to the level of the population in Sugiyon (Nurdin et al., 2018). From a total population of 113 students, 30 students from SMP Negeri 4 Sungai Penuh were randomly selected as research samples. The instrument used consisted of a self-confidence questionnaire with 34 statement items, including 18 positive statements and 16 negative statements. In addition, a mathematical disposition questionnaire was also used, consisting of 28 statement items, including 18 positive items and 10 negative items. Instruments are analyzed using a certain scale, also called a Likert scale, which can be seen in the table below:

Table 1. Likert Scale Calculation

Respondents	Statement	
	Positive	Negative
Strongly Agree (SA)	5	1
Agree (A)	4	2
Netral (N)	3	3
Disagree (D)	2	4
Strongly Disagree (SD)	1	5

This data was then analyzed using multiple linear regression testing with the test requirements being normality testing, linearity testing, multicollinearity testing, heteroscedasticity testing, and autocorrelation testing.

RESULTS AND DISCUSSION

Before testing the hypothesis, there are prerequisite tests that must be met, including normality testing, linearity testing, multicollinearity testing, heteroscedasticity testing, and autocorrelation testing. Normality testing is a test that aims to take into account the distribution of data over a certain data set or variable. The normality test required for

calculating this data is the Kolmogorov-Smirnov test, with the help of SPSS software. Normality test results can be found in the attached table.

Table 2. Normality Test Results

	Tests of Normality					
	KolmogorovSmirnov'			ShapiroWilk'		
	Statistic	df	Sig	Statistic	df	Sig
Self confidence	.128	30	.200*	.887	30	.004
Mathematical Disposition	.150	30	.083	.929	30	.046
Learning Achievement	.138	30	.152	.934	30	.062

Based on the attached table, a significant value for self-confidence was obtained at 0.200. This significance value is considered normal because it exceeds the significance limit of 0.005. Mathematical disposition is also categorized as normal with a significance figure of 0.083, which is greater than the significance level of 0.005. Furthermore, the significance value for learning achievement of 0.152 is also considered normal because it exceeds the significance limit of 0.005.

Linearity testing aims to assess whether there is a significant linear relationship between two variables. The existence of a significant linear relationship is expected in the data, especially between the independent variable (X) and the dependent variable (Y). This linearity test is a prerequisite before carrying out simple linear regression testing.

Table 3. Linearity Test Result

			ANOVATable'				
			Sumof Squares'	df	MeanSquare	F	Sig
Prestasi Belajar* *self confidence*	Between Groups	Combind	495.833	16	30.990	1.543	.218
		Linearity	97.057	1	97.057	4.832	.047
		Deviation from Linearity	398.776	15	26.585	1.323	.309
	Within Groups		261.133	13	20.087		
	Total		756.967	29			

Based on the analysis of table 2, it can be observed that the significance value for linearity testing reaches 0.309. In comparison with the significance limit of 0.05, we can

conclude that the significance value of 0.309 exceeds this threshold. Therefore, the conclusion that can be reached is that there is a significant linear relationship between self-confidence (X1) and mathematical disposition (X2) and learning achievement (Y).

Multicollinearity testing checks for possible errors in the model, especially in the classic assumption that in equations involving many independent variables, there is a relationship between the independent and dependent variables. The impact of multicollinearity includes statistically insignificant independent variables, making it difficult to determine which independent variables actually influence the dependent variable. Apart from that, the variance coefficient can have a very high value Syarifah in (Indahingwati et al., 2020). According to Gujarati & Porter in (Handoko et al., 2020), if the coefficient of the relationship between two independent variables reaches a set value, namely above 0.8, then we can make the decision that there are symptoms of multicollinearity.

Table 4. Multicollenoreality Test Result

Coefficients[a]							
Models	**UnstandardizCoefficients**		**Standarzed**	**T**	**Sig**	**Collinearity Statistics**	
	B	**StdError**	**Beta**			**Tolerance**	**VIF**
1 (Constants)	69.315	9.809		7.066	.000		
Self Confidence	.237	.148	.347	1.597	.122	.683	1.465
Mathematical Disposition	.013	.144	.019	.087	.931	.683	1.465

Based on the data shown in the table above, it can be concluded that the tolerance value for the self-confidence (X1) and mathematical disposition (X2) variables is 0.683, while the VIF value reaches 1.465. By considering that the tolerance value (0.683) is greater than the threshold value (0.10) and the VIF value (1.465) is lower than the upper limit (10.00), it can be concluded that the self-confidence and disposition variables in mathematics do not show symptoms of multicollinearity.

