THE INFLUENCE OF SELF-CONFIDENCE ON SOCIAL ANXIETY AMONG UPPER SECONDARY STUDENTS MAN 3 BANYUMAS

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Abstract: This study investigates the influence of self-confidence on social anxiety among upper secondary students, with a primary focus on learners at MAN 3 Banyumas. Employing a quantitative correlational design, data were collected from 100 students selected through random sampling using validated and reliable Likert-scale questionnaires measuring self-confidence and social anxiety. The data were analyzed through a series of prerequisite tests followed by simple linear regression to determine the strength and significance of the relationship between the two variables. The results indicate that self-confidence has a statistically significant relationship with social anxiety, although the magnitude of its contribution is relatively low, accounting for a modest proportion of variance in students' social anxiety levels. These findings suggest that self-confidence remains a relevant psychological factor in adolescent social development, even though it operates alongside other unmeasured influences. From an applied perspective, the results highlight the potential value of confidence-building interventions within school settings to support students' social and emotional functioning. Nevertheless, the cross-sectional design and the focus on a single institutional context limit causal interpretation and generalizability. Future research is recommended to employ longitudinal or experimental approaches and to incorporate additional psychosocial variables to obtain a more comprehensive understanding of factors shaping social anxiety among adolescents**.**

Keywords: Self-confidence; Social anxiety; Upper secondary students

INTRODUCTION

Adolescence represents a critical developmental period marked by rapid biological, cognitive, emotional, and social changes that shape individuals' future adjustment and well-being. During this phase, young people are required to negotiate increasingly complex social expectations while simultaneously constructing identity and self-concept, making them particularly vulnerable to psychological difficulties. Social anxiety has emerged as one of the most prevalent challenges affecting adolescents' social participation, emotional health, and academic functioning in diverse cultural contexts.[1] Global educational systems increasingly recognize that untreated anxiety during secondary education can have long-term consequences for mental health and social integration.[2] Consequently, understanding psychosocial factors that may mitigate social anxiety is an important concern for both educational psychology and school-based mental health interventions.[3]

Previous research has extensively documented the multifaceted nature of anxiety among adolescents and students, highlighting its associations with peer pressure, academic demands, and broader psychosocial stressors. Empirical findings indicate that anxiety often mediates the relationship between social pressures and maladaptive behaviors, such as problematic technology use or reduced academic engagement.[4] Cross-national studies further reveal that anxiety symptoms vary across educational and cultural settings, yet consistently predict

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[1] K Suarjana et al., "Social Norms and Potency of Local Wisdom as A Social Enforcement of Smoking Behavior," *Kemas* 17, no. 3 (2022): 342–53, https://doi.org/10.15294/kemas.v17i3.26807.

[2] O O Ike et al., "Cross-National Variations in Mental Health: A Cross-Sectional Study on Depression, Anxiety, and Stress among University Staff and Students in Sub-Saharan African," *PLOS ONE* 20, no. 6 June (2025), https://doi.org/10.1371/journal.pone.0322163.

[3] P Juárez-Rodríguez, J E Restrepo, and R M Meda-Lara, "Self-Care Mediates the Effect of Psychological Distress on the Subjective Well-Being and Quality of Life among University Students," *Mediterranean Journal of Clinical Psychology* 12, no. 3 (2024): 1–22, https://doi.org/10.13129/2282-1619/mjcp-4349.

[4] M.-T. Hung et al., "Peer Pressure, Anxiety, and Smartphone Addiction among Chinese College Students: A Mediation Analysis," *BMC Psychology* 13, no. 1 (2025), https://doi.org/10.1186/s40359-025-03107-y.

impairments in social interaction and performance. [5] Within school environments, anxiety has been linked to avoidance of classroom participation, diminished communication skills, and lower confidence in public performance. [6] These findings underscore anxiety as a central psychological barrier to optimal adolescent development.[7]

In parallel, a growing body of literature emphasizes the importance of self-related psychological resources in buffering anxiety and promoting adaptive functioning. Constructs such as self-confidence, self-esteem, and self-efficacy have been shown to play protective roles against emotional distress across educational levels. [8] Studies in diverse learning contexts demonstrate that higher confidence is associated with better emotional regulation, greater social engagement, and reduced fear of negative evaluation.[9] Intervention-based research further suggests that enhancing confidence through experiential learning or supportive pedagogies can significantly reduce various forms of anxiety.[10] Collectively, this evidence positions self-confidence as a key psychological asset in adolescent adjustment.[11]

