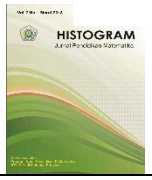

Available online at http://journal.stkip-andi-matappa.ac.id/index.php/histogram/index
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MULTIPLE REGRESSION ANALYSIS: THE EFFECT OF SELF-CONFIDENCE AND INTEREST IN LEARNING ON LEARNING OUTCOMES

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ABSTRAK

Penelitian ini bertujuan untuk melihat pengaruh self confidence dan minat belajar matematika terhadap hasil belajar matematika. Jenis penelitian yang digunakan yaitu kuantitatif dengan desain penelitian ex post facto. Populasi penelitian ini yaitu seluruh siswa MAN 2 Bantul dan SMA 5 Muhammadiyah Yogyakarta dan pemilihan sampel menggunakan teknik random sampling. Instrumen pada penelitian ini berupa kuisioner dan observasi. Teknik analisis data yang digunakan yaitu deskriptif dan inferensial, statistik inferensial yang digunakan yaitu regresi linear berganda. Hasil dari regresi linear berganda dapat disimpulkan bahwa self confidence dan minat belajar matematika tidak berpengaruh secara signifikan terhadap hasil belajar matematika siswa MAN 2 Bantul dan SMA 5 Muhammadiyah Yogyakarta.

***Kata Kunci**: hasil belajar, minat belajar, self confidence*

ABSTRACT

The objective of this research is to examine the impact of self-assurance and enthusiasm for studying mathematics on academic achievements in the subject. The study methodology used is quantitative, using an ex post facto research design. The population for this study consists of all students from MAN 2 Bantul and 5th high school Muhammadiyah Yogyakarta. The sample selection will be done using a random sampling approach. The study will use questionnaires and observations as the primary tools. The used data analysis approaches include both descriptive and inferential methods, with the inferential statistics specifically using double linear regression. The findings of the double linear regression analysis indicate that there is no statistically significant impact of self-confidence and desire in studying mathematics on the mathematical learning outcomes of students from MAN 2 Bantul and 5 SMA Muhammadiyah Yogyakarta.

Keywords: *interest in learning, learning outcomes, self confidence*

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I. INTRODUCTION

The development of the current era requires high-quality human resources. One way to make quality human resources quality is by education (Primayana, 2016). Education is a conscious effort to develop resource potential through teaching (Annisa, 2022; Sukitman, 2016). At the education level, one of the lessons taken by students is mathematics. However, some students are still less enthusiastic when learning mathematics. Students still consider that math is a difficult and boring subject (Nurfajriyanti & Pradipta, 2021; Vandini, 2016). There are various factors that cause the lack of anticipation of students, one of which is self-confidence.

One of the simple problems that exist in learning mathematics is low self-confidence (Hidayati, 2017; Purwasih, 2015; Ulfa & Sundayana, 2022). This is in line with opinion (Ifada & Ruli, 2022) that in mathematics learning the level of self-confidence of students is still low. Self confidence can also be interpreted as the belief or belief of the person in his feelings that can be realized in mathematics in everyday life in the field of education. From the description, it can be concluded that it is important for students to increase self-confidence in students.

The success of mathematics learning can be seen from the results of learning mathematics (Ibrohim et al., 2020; Najah & Nurhalimah, 2023; Trimahesri & Hardini, 2019). Learning outcomes can be seen from the final achievements in the teaching and learning process. This is due to the learning objectives that will be achieved from the learning process activities (Samben, 2014; Yani et al., 2023). The learning outcome referred to in this learning is mathematics. Mathematics learning outcomes can be used to measure student success in learning. Success is in the achievement of knowledge and understanding of mathematics lessons which can be in the form of numbers and letters. In line with research by (Setiawan Panie et al., 2023) that the results of learning mathematics are a determinant of the success or not of the mathematics learning process.

