

Analysis of Differences in Student Confidence in Special Classes and Regular Classes: A Comparative Study

Richma Hidayati ^{1,*}, Nur Hidayah ¹, Sunaryono ²

¹ Department of Guidance and Counseling, Faculty of Education Universitas Negeri Malang, Malang 65145, Indonesia

² Department of Physics Faculty of Education Faculty of Mathematic and Natural Science, Universitas Negeri Malang, Malang 65145, Indonesia

* Corresponding author. Email: richma.hidayati.1901119@students.um.ac.id

Abstract: This study aims to compare the comparison of students' confidence in special classes (full day class) and Regular class. Comparison study into a research design with 90 research subjects, namely 30 special class students (full day classes) and 60 regular class students. A total of 28 students in special classes are in the high confidence category and 2 students are in the sufficient confidence category. Whereas 2 classes in the regular 4th grade, a total of 23 students fall into the category of sufficient self-confidence and 37 students in the low category. The results of this study have provided an overview of the differences between special classes and regular classes that affect student confidence.

Keywords: comparative study, self-confidence, special class, full day class, regular class

1. INTRODUCTION

Late childhood (6-12 years) lasts until the age of 12 years, this period is also referred to as a period of play with the characteristics of students who have started to like to leave the house and enter the peer group which is marked by students already having and choosing friends to play. At this age students physically allow to enter the world of games and have the drive and mental ability to understand concepts, logic of truth and symbols, which have certain meanings [1]. At this stage they start trying to prove that they are "mature". They feel "I can do the task myself, so this stage is called the stage" I can do it myself. They have been able to be given a task.

During this time, they also began to judge themselves by comparing it to others. Children who are easier to use social comparison (social comparison), especially for social norms and the suitability of certain types of behavior. As children grow further, they tend to use social comparisons to evaluate and assess their own abilities. As a result of changes in their physical and cognitive structure, children in large classes in elementary school try to look more mature.

They want to be treated as adults. There have been significant changes in their social and emotional lives. In the large primary school classes, boys and girls consider participation in groups to foster a feeling that they are valuable. Not being accepted in a group can lead to serious emotional problems. Their friends are more important than ever. The need to be accepted by peers is very high. And this brings a very big influence on their confidence when in school. Self-confidence has a key characteristic to start

any action especially for speaking. Self-confidence is a very important key in children's language development [2].

With complete confidence the child will not hesitate to say the words and speak to anyone and the child's language intelligence is greatly influenced by his confidence. Confidence is a feeling and confidence in the ability possessed to be able to achieve success by grounding in his own efforts and developing positive assessments for himself and his environment so that a person can appear confidently and be able to face things calmly. However, sometimes high self-confidence leads to increased student anxiety in facing tests [3]. This is due to the desire of students to obtain perfect results in working on the tests encountered and the perfection of the results obtained will affect success in academics, and in the end the high self-confidence of students also affects the high anxiety of a person. Confidence plays a role in making a meaningful contribution in the process of one's life. Confidence is one of the main assets of success to live a life full of optimism and the key to a successful and happy life.

A deeper explanation was stated by Lautser that self-confidence is an attitude and feeling that is confident of one's ability so that individuals are not anxious in doing an action, can feel the freedom in doing things they like and are able to take responsibility for their actions done, polite and warm when interacting with others, respecting and accepting others, having the drive to show their skills and knowing their strengths and weaknesses [4]. Self-confidence can be seen in the attitude of accepting oneself as they are [8]. Self-acceptance is an attitude that reflects a sense of pleasure in connection with the reality of oneself.

This attitude is a manifestation of satisfaction with the quality of the ability of the real self. States that a person's positive reaction to his own appearance will cause a sense of satisfaction that will affect his mental development [1].

Student's appearance at school is also influenced by the class where the student is located. At MI NU Banat Kudus, it is divided into two classes, namely special classes (full day classes) and regular classes. The division of this class has a profound effect on student self-confidence. The division in this class has occurred since class one, where students in a special class are screening 30 students with the highest grade and the rest are included in the regular class. This class difference is very big influence on student confidence in the school.