Heteroscedasticity testing identifies situations where the distribution of data has non-uniform or inconsistent variations, so that the significance test is invalid. This test aims to evaluate whether the regression model obtains differences in variance from the residuals of one calculation to another (Didia, 2016).

Table 5. Heteroscedastisity Test Result

Model	Coefficients[a] Unstandardize Coefficients		Standardized	T	Sig	CollinearitStatistics	
	B	StdError	Beta			Tolence	VIF
1 (Constants)	69.315	9.809		7.066	.000		
Self Confidence	.237	.148	.347	1.597	.122	.683	1.465
Mathematical Disposition	.013	.144	.019	.087	.931	.683	1.465

a. Dependent Variable: Prestasi belajar

Based on the data presented in the table above, a significant value was obtained for the variables self-confidence (X1) worth 0.122 and mathematical disposition (X2) worth 0.931. Because the significance value of these two variables exceeds the significance value of 0.05, in line with the principles of the policy acceptance process in the Glejser test, it can be stated that this research does not show any symptoms of heteroscedasticity.

Autocorrelation refers to the correlation between observations in one variable or the correlation between past errors and current errors (Syarifah & Nur, 2020). Autocorrelation checking is used to assess the presence of autocorrelation problems in the regression equation (Magrifah et al., 2016). Autocorrelation testing, especially using the Durbin Watson check, only applies to level one autocorrelation (first-order autocorrelation), requiring the presence of an intercept (constant), according to (Mulyana, 2018).

Table 6. Auto Correlation Test Result

Model	Model Summary[b] R	R Square	AdjustedRSquare	StdErroroftheEstimate	DurbinWatsn
1	.358[a]	.128	.064	4.943	2.293

Based on the data in table 5, the figure for DurbinWatson (d) is found to be 2.293, while the figure that shows the DurbinWatson table in a significance value of 5%, obtained in the formula (2;30), is 1.567. For the maximum value (du), namely 1.567, while less than (4-du), namely 4-1.567=2.433. Because the d (Durbin-Watson) value of 2.293 is smaller than the du value of 2.433, So, there are no problems or symptoms of autocorrelation.

After going through the prerequisite tests, it can be concluded that, based on the results of the five tests, multiple linear regression analysis for hypothesis testing can be

continued. Hypothesis testing in this research is multiple linear hypothesis testing. According to (Fardani et al., 2021), multiple linear regression is a form of equation that expresses the correlation of a dependent variable (Y) with two or more independent variables or predictors (X1, X2,... Xn). The purpose of multiple linear regression testing is to estimate the calculation of the dependent variable (Y), considering that the calculation of the independent/predictor variables (X1, X2,..., Xn) is known. This check aims to see the magnitude of the relationship between the dependent variable and the independent variables.

Table 7. Destemination Coefficient Test Result

Models Sumary				
Models	**R**	**Rsquare**	**AdjustedRSquare**	**StdErrorofhe Estimate**
1	.358[a]	.428	.064	4.943
a. Predictrs: (Cnstant), Disposisi Matematis, *Self Confidance*				

Based on the information contained in the table above, we obtain a calculation of the coefficient of determination, or R 2, of 0.428. This means that the contribution of the impact of self-confidence and mathematical disposition to the total student learning achievement is equal to 42.8%, while other factors that were not studied influence the remaining percentage of learning achievement.

Table 8. Multiple Linear Regression Test Result

Coefficients[a]					
Models'	**UnstandardizeCoefficients**		**StandardizeCoefficients**	**T**	**Sig**
	B	StdError	Beta		
1 (Constant')	29.315	9.809		7.066	.000
Self Confidence	.237	.148	.47	1.597	.022
Mathematical Disposition	.013	.144	.019	.087	.031

Based on the data in the table, it was found that the significant value was 0.000. Because the significance number is less than 0.05, it can be concluded as follows: there is a joint influence between self-confidence and mathematical disposition regarding student learning achievement. The regression equation formula used in the analysis is $\hat{Y} = a + b_1x_1 + b_2x_2$, with a constant value (a) of 29.315, b1 of 0.237, and b2 of 0.13. So we get the equation $\hat{Y} = 29{,}314 + 0{,}237\ x_1 + 0{,}13x_2$.

