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UNVEILING THE NEXUS OF SELF-CONFIDENCE AND LEARNING DISCIPLINE ON ECONOMICS STUDENTS' ACADEMIC ACHIEVEMENT

Fenty Ramadhanti
Faculty of Economics, Universitas Negeri Jakarta, Indonesia
Email: feyrmd06@gmail.com

Agus Wibowo
Faculty of Economics, Universitas Negeri Jakarta, Indonesia
Email: agus-wibowo@unj.ac.id

Susan Febriantina
Faculty of Economics, Universitas Negeri Jakarta, Indonesia
Email: susanfebriantina@unj.ac.id

ABSTRACT
This research aims to determine the influence of self-confidence and learning discipline on the learning achievement of students at the Faculty of Economics, Jakarta State University. The research used in this research is a causal quantitative method. The population in this study was 968 students from the Faculty of Economics, Universitas Negeri Jakarta, class of 2021. The technique for determining the sample in this study used a purposive proportional random sampling technique so that the sample in this study was 242 students. The results of the analysis using Partial Least Square (PLS) show that self-confidence has a positive and significant effect on learning achievement. Learning discipline shows positive and significant results on learning achievement. Self-confidence has a positive and significant effect on learning discipline. Self-confidence through learning discipline has a positive and significant effect on learning achievement.
Keyword: Self-confidence, Learning discipline, Learning achievement

ABSTRAK
Penelitian ini bertujuan untuk mengetahui pengaruh kepercayaan diri dan disiplin belajar terhadap prestasi belajar mahasiswa Fakultas Ekonomi Universitas Negeri Jakarta. The research design used in this research is a causal quantitative method. Populasi pada penelitian ini berjumlah 968 mahasiswa Fakultas Ekonomi Universitas Negeri Jakarta angakatan 2021. Teknik dalam penentuan sampel pada penelitian ini menggunakan teknik purposive proportional random sampling sehingga sampel pada penelitian ini berjumlah 242 mahasiswa. Hasil analisis menggunakan Partial Least Square (PLS) menunjukkan bahwa kepercayaan diri berpengaruh positif dan signifikan terhadap prestasi belajar. Disiplin belajar menunjukan hasil yang positif dan signifikan terhadap prestasi belajar. Kepercayaan diri berpengaruh positif dan signifikan terhadap disiplin belajar. Kepercayaan diri melalui disiplin belajar berpengaruh positif dan signifikan terhadap prestasi belajar
Kata kunci: Kepercayaan diri, Disiplin belajar, Prestasi belajar

INTRODUCTION
Learning achievement has an important urgency in the context of education and individual development. The reason why learning achievement is considered important is that when someone achieves achievement in learning, it can increase their motivation and interest in further learning. Perceived success can inspire enthusiasm to continue learning and achieve more achievements in the future learning achievement is defined as a person's ability and

potential in understanding and mastering subject matter. This can be a benchmark for individuals, educators and other parties to measure the extent of achievements and progress that have been achieved. Good academic performance can open the door to various opportunities in the future, such as scholarships, further education programs, jobs, or better careers. Many educational institutions and workplaces pay attention to a person's track record of academic achievement as a consideration in acceptance or promotion (Auliya et al., 2022).

Based on the results of pre-research conducted by researchers, it was known that there were several problems that occurred at the Faculty of Economics, Universitas Negeri Jakarta, namely low self-confidence and lack of learning discipline among students which affected student learning achievement. Based on results of pre research, that 73% of students feel less confident when facing exams and doing assignments and 27% feel confident when facing exams and doing assignments, this shows that there is a problem with the self-confidence of students at the Faculty of Economics, Universitas Negeri Jakarta. Futhermore, that 81.1% of students have difficulty staying focused when studying for long periods of time and 18.9% of students can focus when studying for long periods of time, this shows that there is a problem with the learning discipline of students at the Faculty of Economics, Universitas Negeri Jakarta. Meanwhile, 64.9% of students feel inferior when talking about their academic achievements and 35.1% feel okay when talking about their academic achievements. This shows that there is a problem with the self-confidence and learning achievements of students at the Faculty of Economics, Universitas Negeri Jakarta.