Lack of confidence will show behavior such as, cannot do much, always hesitant in carrying out the task, do not dare to talk if you do not get support, close yourself, tend to avoid communication situations as much as possible, withdraw from the environment, a little involved in activities or groups, being aggressive, being defensive and taking revenge for treatment that is considered unfair. States that confidence is a faith or belief in one's self and one's own abilities to succeed. the best situation and can provide something pleasing to others [5]. Self-confidence is a positive mental attitude of an individual who is positioned or conditioned himself can evaluate about themselves and their environment so that it feels comfortable to perform activities in an effort to achieve the planned goals.

Additionally, Reddy (2014) believes that self-confidence is an attitude which allows individuals to have positive yet realistic views of themselves and their situations. Self-confidence of people trusts their own abilities, have a general sense of control in their lives, and believe that, within reason, they will be able to do what they wish, plan, and expect [6]. Self-confidence is convinced of her ability to complete a job and a problem. Moreover, the confidence is defined as availability in the ability of self against the fulfillment of every desire and expectation. It is the belief that one will act in a right, proper, or effective manner. Furthermore, self-confidence is the belief that a person is able to tackle a problem with. The more an individual loses self-confidence, the more difficult it is to decide the best what to do with himself, and tends to lose motivation [9] in doing many things especially learning.

Self-confidence research has also been discussed by [10] which shows the results of self-confidence in mathematics in elementary school grades 4 and 5 are influenced by gender where female students have lower self-confidence than students' men in dealing with mathematics. However, research on the confidence of elementary school students divided into special classes and regular classes has never been discussed and will be explained in the results of this study. Because of the many factors that affect student confidence in elementary schools and now many schools are implementing special classes

and regular classes to provide more opportunities for achievement for their students. Therefore, the results of research on differences in differences in the confidence of students in special classes (full class) and regular classes become very important, especially in the world of education.

2. METHOD

This research is a comparative study research, which is to find out the special differences with regular classes on the confidence of grade 5 elementary school students, amounting to 90 students with 30 special class students and 60 regular class students. In this research the method used is the method of interview, observation, and confidence scale instrument. The analysis used was a quantitative analysis based on the 15 items of the sea confidence scale.

3. RESULTS

The results of a comparative descriptive analysis of adolescent self-confidence can be explained in the following Table 1.

Table 1 Self Confidence

No	Category	Special Class	Regular Class	Interval
1	High	28	0	31-45
2	Middle	2	23	16-30
3	Low	0	37	0-15
Total		30	60	

Based on the Table 1 above it can be seen that students in special classes fall into the category of high self-confidence while students in regular classes fall into the category of sufficient and low confidence. The results of comparative study analysis show that there are differences in students' self-confidence in special classes and in regular classes (Figure 1, Figure 2).