Research focusing more specifically on social anxiety indicates that self-confidence-related constructs are consistently inversely related to anxious responses in interpersonal settings. Empirical models show that low confidence amplifies vulnerability to social comparison, fear of

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[5] G C B Silva et al., "Stress, Anxiety, and Depression in Dentistry Students: The Impact of the COVID-19 Pandemic and Sociodemographic Factors," *Pesquisa Brasileira Em Odontopediatria e Clinica Integrada* 24 (2024), https://doi.org/10.1590/pboci.2024.097.

[6] P Chiu et al., "Feeling the Heat: Undergraduate Science Students' Emotional Management during Classroom Debates," *International Journal of Science Education, Part B: Communication and Public Engagement* 15, no. 1 (2025): 42–64, https://doi.org/10.1080/21548455.2024.2316121.

[7] Q Huang et al., "Research and Prospects of Electrochemical Technology and Educational Innovation in Water Pollution Treatment," *Water Emerging Contaminants and Nanoplastics* 4, no. 1 (2025), https://doi.org/10.20517/wecn.2024.79.

[8] J Wan and F Liu, "Analysis of the Psychological Factors Faced by the Final Year College Students of China During Job Interviews and While Choosing Careers," *Journal of Psycholinguistic Research* 53, no. 2 (2024), https://doi.org/10.1007/s10936-024-10045-0.

[9] W L Liu and M S Chisolm, "How Art Museums Can Foster the Flourishing of Future Physicians," *Perspectives on Medical Education* 14, no. 1 (2025): 473–82, https://doi.org/10.5334/pme.1905.

[10] J Fuentesal-García et al., "COMMUNICATIVE SELF-CONFIDENCE AND MOTIVATION: AN EDUCATIONAL EXPERIENCE OF LINGUISTIC IMMERSION AND LEISURE IN NATURE," *Journal on Efficiency and Responsibility in Education and Science* 18, no. 1 (2025): 48–57, https://doi.org/10.7160/eriesj.2025.180106.

[11] M Yoshie and Y Morijiri, "Past Social Support Influences Pre-Performance Self-Confidence and Performance Quality among Student Musicians," *Frontiers in Psychology* 16 (2025), https://doi.org/10.3389/fpsyg.2025.1544059.

judgment, and avoidance behaviors.[12] Moreover, social anxiety has been found to mediate the effects of attachment patterns, peer dynamics, and self-evaluative processes on students' well-being.[13] Educational studies also report that students with stronger confidence demonstrate greater resilience when facing evaluative situations such as presentations, debates, or examinations.[14] These findings suggest that self-confidence is closely intertwined with how adolescents experience and manage social anxiety.[15]

Within the broader psychosocial literature, contextual and environmental factors have been shown to interact with individual confidence in shaping anxiety outcomes. Social support from teachers, peers, and institutions has been identified as a crucial moderator that strengthens confidence and reduces anxiety symptoms.[16] School climates that promote inclusivity and psychological safety are associated with lower levels of social fear and greater student engagement.[17] Conversely, environments characterized by high performance pressure and limited emotional support tend to exacerbate anxiety, particularly among students

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[12] L Perić, M Rabar, and T Orehovački, "The Impact of Dating Apps on the Mental Health of the LGBTIQA+ Population," *Multimodal Technologies and Interaction* 9, no. 4 (2025), https://doi.org/10.3390/mti9040030.

[13] H Liu et al., "The Effect of 'Online–Simulation–Bedside' Three-Step Teaching Method in Team Cardiopulmonary Resuscitation Skills Training of Emergency Department and Critical Care Nursing Interns—An Analysis Based on Kirkpatrick Model," *Journal of Nursing Management* 2025, no. 1 (2025), https://doi.org/10.1155/jonm/8624274.

[14] C Panjindawan and P Langprayoon, "Development of Instructional Model by Using Collaborative Learning and Role Play to Enhance Public Speaking for Rajabhat University Students in the Faculty of Education" (Phranakhon Si Ayutthaya Rajabhat University, Thai Teaching Program, Ayuthaya, Thailand: Institute of Electrical and Electronics Engineers Inc., 2025), https://doi.org/10.1109/iSTEM-Ed65612.2025.11129457.