Based on the results of the pre-research, it can be synthesized that the factors that influence the learning achievement of students at the Faculty of Economics, Universitas Negeri Jakarta are self-confidence and learning discipline, the first factor is self-confidence. According to Khotimah et al. (2021), self-confidence is the key to facing challenges confidently, taking risks, and persevering in the face of failure. The importance of having the confidence to explore their full potential, overcome obstacles, and take steps towards success. With strong self-confidence, a person tends to be more motivated, productive, and persistent in the face of obstacles, all of which are important for achieving good learning achievements.

According to Puja et al. (2022) Self-confidence is the key to facing challenges confidently, taking risks, and persevering in the face of failure. The importance of having the confidence to explore their full potential, overcome obstacles, and take steps towards success. With strong self-confidence, a person tends to be more motivated, productive, and persistent in the face of obstacles, all of which are important for achieving good learning achievements. The second learning achievement factor is learning discipline. Learning discipline is the foundation of academic success. According to Krskova et al. (2020) with strong discipline, a person can manage time efficiently, remaining focused on learning goals. This allows for achieving consistency in learning, improves understanding of the material, and prepares individuals for future academic and professional challenges. In other words, learning discipline is the key to achieving good achievements in education. Based on this background, it is necessary to carry out research and analysis regarding student learning achievement which is influenced by self-confidence and learning discipline factors. This research aims to determine the influence of self-confidence and learning discipline on the learning achievement of students at the Faculty of Economics, Universitas Negeri Jakarta.

LITERATURE REVIEW

The Influence of Self-Confidence on Learning Achievement

According to Atchia and Chinapah (2019) , there are several internal factors that influence learning achievement, namely characteristics/characteristics, attitudes towards learning, learning motivation, concentration on learning, processing learning materials, exploring learning outcomes, self-confidence and study habits. Harimurti and Winanti (2017)

stated that self-confidence is a person's belief in all aspects of the advantages he has and this belief makes him feel capable of achieving various goals in his life. In this case, it can be seen that self-confidence will foster a high attitude of optimism, where a person confidently uses all aspects of the strengths he has to achieve various goals in his life. Including the goals to be achieved in learning.

This is in accordance with what was stated by Ahn and Davis (2019) that self-confidence is in the form of increasing confidence that one is able to solve the problems faced in learning, and is also a source of inner security. Thus self-confidence will be one of the driving factors for increasing learning outcomes. In this case, self-confidence will be braver, enthusiastic about achieving something, stand alone, skilled, quality-oriented and have the ability to solve the problems they face in learning so that their learning achievement will be better. Based on the explanation above, the author concludes that those who have high self-confidence will have confidence and always try to develop their own potential to the maximum and show the best of themselves as evidenced by good achievements or learning results. Meanwhile, those who lack self-confidence are less able to develop their talents, interests and potential and are unable to actualize themselves to the maximum and are passive. So from this it can be said that if someone has high self-confidence in carrying out the learning process, then the resulting learning achievement will also be higher. On the other hand, if a student has low self-confidence, the resulting learning achievement will also be lower (Oktafiani & Yusri, 2021).

The Influence of Learning Discipline on Learning Achievement

Discipline has an important role in efforts to achieve good learning achievement. This is in line with the research results of Veri et al. (2019) who said that the influence of discipline on learning achievement is very large so a disciplined attitude needs to be instilled from an early age. According to Septiyaningsih (2017), learning discipline has a positive effect on learning achievement. This can be interpreted that the higher the learning discipline, the higher the learning achievement. This is supported by the results of research conducted by Muspawi (2020) which states that learning discipline influences learning outcomes. The discipline researched by Muspawi (2020) includes several aspects, namely consistency, rules, rewards and punishment, all of which have a positive influence on learning outcomes. The results of this research were strengthened by Syukron and Umama (2020) who said that if students have high learning achievement it will be influenced by a disciplined attitude regarding a person's self-control over forms of rules.

The Influence of Self-Confidence on Learning Discipline

Self-confidence is the ability to be confident in the abilities we have or the ability to develop positive judgments both for ourselves and the environment around us. Referring to research by Moneva and Tribunalo (2020) they show that self-confidence influences learning discipline. Having high self-confidence can make a person not afraid to face challenges and accept his own shortcomings, thereby making a person's life more disciplined in learning to further improve and develop the talents he has so as to make a person's life more enjoyable. Strengthened by Mona and Yunita (2021) high self-confidence makes a person feel that he must obey the rules and regulations that apply, and carry out tasks that are his responsibility, which points are part of learning discipline, this encourages discipline learn because it is based on high self-confidence so that it motivates them to make themselves better.