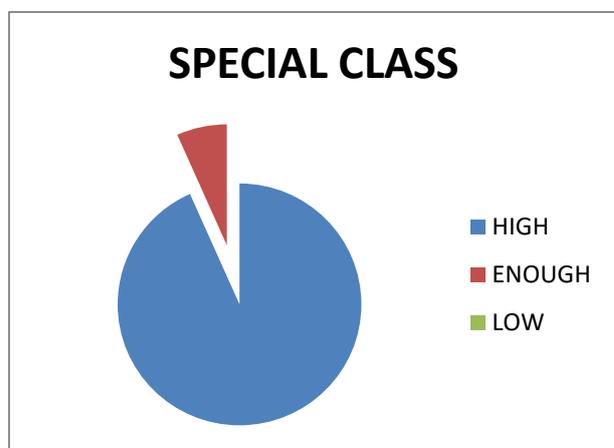


Figure 1 The Bar Chart of Self-Confidence in Special Class Students

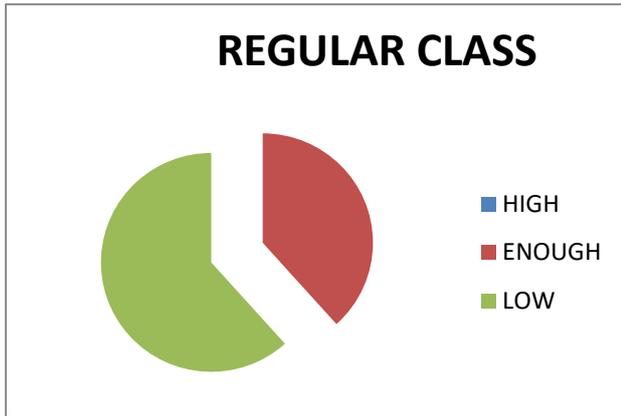


Figure 2 The Bar Chart of Self-Confidence in Special Regular Class

4. DISCUSSION

A total of 28 students in special classes are in the high confidence category and 2 students are in the sufficient confidence category. Whereas 2 classes in the regular 4th grade, a total of 23 students fall into the category of sufficient self-confidence and 37 students in the low category. The results of this study have provided an overview of the differences between special classes and regular classes that affect student confidence.

Self-confidence is a belief that someone has that he is able to behave as needed to obtain the results as expected [11]. In line with the results of [12] The level of self-confidence of children is measured by six items from the Behavioral Academic Self Esteem Scale (BASE), which reflects self-confidence and results are obtained. Younger children are more easily persuaded than children older kids and this difference disappears when controlled for self-confidence. Besides age, there are many factors that affect student confidence.

According to [13] self-confidence is influenced by several factors namely self-concept, self-esteem, experience and education. The development of confidence can be learned by looking at various important factors in accelerating the growth and development of confidence. Some of these factors are: appearance, style of speech, style of behavior / body language, right people / right man, right place / right place and right time / right time (Yudiantoro, 2006). Achievement process is influenced by activity factors, organisms and environmental factors. Activity factors, namely factors that provide encouragement to individuals to learn, this factor is a psychological factor. Self-confidence is an activity factor. Organism factors, namely factors related to the function of individual sensory devices whose sensitivity also determines individual responses in learning. Environmental factors, namely factors that psychologically affect the overall process.

The school environment is a major factor in student confidence. Special classes and regular classes at MI NU greatly provide a different atmosphere and environment to

students which ultimately raises differences in student confidence in each class. What is very striking is the difference in the Full Day Class and the regular class at each level. Full day classes, with students who have high overall confidence, are characterized by: when in the classroom are more active, not ashamed to ask questions when given the opportunity to ask questions, when asked to come forward and solve problems, they scramble to answer the question, when the thematic that is mathematical, there are two children who raise their fingers and ask to be explained again because they do not understand and that means they understand their weaknesses, they are also able to express what is in themselves this is proven by their being able to express their opinions when asked by the teacher who is teaching.

This condition is different from the regular class, and it increasingly looks very striking when in the regular class there are children with prominent intelligence, students who cannot tend to be quiet immediately, in class do not talk much, even with classmates do not talk much with each other, When asked by teachers who teach to advance to work on their problems are reluctant to come forward, students also show low self-confidence when confronted in groups, especially if there are children in the group who are smart, they prefer silence and can not express opinions or what is thought and this arises when sport thematic with group activities outside the room.

The results of testing the hypothesis in this study showed a significant difference between students' confidence in special classes and in regular classes. This means that many factors affect student confidence, especially elementary school students. In line with the research of John Flowers & Albert Marston (2018), explaining that students who lack confidence in the school environment are treated with games, the results occur in increasing students' self-confidence especially when students in a group are students with low self-confidence. will increase her confidence. But when there are students with high self-confidence in the group, it will actually reduce the level of student confidence. This shows that confidence is influenced by the environment and atmosphere created in the classroom.

The academic environment and atmosphere have a huge influence on students' confidence. Differences treated in special classes and regular classes in the creation of an academic atmosphere in the learning process are the causes of differences in the level of student self-confidence. In line with [15] which explains that student self-confidence, self-efficacy and incentive assessments in students have an impact on oral presentation competencies in academic settings and in gender differences. Therefore, in looking at gender differences, the treatment given in an academic setting will be different.

Based on the results of hypothesis testing, it is known that students in special classes have a high level of self-confidence while students in regular classes tend to have low self-confidence. This is in accordance with the

opinion Confidence is an attitude or belief in one's own abilities, so that in his actions are not too anxious, feel free to do things in accordance with the desires and responsibilities for his actions, polite in interacting with others, has a drive for achievement and can recognize one's own strengths and weaknesses. The formation of the ability of self-confidence is a process of learning how to respond to various stimuli from outside himself through interaction with the environment.