[15] W Qazi et al., "Students' Employability Confidence in COVID-19 Pandemic: Role of Career Anxiety and Perceived Distress," *Journal of Applied Research in Higher Education* 16, no. 1 (2024): 120–33, https://doi.org/10.1108/JARHE-02-2022-0072.

[16] S Ma et al., "Applied Research on Cultivating Advanced Technical Engineering Talents Based on the Internet of Things+ Platform with Dual-Professional Teachers as the Guidance," in *Communications in Computer and Information Science*, ed. X Sun et al., vol. 1586 CCIS (Taishan University, School of Physics and Electronic Engineering, Tai'an, Shandong, China: Springer Science and Business Media Deutschland GmbH, 2022), 268–79, https://doi.org/10.1007/978-3-031-06767-9_22.

[17] R N Verdeflor et al., "Instructional Management Strategies for Addressing Low Student Engagement in Mathematics," *Environment and Social Psychology* 9, no. 12 (2024), https://doi.org/10.59429/esp.v9i12.3229.

with low confidence. [18] These insights highlight the need to examine confidence anxiety dynamics within specific educational contexts.[19]

Despite the growing volume of research, several limitations remain evident in the existing literature. Many studies focus on university students or general youth populations, leaving upper secondary school students underrepresented, particularly in religious-based educational institutions. Additionally, prior research often examines confidence-related constructs indirectly, such as self-esteem or self-efficacy, rather than explicitly addressing self-confidence as a distinct predictor of social anxiety. [20] Cultural and contextual differences also limit the generalizability of findings, as psychological processes may manifest differently across educational systems and sociocultural settings. These gaps indicate the need for context-specific empirical studies that directly assess the influence of self-confidence on social anxiety among secondary school students.[21]

Responding to these gaps, the present study focuses on examining the influence of self-confidence on social anxiety among upper secondary students at MAN 3 Banyumas. By situating the analysis within an Indonesian Islamic senior high school context, this study seeks to extend existing knowledge on adolescent anxiety and self-confidence beyond predominantly Western or higher education samples.[22] The findings are expected to contribute theoretically by clarifying the role of self-confidence in adolescent social anxiety, and practically by informing school-based counseling and preventive interventions. Ultimately, this research aims to support educators and mental health practitioners in fostering

[18] J M Martinez, *PUBLIC SERVICE EXEMPLARS: A Finer Spirit of Hope and Achievement* (Georgia Gwinnett College, Lawrenceville, United States: Taylor and Francis, 2024), https://doi.org/10.4324/9781003267423.

[19] M Bolus et al., "Influence of Social Support and Personality Traits on Digital Health Technology Adoption among U.S. Veterans: A Mixed-Methods Study," *Military Medicine* 190, no. 11–12 (2025): e2550–57, https://doi.org/10.1093/milmed/usaf258.

[20] M A Ayanwale et al., "Exploring Factors That Support Pre-Service Teachers' Engagement in Learning Artificial Intelligence," *Journal for STEM Education Research* 8, no. 2 (2025): 199–229, https://doi.org/10.1007/s41979-024-00121-4.

[21] Q Lang et al., "Mining and Utilizing Knowledge Correlation and Learners' Similarity Can Greatly Improve Learning Efficiency and Effect: A Case Study on Chinese Writing Stroke Correction," *Sustainability (Switzerland)* 15, no. 3 (2023), https://doi.org/10.3390/su15032393.

[22] O Q Allela, "Evaluation of COVID-19 Vaccination Status among University's Students, Academic and Nonacademic Staff in Mosul, Iraq," *Medical Journal of Babylon* 21 (2024): S171–76, https://doi.org/10.4103/MJBl.MJBl_983_23.

psychologically supportive learning environments that enhance students' confidence and reduce social anxiety during a critical stage of development.

RESEARCH METHODS

This study employed a quantitative approach with a correlational research design to examine the relationship between self-confidence and social anxiety among upper secondary students. The correlational design was selected because it enables empirical assessment of the degree to which variation in an independent variable is associated with variation in a dependent variable without manipulating participants or conditions. Such a design is widely used in educational psychology to capture naturally occurring relationships within authentic school contexts. Self-confidence was treated as the independent variable (X), while social anxiety served as the dependent variable (Y). The conceptual framework assumed a unidirectional influence of self-confidence on students' levels of social anxiety.

