

THE EFFECT OF SELF-EFFICACY AND PEER SUPPORT ON STUDENTS SELF-CONFIDENCE

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Abstract. *This study aims to analyze the influence of self-efficacy and peer support on students' self-confidence. The research method used is quantitative with a survey approach through the distribution of questionnaires to 100 students. Data were analyzed using correlation tests, t- tests, F-tests, as well as simple and multiple regression analyses. The results show that self-efficacy has a positive and significant effect on students' self- confidence. . Similarly, peer support also has a significant effect on self-confidence. Simultaneously, both variables have a significant influence on self-confidence determination coefficient of 30%. Thus, the higher the self-efficacy and peer support thw higher the students self-confidence.*

1. INTRODUCTION

In the era of globalization, students face various academic and social challenges that require not only intellectual ability but also strong mental resilience. Self-efficacy and peer support play important roles in developing students' self-confidence, which is essential for overcoming difficulties and achieving success. High self-efficacy allows students to believe in their abilities, while supportive peers provide motivation and emotional stability. Therefore, understanding how self-efficacy and peer support influence students' self-confidence is crucial for fostering a positive academic environment.

2. LITERATURE REVIEW

Self-efficacy is an individual's belief in their ability to complete tasks and face challenges (Bandura, 1997). Students with high self- efficacy tend to be more confident and adapt well to the learning process. Peer support is the emotional, motivational, and informational support provided by friends in the same social environment (Sarafino & Smith, 2014). This support can increase students' sense of acceptance and build their self-confidence in academic and social activities.

3. RESEARCH METHODS

This study uses a quantitative correlational method to analyze the effect of self- efficacy (X1) and peer support (X2) on students' self-confidence (Y). Data were collected through a questionnaire distributed to undergraduate students using a purposive sampling technique.

The instruments included:

- Self-Efficacy Scale (Bandura, 1997)
- Peer Support Scale (Sarason et al., 1983)
- Self-Confidence Scale (Lauster, 2012)

All items used a Likert scale (1–5) and were tested for validity (Pearson correlation) and reliability (Cronbach's Alpha > 0.70).

Data were analyzed using multiple linear regression (SPSS) to test the partial and

simultaneous effects of variables. Prior to analysis, tests of normality, linearity, and multicollinearity were conducted. The significance level used was $\alpha = 0.05$.

4. RESULTS AND DISCUSSION

The results of the analysis show that the variables Self-Efficacy (X1) and Peer Support (X2) have a positive relationship with Students' Self-Confidence (Y). The correlation values indicate that r -calculated is greater than r -table (0.1882), meaning that all questionnaire items are valid.

The reliability test using Cronbach's Alpha shows a value above 0.70, indicating that the research instrument is reliable.

Based on the multiple regression analysis, the obtained significance value (Sig.) < 0.05 , which means that both self-efficacy and peer support have a significant influence on students' self-confidence. The R^2 value indicates the contribution of the two independent variables to the dependent variable, while the remaining percentage is influenced by other factors outside this study.

In general the findings support the theory that students with higher self-efficacy and stronger peer support tend to have higher levels of self-confidence in facing academic and social challenges in university life. This journal contains articles in the form of research results. Therefore, the article contains tables and pictures of the research results.

CONCLUSION

Students are advised to continue to build their self-confidence through positive learning experiences and social support. Universities also need to create an environment that encourages collaboration and the development of student self-efficacy.

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