Gender disparities can affect student confidence resulting from factors in a competitive school environment [10]. In this study, it is in line with the results of [10], looking at the differences that appear in special classes and regular classes which are the learning environment of students, when students in regular classes are combined in groups with classes. specifically (full day class), their confidence decreases and they will be more silent. But what distinguishes the results of research from [15] is that gender differences are not a dominant factor in the level of student confidence because at MI NU Banat Kudus all students are women.

Confidence is not an inherited trait but is derived from life experiences, and can be taught and instilled through education, so that certain efforts can be made to shape and increase self-confidence. Thus, self-confidence is formed and develops through the learning process in one's interactions with the environment.

5. CONCLUSION

The conclusion of this study is that there are significant differences in the confidence of students in special classes and regular classes at MI NU Banat. Based on the analysis of comparative studies, this difference is caused by environmental factors formed in special classes and regular classes. In this study only compares the differences in self-confidence of students in special classes and regular classes, but there are many factors that need to be studied further and have not been discussed in this study.

This study only discusses the differences in the level of student self-confidence which is influenced by factors of environmental differences and academic atmosphere in special classes (full class) and regular classes. Gender differences are not discussed because the school that is the place of research is a special school for girls. Then it needs to be reviewed and carried out further research on differences in student self-confidence in terms of gender because there are schools for men, schools for women, schools with mixed students, schools with ethnic differences, schools for religion and public schools.

REFERENCES

- [1] Hurlock, E.B. Psikologi Perkembangan. Suatu Pendekatan Sepanjang Rentang Kehidupan. Alih Bahasa Istiwidayanti. Jakarta: Penerbit Erlangga. 2003.
- [2] Ismail Gurler (2015) Correlation between Selfconfidence and Speaking Skill of English Language Teaching and English Language and Literature Preparatory Students. *Curr Res Soc Sci*.
- [3] Abiodun Musbau Lawal, Erhabor Sunday Idemudia & Omotola Peter Adewale (2017) Academic self-confidence effects on test anxiety among Nigerian university students, *Journal of Psychology in Africa*, 27:6, 507-510, DOI: 10.1080/14330237.2017.1375203.
- [4] Lauster,P., *The Personality Test*, London: Pan Books. 2003
- [5] McElmeel S L 2002 *Character Education: A book guide for teachers, librarians, and parents* (Greenwood Village: Greenwood Publishing Group).
- [6] Reddy M M 2014 A study of self-confidence in relation to achievement motivation of D.ed student. *J. Global Journal for Research Analysis* 3 56.
- [7] I. Gunawan and D. D. N. Benty, *Manajemen Pendidikan: Suatu Pengantar Praktik*. Bandung: Alfabeta, 2017.
- [8] Ifdil, I., Denich, A. U., & Ilyas, A. Hubungan Body Image dengan Kepercayaan Diri Remaja Putri. *Jurnal Kajian Bimbingan dan Konseling*, 2(3), 107-113. 2017
- [9] Fitri, E., Ifdil, I., & Neviyarni, S. (2016). Efektivitas layanan informasi dengan menggunakan metode blended learning untuk meningkatkan motivasi belajar. *Jurnal Psikologi Pendidikan dan Konseling: Jurnal Kajian Psikologi Pendidikan dan Bimbingan Konseling*, 2(2), 84-92.
- [10] Miroslava Federičová, Filip Pertold & Michael L. Smith. 2018. Children left behind: self-confidence of pupils in competitive environments, *Education Economics*, 26:2, 145-160, DOI: 10.1080/09645292.2017.1395811.
- [11] Bandura, A., *Social Learning Theory*, New Jersey: Prentice Hall Inc. 1977.
- [12] Aldert Vrij & Nicola Bush. 2013. Differences in suggestibility between 5–6 and 10–11 year olds: The relationship with self confidence, *Psychology, Crime & Law*, 6:2, 127-138, DOI: 10.1080/10683160008410837.
- [13] Ghufuron dan Risnawati. *Teori-teori Psikologi*. Jogjakarta : Ar Ruzz Media Grup.
- [14] John Flowers & Albert Marston. 2018. Modification of Low Self-Confidence in Elementary School Children, *The Journal of Educational Research*, 66:1, 30-34, DOI: 10.1080/00220671.1972.10884394.
- [15] Alicia Bolívar-Cruz, Domingo Verano-Tacoronte & Inmaculada Galván-Sánchez (2018) Do self-efficacy, incentives and confidence in public speaking influence how students self-assess? / ¿Influyen la autoeficacia, los incentivos y la confianza para hablar en público en cómo se autoevalúan los estudiantes?, *Cultura y Educación*, 30:3, 528-555, DOI: 10.1080/11356405.2018.1488420. pp. 216–220.
- [16] A. Yusuf Sobri, I. Bafadal, A. Nurabadi, and I. Gunawan, "Validity and Reliability of Questionnaire Problematics Leadership Beginner School Principals," in *Proceedings of the 4th International Conference on Education and Management (COEMA 2019)*, 2020, pp. 250–254.
- [17] Gunawan, I., Kusumaningrum, D. E., Triwiyanto, T., Zulkarnain, W., Nurabadi, A., Sanutra, M. F. A., ... & Yuantika, E. A. F. (2018, October). Hidden Curriculum and Character Building on Self-Motivation based on K-means Clustering. In 2018 4th International Conference on Education and Technology (ICET) (pp. 32-35). IEEE.