Students' ability to understand and overcome mathematical challenges depends not only on belief in their own abilities but also on persistence and perseverance in facing

learning difficulties. Therefore, increasing students' self-confidence and mathematical disposition can be the main focus of efforts to improve mathematics learning outcomes in schools. Based on the regression equation, it can be stated that if self-confidence and mathematical disposition are 0, then the student's learning achievement is 29,314. This means that assuming the mathematical disposition is constant or does not change, every increase in self-confidence will increase by one unit of student learning achievement by 0.237. Likewise, with the assumption that self-confidence is constant or does not change, every increase in mathematical disposition will increase by one unit of student learning achievement worth 0.137. This gain is relevant to research conducted by (Widodo et al., 2022) which found that individual self-confidence, direct learning, and mathematical abilities increase mathematical problem-solving abilities. Other research also reveals that the Process-Oriented Inquiry Learning (POGIL) model has the ability to develop students' mathematical disposition and self-confidence (Rahmadhani, 2018).

Based on the self-confidence variable questionnaire indicators, the average results obtained by students who expressed confidence in their own abilities consisted of positive statements where students agreed with their own abilities and negative statements where students did not agree with their own abilities. The results of multiple linear regression for the self-confidence variable show a probability value of 0.022, which is lower than 0.05. These results show that, in part, selling confidence has a real and meaningful impact on learning achievement. In addition, research shows that there is a significant correlation between students' beliefs and their mathematics learning outcomes. Research found that the contribution of students' beliefs to their mathematics learning outcomes was worth 40%, and other contributions were not included in this research (Anggriani, 2022). Therefore, students must be motivated to develop themselves and innovate in order to achieve high learning achievements. Previous research (Prasetiawan et al., 2023) also confirmed that a high level of self-confidence can contribute positively to learning achievement.

Based on the questionnaire indicators for the mathematical disposition variable, the average results obtained by students stating persistence and perseverance consist of positive statements where students agree with persistence and persistence and negative statements where students disagree with persistence and persistence. The results of multiple linear regression testing for the mathematical disposition variable show a probability value of 0.031, which is lower than 0.05%. This indicates that, partially, mathematical disposition has a real and meaningful impact on learning achievement. These

results are in accordance with previous research, which revealed that class VII students at SMPN 1 Cndung Thun Plajaran 2020/2021 achieved a mathematics learning achievement level of 42.13% (Fanisia &Aniswita, 2022). Students' mathematical disposition is reflected in the way they complete mathematics tasks, including self-confidence, responsibility, perseverance, resilience in facing difficulties, a sense of challenge, a willingness to look for alternative solutions, and reflection on ways of thinking. These results are in line with research (Halini et al., 2023), where mathematical disposition is considered a determining factor in increasing students' enthusiasm and persistence in solving more complex mathematical problems.

CONCLUSION

Based on the variable prerequisite tests, all variables are proven to meet prerequisite tests such as normality testing, linearity testing, multicollinearity testing, heteroscedasticity testing, and autocorrelation testing so that they can be analyzed further for the multiple linear regression hypothesis test. In the results of multiple regression testing, it was found that the self-confidence variable contributed significantly to student learning achievement, with a significance level of 0.022. Likewise, the mathematical disposition variable also makes a real and meaningful contribution to student learning achievement, with a value of 0.031. The coefficient of determination, or R2, is 0.428. This means that the collective contribution of self-confidence and mathematical disposition to student learning achievement is 42.8%, while other factors that were not studied influence the remaining percentage of learning achievement. The results of multiple linear regression testing show that there is a joint influence between self-confidence and mathematical disposition on student learning achievement with an author-significant amount of 0.000. The results of the regression equation obtained are the equation $\hat{Y} = 29{,}314 + 0{,}237\ x_1 + 0{,}13x_2$.

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