The research population comprised senior high school students within the designated research area, with MAN 3 Banyumas constituting approximately 83% of the respondent pool. This population was considered appropriate because late adolescence is characterized by heightened social demands and identity development, making it a critical period for examining confidence and anxiety. A random sampling technique was applied to ensure that each student had an equal probability of selection, thereby minimizing sampling bias and enhancing external validity. The final sample consisted of 100 students, a size deemed sufficient to support validity testing, reliability analysis, and simple linear regression. The sample size also exceeded the minimum threshold commonly recommended for correlational and regression-based quantitative studies.

Data were collected using a structured questionnaire based on a Likert-scale format to quantify students' self-confidence and social anxiety. The instrument comprised 56 items in total, including 30 items measuring self-confidence and 26 items assessing social anxiety. Each scale included both positively and negatively worded statements to reduce response bias and capture a comprehensive range of behavioral and emotional indicators. The items were developed from established theoretical indicators of self-confidence and social anxiety to ensure conceptual alignment with the

constructs under study. Questionnaire distribution was conducted online via Google Forms to facilitate accessibility and efficient data collection.

Prior to hypothesis testing, the measurement instruments were subjected to a series of prerequisite analyses to ensure data quality. Item validity was examined using Pearson product–moment correlation at a significance level of 0.05, with items retained when the calculated correlation coefficient exceeded the critical value and the significance level was below 0.05. Items failing to meet these criteria were excluded from further analysis to improve measurement precision. Instrument reliability was assessed using Cronbach's alpha, with coefficients equal to or greater than 0.60 indicating acceptable internal consistency. These procedures ensured that the retained items consistently and accurately measured the intended constructs.[23]

Assumptions required for regression analysis were subsequently evaluated. Normality of the residuals was tested using the Kolmogorov–Smirnov method, with a significance value greater than 0.05 indicating a normal distribution. Linearity between self-confidence and social anxiety was assessed through a deviation-from-linearity test, where a significance value above 0.05 confirmed a linear relationship. After all classical assumptions were satisfied, data analysis proceeded using simple linear regression. Statistical analyses were conducted with SPSS software, focusing on regression coefficients, significance values, and the coefficient of determination (R^2) to determine the magnitude and predictive strength of self-confidence on social anxiety.[24]

FINDINGS AND DISCUSSION

The results of this study describe the process of testing the instrument, the feasibility of the data, and the relationship between variable X (Self-Confidence) and variable Y (Social Anxiety) through statistical analysis. Some of the stages carried out include validity, reliability, normality, and simple linear regression

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[23] Marinu Waruwu et al., "Metode Penelitian Kuantitatif: Konsep, Jenis, Tahapan Dan Kelebihan," *Jurnal Ilmiah Profesi Pendidikan* 10, no. 1 (2025): 917–32, https://doi.org/10.29303/jipp.v10i1.3057.

[24] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Alfabeta, Bandung, 2013).

analysis. Each stage shows an overview of the quality of the instrument and the pattern of relationships between constructs.

Validity Test Results

Decision-making policy:

If the value of r is calculated > r of the table, then the question item or questionnaire statement is declared valid.

If the value of r is calculated < r of the table, then the question item or questionnaire statement is declared invalid.

Variable X

The validity test is carried out to ensure that each item of the statement in the questionnaire has the ability to measure elements that correspond to the research construct. Based on the test results on the variable X (Confidence), there were 25 out of 30 statement items that showed that the calculated r value was greater than the r of the table (0.195), so that it was declared valid. In contrast, five items numbered 10, 12, 24, 28, and 29 did not meet the criteria because the calculated r value was smaller than the r of the table. Thus, these items are not used in the subsequent analysis process because they are considered not representative enough in describing the variables being measured, and there are still statement items that represent them.

Variabel Y

In the Y variable (Social Anxiety), 26 question items show that the calculated r value is greater than the r table, so all of these items are declared valid. This condition indicates that the variable indicator Y is well structured and can describe the construct as a whole without the need to get rid of the other indicators.