According to Djamarah (2015) That the lack of student interest affects the learning outcomes achieved by students is wade through several factors, one of which is interest in learning. Interest in learning can be interpreted as the involvement, desire, or availability to be involved in solving problems (Asri et al., 2023; Musbaing & Ismail, 2020). Interest is a condition of being happy with a relationship with activities without any coercion from any party (Slameto, 2003). In line with the research Dewi (2021) Stating that a desire to do something without command and done sincerely is called interest.

In fact, interest in learning in every learning is important, including in the implementation of mathematics learning that every student does not like. Lack of interest in student learning becomes an obstacle in the mathematics learning process (Dores et al., 2019; Hermaini & Nurdin,

2020). In learning mathematics, exact and definite knowledge is needed so that it causes discipline in thinking (Indana et al., 2022; Munjiat & Syaefunisa, 2020). This makes it important for students to have a high interest so that students will be easier to be trained to think critically, creatively, carefully, and logically which makes students able to obtain good mathematical results. Based on the description above, researchers want to analyze students' self-confidence and interest in learning outcomes. This is done to determine the influence on learning outcomes in terms of self-confidence and student learning interest.

II. RESEARCH METHODS

A. Types of Research

This type of research is ex post facto with the characteristic that there is no researcher treatment of the sample. This study aims to determine the cause-and-effect relationship between independent variables and dependent variables.

B. Population and Sample

The study population was grade X, XI, XII students in 2 high schools in Yogyakarta. The sampling technique is by simple random sampling, so the samples in this study were randomly taken on grade X, XI, XII students totaling 178 students for the 2023/2024 academic year.

C. Research Instruments

The tools used in this research consist of non-test questionnaires designed to assess students' self-confidence and enthusiasm in learning, with the documenting of odd semester mathematics results for the academic year 2023/2024. This research involves three variables: self-confidence (X1) and motivation in learning (X2) as independent variables, and learning results (X3) as the dependent variable. Student self-confidence may be identified by indicators such as having a strong belief in one's own talents, displaying independence in decision-making, possessing a good self-concept, and being willing to voice viewpoints. Student interest in learning may be measured by affective indicators, which include the sensations of pleasure and interest experienced by students. Cognitive indicators, such as students' attention throughout the teaching and learning process, also play a role in assessing their interest. Additionally, conactive indicators, which include student involvement during the teaching and learning process, provide further insight into their level of engagement. In addition, the self-confident questionnaire

consisting of 25 statement questions underwent validity and reality testing. Similarly, the learning interest questionnaire, also consisting of 25 statement items, was subjected to the same tests. The findings indicated that all statement items on both questionnaires were valid and exhibited a high degree of reliability.

D. Data Analysis Techniques

There are two analysis techniques, namely descriptive and inferential. Descriptive statistics aims to make the data presented easily understood and aims to answer hypotheses such as describing each variable in the study, while inferential statistics aims to analyze research data and the results of analysis on research sample data apply to the population in the study, inferential statistics in this study are multiple linear regression. The instrument analysis technique used in this study used IBM SPSS Statistics 23 software.

III. RESULTS AND DISCUSSION

A. Research Results

Program *SPSS 21 for windows* dan *microsoft excel* sangat meminat belajarantu dalam mengolah dan menganalisis data.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Self Confidence	178	21.00	88.00	65.0112	6.31292
Minat Belajar	178	48.00	94.00	63.6966	6.46748
Hasil Belajar	178	25.00	88.00	52.4326	12.71475
Self Confidence Kelas 12	58	55.00	85.00	66.1034	5.07380
Minat Belajar Kelas 12	58	51.00	78.00	66.1207	5.70342
Hasil Belajar Kelas 12	58	37.50	83.00	51.8362	11.19970
Self Confidence Kelas 11	49	52.00	76.00	64.2653	4.60876
Minat Belajar Kelas 11	49	52.00	94.00	63.5306	6.84380
Hasil Belajar Kelas 11	49	37.50	88.00	56.1429	14.25658
Self Confidence Kelas 10	71	21.00	88.00	64.6338	7.98255
Minat Belajar Kelas 10	71	48.00	79.00	61.8310	6.22434
Hasil Belajar Kelas 10	71	25.00	77.50	50.3592	12.36850
Valid N (listwise)	49				