The Influence of Self-Confidence through Learning Discipline on Learning Achievement

High self-confidence can strengthen learning discipline, because confident individuals are more likely to take initiative and be responsible for their learning process. On the other

hand, high learning discipline can also increase self-confidence, because disciplined individuals tend to see positive results from their efforts. Saputro et al (2018) state that learning discipline includes independence in managing time, setting priorities, and managing academic tasks effectively. Individuals who have good learning discipline tend to have structured, consistent and organized learning patterns, which can increase their achievement in learning.

Learning discipline also includes the ability to stay focused, work hard, and be patient in facing challenges or obstacles in the learning process. Individuals who have a high level of discipline are more likely to remain consistent in their learning efforts, even when facing difficulties (Hammond et al., 2020). Someone who has high self-confidence and discipline in learning will tend to have a high enthusiasm for achievement, especially in achieving learning achievements. Sihombing et al. (2024) A person who has high self-confidence and discipline in studying will influence his learning achievement. Obedience in obeying regulations and educators will of course also influence learning achievement. Thus, self-confidence through learning discipline will influence learning achievement.

METHOD

The method used in this research is a quantitative approach with causal quantitative design. The population in this study was 968 economics faculty students from undergraduate and Applied Bachelor study programs. The technique for determining the sample in this study used a purposive random sampling technique, which is a technique for determining the sample with certain considerations so that the sample in this study was 242 students. The sample characteristics that the researcher considers suitable for the research, (a) Students from the Faculty of Economics, Universitas Negeri Jakarta Class of 2021; (b) Have/are currently carrying out Field Work Practices; and (c) Have a GPA >3.25.

Data was measured using a likert scale on the variables of self-confidence, learning discipline and learning achievement. Self-confidence, indicators including courage in acting and making decisions, confidence in one's abilities, and positive self-concept (Santika et al., 2021). Learning discipline, indicators including commitment to self, time management, obeying rules, responsibility for oneself (Juandi & Sontani, 2017). Learning achievement with indicators including logical and creative thinking, optimizing learning styles, growing interest in learning, organizing the learning environment and celebrating learning successes (Kunhertanti & Santosa, 2020).

The results of the research are using the Structural Equational Modeling Partial Least Square (SEM-PLS) method and the software used is Smart PLS version 4.0. In this research, two PLS calculation models are used, namely the Outer Model (Measurement Model) and Inner Model (Structural Model). The outer model is known as the construct validity test. Construct validity testing in PLS-SEM consists of convergent validity and discriminant validity. Meanwhile, the inner model is a structural model that connects latent variables. Based on the path coefficient value to see how big the influence is between the latent variable and the bootstrapping calculation (Hasanah et al., 2022).

RESULTS AND DISCUSSION

Respondent Profile

The data that has been collected is taken via Google form, the results of data collection will be analyzed descriptively and quantitatively. The respondents in this study were 242 students from the Faculty of Economics, Universitas Negeri Jakarta Class of 2021. Based on Gender profile, the number of female respondents was 197 people (81.4%) and the number of male respondents was 45 people (18.6%). Based on study program, respondents from the Office Administration Education study program were 32 people (13.2%), respondents from the Economic Education study program were 36 people (14.9%), respondents from the Business

Education study program were 23 people (9.5%), respondents from the management study program were 34 people (14%), respondents from the Digital Business study program were 29 people (12%), respondents from the Accounting study program were 23 people (9.5%), respondents from the Digital Office Administration study program were 23 people (9.5%), respondents from the Digital Marketing study program were 20 people (8%), and finally Public Sector Accounting were 22 people (9.1%) with a total of 242 respondents.