The validity of the instrument is an important component of quantitative research. According to (Zayrin et al., 2025)[25], valid instruments can produce accurate data, so that research conclusions can be accounted for. The validity results in this study show that most of the indicators have successfully met these criteria.

Reliability Test Results

Decision-making policy:

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[25] Zayrin, A. A., Nupus, H., Maizia, K. K., Marsela, S., Hidayatullah, R., & Harmonedi. (2025). Analisis Instrumen Penelitian Pendidikan (Uji Validitas Dan Relibilitas Instrumen Penelitian). *QOSIM: Jurnal Pendidikan, Sosial & Humaniora*, 3(2), 780–789.

Jika nilai Cronbach's Alpha > 0,60, maka kuesioner atau angket dinyatakan reliabel atau konsisten.

Jika nilai Cronbach's Alpha < 0,60, maka kuesioner atau angket dinyatakan tidak reliabel atau tidak konsisten.

a.   Variable X

Table 1. Case Processing Summary

Cases		N	%
	Valid	100	100.0
	Excluded	0	.0
	Total	100	100.0
a. Listwise deletion based on all variables in the procedure			

Table 2. Reliability Statistics

Cronbach's Alpha	N of Items
0.759	25

Based on the output of the "Reliability Statistics" above, it is known that Cronbach's Alpha value is 0.759 (> 0.60), which indicates that the instrument is in the reliable category. This shows that the relationship between the items is quite strong and stable.

b.   Variable Y

Table 3. Case Processing Summary

Cases		N	%
	Valid	100	100.0
	Excluded	0	.0
	Total	100	100.0
a.Listwise deletion based on all variables in the procedure.			

Table 4. Reliability Statistics

Cronbach's Alpha	N of Items
0.952	26

Based on the output of the "Reliability Statistics" above, it is known that Cronbach's Alpha value is 0.952 (> 0.60), which means that the instrument is in the category of very reliable, even close to perfect.

In social research, a reliability value of > 0.70 is considered adequate to describe the consistency of the instrument. Research by (Gosal et al., 2022)[26] confirms that Cronbach's Alpha value > 0.60 already shows a good level of consistency in survey-based research. Therefore, this research instrument can be said to be quite powerful, especially on the Y variable (Social Anxiety) which has very high reliability.

Normality Test Results

Decision-making policy:

If the significance value (Sig.) is greater than 0.05, then the research data is normally distributed.

If the significance value (Sig.) is less than 0.05, then the research data is not normally distributed.

a.   Variable X

Table 5. One-Sample Kolmogorov

		Unstandardized Residual
N		100
Normal Parameters	Mean	.0000000
	Std. Deviation	15.67501215

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[26] Gosal, L. E., Jantong, A., & Pakiding, D. L. (2022). Sistem Pengukuran Kinerja Strategik sebagai Pembelajaran Organisasi untuk Meningkatkan Kinerja Manajer. *BALANCE: Jurnal Akuntansi, Auditing Dan Keuangan, 19*(1), 99–125.

Most Extreme Differences[a,b]	Absolute	0.39
	Positive	.029
	Negative	-.039
Test Statistic		.039
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

The normality test was performed using the Kolmogorov-Smirnov. Based on the output table, it is known that the significance value of Asiymp. A sig. (2-tailed) of 0.200 (> 0.05) indicates that the residual data is normally distributed.

According to research by Sudariana & Yoedani (2021)[27], the normality of the data allows researchers to conduct regression analysis without worrying about distortion of the estimation results. With the results of this normality test, the research data are declared feasible for further analysis using linear regression.

Linear Regression Analysis Results

Table 6. Linear Regression Analysis
Model Summary b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.280[a]	.078	.069	15.755

a. Predictors: (Constant), Total X
b. Dependent Variable: Total Y

The above regression output shows a correlation coefficient (R) value of 0.280. This figure illustrates that the relationship between variables X (Self-Confidence) and Y (Social Anxiety) is in the low category. The R-squared value of 0.078 indicates that the X variable accounts for only 7.8% of the variation in the Y variable. Although the contribution of variable X is relatively small, the relationship still shows an influence. This result gives an idea that variable X

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[27] Sudariana, N., & Yoedani. (2021). Analisis statistik regresi linier berganda. *Seniman Transactions on Management and Business*, *2*(2), 1–11.

remains relevant in influencing variable Y. The relationship formed is positive linear, which means that an increase in variable X still has the potential to increase variable Y, even though the influence is not strong.