Figure 1. Deskriptif statistik

The first step is a descriptive test to find out the specifics of the data obtained. From the table, it can be seen that for grade 12 the minimum self-confidence score obtained by students is 58 and a maximum of 85. This shows that self-confidence in grade 12 is in the bed range to

moderate. Furthermore, for grade 12 learning interest is between 51 to 78 and the learning outcomes obtained by students are the lowest 37.50 and the highest 83.

Then for grade 11 self-confidence, a minimum score of 52 and a maximum of 76 is obtained. This shows that the self-confidence of grade 11 students is at a low to moderate level. Furthermore, the interest in learning of grade 11 students is actually at all levels, namely from low, medium, and high levels, while for learning outcomes obtained the lowest 37.50 and the highest 88.

The interpretation for grade 10 is that it is seen that self-confidence exists at all levels, namely low, medium and high. Meanwhile, students' interest in learning is in the range of 48 to 79 where this figure is in the medium and high categories. Furthermore, for the learning outcomes of grade 10 students, there is the lowest score of 25 and the highest of 77.50.

After all the data has been collected, classical assumption tests are carried out including normality tests, linearity tests, multicollinearity tests, and heteroscedasticity tests. From the classical assumption test, it is obtained that all research data are fulfilled or in other words a hypothesis test can be carried out.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	39.758	21.059		1.888	.064
	Self Confidence Kelas 12	-.438	.319	-.199	-1.374	.175
	Minat Belajar Kelas 12	.621	.284	.316	2.188	.033

a. Dependent Variable: Hasil Belajar Kelas 12

Figure 2. Uji Hipotesis

Statistical test t to test the hypothesis, for self confidence class 12 obtained a value of t_hitung = -1.374 < t_tabel = 2.01. Meanwhile, the sig value of self confidence is 0.175 > 0.05. From these two interpretations, it can be concluded that there is no influence of self-confidence on learning outcomes. The regression equation is 39.758 – 0.438X_1+ 0.621X_2. On the other hand, looking at the interest in learning in grade 12, obtained a value of t_hitung = 2.188 > t_tabel = 2.01. Meanwhile, the significance value of grade 12 learning interest was 0.033 < 0.05. So it can be concluded based on the calculated t value and the significance of grade 12 learning interest that there is an influence of learning interest on learning outcomes.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.288[a]	.083	.050	10.91794

a. Predictors: (Constant), Minat Belajar Kelas 12, Self Confidence Kelas 12

Figure 3. Uji Pengaruh

The variables of learning interest and self-confidence in grade 12 simultaneously affect the variable of learning outcomes by 8.03%, while 91.07% are influenced by other variables that are not studied. This shows that self-confidence and interest in learning in grade 12 do not have a significant effect on learning outcomes.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	593.617	2	296.809	2.490	.092[b]
	Residual	6556.077	55	119.201		
	Total	7149.694	57			

a. Dependent Variable: Hasil Belajar Kelas 12

b. Predictors: (Constant), Minat Belajar Kelas 12, Self Confidence Kelas 12

Figure 4. Uji F

Upon examining table 4, it is evident that the significance value is 0.092, which exceeds the threshold of 0.05. Based on the decision-making criteria of test F, it may be inferred that the hypothesis is denied. In other words, self-confidence and interest in learning do not have a simultaneous impact on learning outcomes. Based on the F value column, it is known that the calculated F value is 2.490, which is less than 4.013. Therefore, it may be inferred that the hypothesis is invalidated, meaning that both self-confidence and motivation in learning do not have a simultaneous impact on learning outcomes.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.145[a]	.021	-.022	14.41020