Outer Model Analysis

Outer model analysis or measurement model is used to test the validity and reliability of the respondent's answer values to determine the nature of the indicators for variables, whether they are reflective or normative. Indicators are evaluated by looking at the scores on the convergent validity test, discriminant validity test and composite reliability test. In this research, the following outer model was produced:

Convergent Validity

The convergent validity test shows reflective results seen from the Outer loading value and AVE value. The indicator is said to be valid if the outer loading value shows >0.7 and the AVE value shows >0.5. The results of the convergent validity test by looking at the outer loading value in this study, can be seen in Table 1.

Table 1. Outer Loading Value

	X1	X2	Y
X1.1	0.801		
X1.2	0.799		
X1.3	0.834		
X1.4	0.806		
X1.5	0.767		
X1.6	0.869		
X1.7	0.865		
X1.8	0.852		
X1.9	0.769		
X2.1		0.721	
X2.10		0.749	
X2.2		0.742	
X2.3		0.707	
X2.4		0.756	
X2.5		0.722	
X2.6		0.729	
X2.7		0.759	
X2.8		0.750	
X2.9		0.761	
Y1.1			0.741
Y1.10			0.745
Y1.11			0.756
Y1.2			0.730
Y1.3			0.780
Y1.4			0.762
Y1.5			0.728
Y1.6			0.765
Y1.7			0.761
Y1.8			0.732
Y1.9			0.751

Based on Table 1, it can be seen that all outer loading values are > 0.70, where 0.70 is the minimum limit. So it can be concluded that all latent indicators in this study have met

validity. The results of the convergent validity test by looking at the AVE value in this study shown in Table 2. Based on Table 2, it can be seen that the AVE value for Self-Confidence (X1) is 0.670, Learning Discipline (X2) is 0.547 and Learning Achievement is 0.563. These results show that all variables in this research have met the requirements for an AVE value of >0.5 and it can be said that the measurement items in this research variable have validity in the convergent validity test.

Table 2. Average Variance Extracted (AVE)

	Average variance extracted (AVE)
X1	0.670
X2	0.547
Y	0.563

Discriminant validity

In the discriminant validity test, the correlation value between latent variables and construct variables can be tested using the Fornell-Lacker Criterion and Cross Loading values. The requirement for the discriminant validity test is > 0.70. Cross loading can be said to be good if the latent variable has a lower value than the respective correlation of the latent indicators. The findings of the discriminant validity test with the Fornell-Lacker Criterion are shown in Table 3. It can be seen that in the discriminant validity test using the Fornell-Lacker Criterion, this research has a variable correlation score that is greater than the other variables. Based on Table 4 all discriminant validity test values using heterotraid-homotraid (HTMT) are below 0.90, which shows that all constructs are considered discriminantly valid.

Table 3. Fornell-Lacker Criterion Test Results

	X1	X2	Y
X1	**0.819**		
X2	0.549	**0.740**	
Y	0.466	0.716	**0.750**

Table 4. The Heterotrait-Monotrait Ratio of Correlations (HTMT)

	X1	X2	Y
X1			
X2	0.586		
Y	0.490	0.766	

Composite Reliability

The construct's Average Variance Extracted (AVE) value and reliability value reveal the validity and reliability criteria as well, if the AVE is greater than 0.50 and the value is 0.70 then the construct is considered to have high reliability. Composite Reliability and AVE values for each variable. All construct AVE values greater than or equal to 0.50 meet validity requirements, and Composite Reliability values greater than or equal to 0.70 meet reliability requirements. Additionally, it has been proven that Composite Reliability values are significantly higher than Cronbach's Alpha values for all constructs. As can be seen in Table 5 the recommended criteria are that the composite reliability value is greater than 0.70 and the AVE value is greater than 0.50, indicating that all constructs meet the reliability criteria.

Table 5. Construct Reliability and Validity

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
X1	0.938	0.942	0.948	0.670
X2	0.908	0.911	0.924	0.547
Y	0.923	0.924	0.934	0.563

Inner Model Analysis

R-Square (R^2)

In the R^2 test there are categories, according to Hair et al. (2013) the r-square category is divided into 0.75, 0.50 and 0.25 indicating a strong, moderate and weak model, while Chin (1998) the r-square category is divided into 0.67, 0.33 and 0.19 indicating a strong model, moderate and weak. Based on Table 6, the R^2 score for Learning Discipline in this study was 0.298. This shows that learning discipline is influenced by self-confidence in the weak category. Furthermore, the R^2 value for Learning Achievement is 0.517 which shows the influence of self-confidence and learning discipline. This shows that learning achievement is influenced by self-confidence and learning discipline in the moderate category.