- [18] Gunawan, I., Suminah, S., Murdiyah, S., Andriningrum, H., & Onenda, G. (2018, September). Improving Student Learning Achievement through Behavior Modification Approach. In 1st International Conference on Early Childhood and Primary Education (ECPE 2018). Atlantis Press.
- [19] Sukawati, N. N., Gunawan, I., Ubaidillah, E., Maulina, S., & Santoso, F. B. (2020, November). Human Resources Management in Basic Education Schools. In 2nd Early Childhood and Primary Childhood Education (ECPE 2020) (pp. 292-299). Atlantis Press.
- [20] Gunawan, I., Bafadal, I., Nurabadi, A., & Prayoga, A. G. (2020, November). Identification of Themes in the Moral Debate Program as an Effort to Increase Work Integrity of Principal. In 2nd Early Childhood and Primary Childhood Education (ECPE 2020) (pp. 24-28). Atlantis Press.
- [21] Imron, A., Wiyono, B. B., Hadi, S., Gunawan, I., Abbas, A., Saputra, B. R., & Perdana, D. B. (2020, November). Teacher Professional Development to Increase Teacher Commitment in the Era of the Asean Economic Community. In 2nd Early Childhood and Primary Childhood Education (ECPE 2020) (pp. 339-343). Atlantis Press.
- [22] Gunawan, I., & Sari, D. N. (2019, December). Validity and Reliability of Character Education Internalization Instruments. In the 4th International Conference on Education and Management (COEMA 2019). Atlantis Press.
- [23] Bafadal, I., Nurabadi, A., Soepriyanto, Y., & Gunawan, I. (2020, November). Primary School Principal Performance Measurement. In 2nd Early Childhood and Primary Childhood Education (ECPE 2020) (pp. 19-23). Atlantis Press.
- [24] Wardani, A. D., Gunawan, I., Kusumaningrum, D. E., Benty, D. D. N., Sumarsono, R. B., Nurabadi, A., & Handayani, L. (2020, November). Student Learning Motivation: A Conceptual Paper. In 2nd Early Childhood and Primary Childhood Education (ECPE 2020) (pp. 275-278). Atlantis Press.
- [25] Prastiawan, A., Gunawan, I., Putra, A. P., Surahman, E., Dewantoro, D. A., ... & Nuraini, N. L. S. (2019, December). Office Management of Educational Institutions: Theories and Applications. In 5th International Conference on Education and Technology (ICET 2019). Atlantis Press.
- [26] Gunawan, I. (2017, September). Indonesian Curriculum 2013: Instructional management, obstacles faced by teachers in implementation and the way forward. In 3rd International Conference on Education and Training (ICET 2017). Atlantis Press.