a. Predictors: (Constant), Minat Belajar Kelas 11, Self Confidence Kelas 11

Figure 5. Uji Pengaruh

The variables of learning desire and self-confidence in grade 11 have a simultaneous impact of 14.5% on the variable of learning outcomes, while the remaining 85.5% is impacted by other factors. This indicates that learning results are not greatly influenced by self-confidence and enthusiasm in learning.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	203.927	2	101.964	.491	.615[b]
	Residual	9552.073	46	207.654		
	Total	9756.000	48			

a. Dependent Variable: Hasil Belajar Kelas 11

b. Predictors: (Constant), Minat Belajar Kelas 11, Self Confidence Kelas 11

Figure 6. Uji F

Known sig values of 0.615 > 0.05. So in accordance with the basis of decision making in test F it can be concluded that the hypothesis is rejected or in other words self-confidence and interest in learning simultaneously have no effect on learning outcomes. Based on the F value column, it is known that F_hitung is 0.491 < F_tabel 3.20. So it can be concluded that the hypothesis is rejected or in other words self-confidence and interest in learning simultaneously have no effect on learning outcomes.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	54.296	29.137		1.863	.069
	Self Confidence Kelas 11	.452	.642	.146	.704	.485
	Minat Belajar Kelas 11	-.429	.432	-.206	-.991	.327

a. Dependent Variable: Hasil Belajar Kelas 11

Figure 7. Uji Hipotesis

The regression equation for class 11 is Y = 54.296 + 0.452X_1 - 0429X_2. Based on the table above, it is known that sig self confidence is 0.485 > 0.05. So it can be concluded that there is no influence of self-confidence on learning outcomes. Looking at the column t for self confidence, it is known that t htiung self confidence of 0.704 < 2.004 ttable or in other words there is no influence of self confidence on learning outcomes. Meanwhile, for learning interest, it is known that the interest in learning is 0.327 > 0.05. So it can be concluded that H1 is rejected or in other words there is no influence of interest in learning on learning outcomes. In the column t interest in learning, it is known that t htiung interest in learning is -0.991 < 2.004 ttable or in other words there is no influence of interest in learning on learning outcomes

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.181[a]	.033	.004	12.34251

a. Predictors: (Constant), Minat Belajar Kelas 10, Self Confidence Kelas 10

Figure 8. Uji Pengaruh

The variables of interest in learning and self-confidence in grade 10 simultaneously affect the variable of learning outcomes by 18.1%. While 81.9% were influenced by other variables that were not studied. This shows that self-confidence and interest in learning do not significantly affect learning outcomes.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	349.639	2	174.820	1.148	.323[b]
	Residual	10358.952	68	152.338		
	Total	10708.592	70			

a. Dependent Variable: Hasil Belajar Kelas 10

b. Predictors: (Constant), Minat Belajar Kelas 10, Self Confidence Kelas 10

Figure 9. Uji F

The observed significance values of 0.323 are above than the threshold of 0.05. Based on the findings of test F, it can be stated that the hypothesis is denied. In other words, self-confidence and interest in learning do not have a simultaneous influence on learning outcomes, as

suggested by learning enthusiasts. According to the F value column, it is evident that the F value is 1.148, which is less than 3.13. Therefore, it may be inferred that the hypothesis is invalidated, meaning that both self-confidence and motivation in learning do not have any impact on learning results.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	59.086	17.489		3.378	.001
	Self Confidence Kelas 10	-.277	.188	-.179	-1.473	.145
	Minat Belajar Kelas 10	.148	.241	.075	.615	.540

a. Dependent Variable: Hasil Belajar Kelas 10

Figure 10. Uji Hipotesis

The regression equation for grade 11 is Y = 59.086 – 0.277X_1 – 0.148X_2. Based on the table above, it is known that sig self confidence is 0.145 > 0.05. So it can be concluded that there is no influence of self-confidence on learning outcomes. Looking at the column t for self confidence, it is known that t htiung self confidence is -1.473 < ttable 1.995 or in other words there is no influence of self confidence on learning outcomes. Meanwhile, for learning interest, it is known that the interest in learning is 0.540 > 0.05. So it can be concluded that the hypothesis is rejected or in other words there is no influence of interest in learning on learning outcomes. In the t column of the learning interest section, it is known that t calculate learning interest of 0.615 < ttable 1.995 or in other words there is no influence of learning interest on learning outcomes.