Table 6. R-Square (R^2)

	R-square	R-square adjusted
X2	0.301	0.298
Y	0.521	0.517

F-Square (f^2)

In testing the effect size (f^2), the standard rules used are 0.02, 0.15 and 0.35, which respectively indicate a small, medium and large effect size (Hair et al., 2013). Based on Table 7, the relationship between self-confidence and learning discipline has a value of 0.652>0.35 so it can be categorized as having a large influence. Self-confidence in learning achievement obtained a value of 0.338<0.35 so it can be categorized as having a moderate influence. The relationship between learning discipline and learning achievement is 0.589>0.35 so it can be categorized as having a big influence. So it can be concluded that all relationships in this study tend to have an impact of medium and large quality. There is a moderate influence on the relationship between self-confidence and learning achievement variables. Meanwhile, the influence of other relationships can be categorized as having a large influence.

Table 7. F-Square (f^2)

	X1	X2	Y
X1		0.652	0.338
X2			0.589
Y			

Predictive Relevance (Q^2)

Measurements in the predictive relevance (Q^2) stage aim to see how precise the observation results are using the Stone Geisser formula $Q^2= 1-(1-R^2)$. With a standard value of $Q^2 > O$, it shows that the model has predictive relevance, whereas if it is less than 0, the model has less predictive relevance. Based on Table 8, that the Q^2 values for Learning Discipline and Learning Achievement in this study are 0.386 and 0.217 which are greater than 0, so it can be concluded that this study shows the predictive relevance model.

Table 8. Blinfolding

	Q^2predict
X2	0.386
Y	0.217

Variance Inflation Factor (VIF)

The collinearity test is carried out by looking at the score of the variance inflation factor (VIF) which must be less than 5.00 if there are no collinearity problems in the correlation model (Hair et al., 2013). Variance Inflation Factor (VIF) is the use of a collinearity test to show the

relationship between problem correlation model variables if there is a significant correlation. There is collinearity if the VIF value is greater than 5.00, but there is no collinearity in the connection model if the VIF value is smaller than 5.00. In the test, it can be seen in Table 9, all improvements have a VIF value < 5.00, this shows that there is no collinearity problem in this association model.

Table 9. Variance Inflation Factor (VIF)

	VIF
X1 -> X2	1.000
X1 -> Y	1.431
X2 -> Y	1.431

Hypothesis Testing

In this research, to see whether a variable has a positive or negative relationship and the significance of the relationship to other variables can be determined using path coefficients, t-statistics and p-values. Testing of each relationship carried out using PLS will go through the bootstrapping method on the sample used for simulation use. The bootstrapping test aims to minimize problems related to data abnormalities. Bootstrapping testing has the following results.

Table 10. Path Coefficients

Path	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
X1 -> Y	0.104	0.103	0.063	1.692	0.049
X1 -> X2	0.549	0.553	0.049	11.190	0.000
X2 -> Y	0.659	0.663	0.047	13.918	0.000
X1 -> X2 -> Y	0.362	0.367	0.046	7.906	0.000

Based on Table 10, the consequences of the bootstrapping test in this review from the PLS examination are as follows; (1) The first hypothesis aims to test the relationship between self-confidence and learning achievement. Based on the test results, the beta coefficient value of self-confidence on learning achievement is 0.104 and the t-statistic is 1.692. Thus the results of the t-statistical value are significant, because >1.645 with a p-value of 0.049 <0.05 so the first hypothesis is accepted. It can be concluded that self-confidence has a positive and significant effect on learning achievement; (2) The second hypothesis aims to test the relationship between learning discipline and learning achievement. Based on the test results, the beta coefficient value of self-confidence on learning achievement is 0.659 and the t-statistic is 13.918. Thus the results of the t-statistical value are significant, because 13,918>1,645 with a p-value of 0.00<0.05 so the second hypothesis is accepted. It can be concluded that learning discipline has a positive and significant effect on learning achievement; (3) The third hypothesis aims to test the relationship between self-confidence and learning discipline. Based on the test results, the beta coefficient value for self-confidence in learning discipline is 0.549 and the t-statistic is 11.190. Thus the results of the t-statistical value are significant, because 11,190>1,645 with a p-value of 0.00<0.05 so the third hypothesis is accepted. It can be concluded that self-confidence has a positive and significant influence on learning discipline; and (4) The fourth hypothesis aims to test self-confidence through learning discipline on learning achievement, shown by a t-statistic value of 7,906>1,645 and a P-value of 0.000<0.05. This shows that the fourth hypothesis is accepted. It can be concluded that the variable self-confidence through learning discipline has a positive and significant effect on learning achievement.