B. Discussion

Research conducted in grades 12, 11, and 10 showed that learning outcomes were not influenced by high or low interest in learning. This is contrary to Ratnasari (2017) who said that students' interest in learning in mathematics will affect their grades and attitudes towards that subject, students who are interested in learning will be more concerned with grades in school and vice versa if their interest in learning is low they will ignore the grades obtained, especially in mathematics. Ratnasari also received support from the theory presented by Djamarah (2002) which states that high interest in learning will produce high achievement and vice versa low

interest in learning will produce low achievement. In this study, interest in learning in grades 12, 11, and 10 did not affect their learning outcomes.

Grade 12 learning outcomes are also not influenced by self-confidence. Though self-confidence is one of the factors needed to master 21st century abilities. This research is in accordance with research from Lia Mustika (2019) which states that students' mathematics learning outcomes are not influenced by self-confidence. Research from Utami and Nawawi (2018) also concluded that there is no significant influence of self-confidence on mathematics learning outcomes, because high self-confidence does not always mean good at mathematics and low self-confidence does not always mean not good at mathematics. Low student math learning outcomes can be caused by students' perception that maths is a difficult and uninteresting subject, lack of student concentration and weak understanding of concepts. Ardila and Hartanto (2017) said that student concentration during learning affects student understanding. Self-confidence that does not have a positive impact on mathematics learning outcomes can be caused by other variables that were not explored in this study, such as the learning methods used by teachers, learning aids, learning methods and student learning environment situations.

According to Slameto (2013), learning is influenced by two distinct categories of elements: internal factors and external factors. Shah (2011) categorizes the elements influencing student learning into three types: internal factors, external factors, and learning method factors. Internal factors refer to factors that originate from within the individual who is learning. These factors include: a) physical factors, which encompass health conditions and bodily disabilities; b) psychological factors, which encompass intelligence, attention, interest, talent, motivation, maturity, readiness, and creativity; c) fatigue factors, which encompass both physical and mental exhaustion. Internal characteristics such as interest and confidence are thought to have an impact on learning outcomes. The pupils' inherent curiosity will engender a genuine interest and sense of satisfaction in their pursuit of knowledge, particularly in the domain of mathematics. Similarly, possessing self-assurance enables pupils to approach their studying endeavors with composure. The combination of interest and confidence fosters high levels of creativity in children. By experiencing joy and tranquility while tackling math problems, kids are able to generate novel ideas and devise innovative approaches to handle intricate assignments. The student's creative mindset enables him to successfully tackle challenging activities without being too concerned with the outcomes, resulting in higher academic performance. In order to ensure that pupils who possess a keen interest in mathematics and a sense of self-assurance are able to achieve good learning results.

IV. CONCLUSION AND ADVICE

A. Conclusion

Based on the results of the study, it was concluded that the results of individual hypothesis tests with t tests for the interest of learning grade 12 mathematics had a positive, but not significant, influence. Meanwhile, for interest in learning grades 11 and 10, there is a negative and significant influence on mathematics learning outcomes. Furthermore, individual hypothesis tests with t-tests for self-confidence grades 12, 11 and 10 produced a negative and significant influence on mathematics learning outcomes. The results of the hypothesis test simultaneously with the F test obtained that self-confidence and interest in learning mathematics simultaneously had no effect on mathematics learning outcomes.

B. Suggestion

Based on the results of the discussion and conclusions, there are suggestions given to further researchers, namely paying attention to various factors that affect mathematics learning outcomes. Meanwhile, suggestions for teachers pay more attention to how the level of interest in learning and self-confidence possessed by students and change the learning model so that students' mathematics learning outcomes can increase significantly.

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