Discussion

Self-confidence has a positive and significant effect on learning achievement, the findings of this research are in line with previous research by Mulya and Lengkana (2020). Based on the research results and statistical calculations on hypothesis testing, that there is a relationship and a big influence between self-confidence, learning motivation and learning achievement, so that learning activities can run well and hopefully get results. Results of previous research conducted by Salim (2020), state that the higher the students' self-confidence, the higher their academic achievement, and is supported by research conducted by Çiftçi and Yıldız (2019), their research show that self-confidence has a moderate effect on math achievement. In addition, it was found that the year of study, national culture, continent of the country and human development index play a moderating role in the effect of self-confidence on learning mathematics. From the results of this research, it is recommended that students learn and increase their knowledge and confidence in expressing opinions. Contrary to research conducted by Puspadewi and Wibawa (2020), in their study shows that there is no significant positive influence of self-confidence on students' learning achievement.

Learning discipline has a positive and significant effect on learning achievement, the findings of this research are in line with previous research Sunarsi (2019); Jeynes (2019). This alignment underscores the critical role that structured and consistent study habits play in academic success. By reinforcing these findings, the current study highlights the universal importance of discipline in educational settings across different contexts. Contrary to research conducted by Wahab et al. (2021) state that learning discipline does not have a significant effect on student learning achievement at high school.

Self-confidence has a positive and significant effect on Learning Achievement, the results of this research are in line with previous research Atchia and Chinapah (2019); Sari and Himmi (2019). These findings confirm that confident students are better able to overcome academic challenges and achieve better results. This shows the importance of building self-confidence as part of an educational strategy to improve student academic achievement.

Self-confidence through learning discipline has a positive and significant effect on Learning Achievement, the findings of this research are in line with previous research by Ismawanti and Fitriyani (2018). The results of their research show that there is a positive and significant relationship between self-confidence, learning discipline, and use of learning resources on learning achievement. Supported by other research conducted by Wiza et al. (2022). Based on hypothesis testing, it is known that partially there is a significant influence between self-confidence, and learning disciplines on learning achievement.

CONCLUSION AND RECOMMENDATION

Conclusion

The conclusion of this research shows that there is a significant influence between self-confidence, learning discipline, and learning achievement. The first hypothesis confirms that self-confidence has a positive and significant influence on learning achievement. This shows that students who have a high level of self-confidence tend to achieve better academic achievements. The second hypothesis proves that learning discipline also has a positive and significant influence on learning achievement. Students who are disciplined in studying, such as managing study time well and consistently completing assignments, tend to have higher academic achievement. Furthermore, the third hypothesis shows that self-confidence has a positive and significant effect on learning discipline. This means that confident students are more likely to develop disciplined study habits. The fourth hypothesis states that self-confidence, through learning discipline, has a positive and significant influence on learning achievement. In other words, high self-confidence can increase learning discipline, which in turn increases learning achievement.

The implications of these findings for educational theory and practice are significant. Theoretically, this research strengthens understanding of the importance of psychological factors such as self-confidence in achieving academic achievement. Practically, the results of this research can be the basis for developing programs and learning strategies that not only focus on academic aspects, but also on developing students' self-confidence and learning discipline. Teachers and educators are expected to be able to create a learning environment that supports the development of these two aspects to improve overall student learning achievement.

Recommendation

For future researchers, similar research can be carried out at other institutions to expand this topic. Further research will refine the results and aid in overall decision making. To increase the consistency of answers, reduce the number of questions in the questionnaire and combine similar questions. Questions should be clear and unbiased, and respondent anonymity should be guaranteed to reduce social bias.

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