Discussion

Based on the results of the analysis, the ANOVA regression equation was obtained as follows:

Table 6. Persamaan Regresi ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
		ANOVA^a				
1	Regression	2067.855	1	2067.855	8.331	.005^b
	Residual	24324.895	98	248.213		
	Total	26392.750	99			

a. Dependent Variable: Total Y
b. Predictors: (Constant), Total X

This study was guided by the research question concerning whether self-confidence significantly influences social anxiety among upper secondary students, particularly those at MAN 3 Banyumas. Adolescence is widely recognized as a developmental phase marked by heightened sensitivity to social evaluation and self-perception, which often makes social anxiety salient in school contexts.[28] Prior literature consistently emphasizes that internal psychological resources, including self-confidence and self-efficacy, play an essential role in shaping adolescents' emotional regulation and social adjustment.[29] At the same time, social anxiety has been shown to emerge through complex interactions between individual cognition and perceived social demands.[30] Within this framework,

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[28] R Anguzu et al., "Depression Symptom Severity and Behavioral Impairment in School-Going Adolescents in Uganda," *BMC Psychiatry* 25, no. 1 (2025), https://doi.org/10.1186/s12888-025-06486-z.

[29] Juárez-Rodríguez, Restrepo, and Meda-Lara, "Self-Care Mediates the Effect of Psychological Distress on the Subjective Well-Being and Quality of Life among University Students."

[30] Liu et al., "The Effect of 'Online–Simulation–Bedside' Three-Step Teaching Method in Team Cardiopulmonary Resuscitation Skills Training of Emergency Department and Critical Care Nursing Interns—An Analysis Based on Kirkpatrick Model."

examining self-confidence as a predictor of social anxiety provides a theoretically grounded and empirically relevant contribution to educational psychology research.

The first major finding indicates that self-confidence has a statistically significant influence on social anxiety among MAN 3 Banyumas students, as evidenced by the regression significance value. Although the correlation coefficient suggests a relatively low association, the direction of the relationship confirms that self-confidence remains a meaningful psychological variable in adolescent emotional functioning.[31] This result aligns with the premise that even modest psychological factors can exert measurable effects on anxiety-related outcomes in school settings. Importantly, the significance of the regression model demonstrates that the observed relationship is not a product of random variation. Thus, self-confidence can be interpreted as a contributory, though not dominant, factor influencing students' social anxiety levels.

A second noteworthy result concerns the magnitude of the explained variance, with self-confidence accounting for 7.8% of the variation in social anxiety. While this proportion is limited, it is consistent with findings in psychosocial research showing that single psychological predictors rarely explain large portions of complex emotional phenomena.[32] Social anxiety is widely understood as multidimensional, involving personality traits, social experiences, and environmental stressors beyond self-perception alone. The modest R-square value therefore reinforces the view that self-confidence functions as one element within a broader constellation of influencing factors. From this perspective, the result is theoretically coherent rather than unexpected.

Another important finding lies in the robustness of the measurement instruments used in this study. The high reliability coefficient for the social anxiety scale and the adequate reliability of the self-confidence scale indicate strong internal consistency and measurement stability. Reliable instruments reduce the likelihood that observed relationships are artifacts of measurement error, thereby strengthening confidence in the regression results.[33] This methodological strength supports the interpretation that the detected association reflects a genuine

[31] N N Harnika et al., "Educational Aspects in the Development of Multicultural Tourism: A Multisite Study on Pura Lingsar and Makam Batu Dendeng," *Edelweiss Applied Science and Technology* 9, no. 4 (2025): 1190–1200, https://doi.org/10.55214/25768484.v9i4.6224.

[32] I Zeb, A Khan, and Z Zhang, "Exploring the Influence of Core Self-Evaluation on Students' Academic Self-Efficacy: A Qualitative Study Considering Anxiety and Interpersonal Responses," *Journal of Applied Research in Higher Education* 17, no. 1 (2025): 526–41, https://doi.org/10.1108/JARHE-07-2024-0343.

[33] A K Ajele, E S Sunday Idemudia, and L E Ugwu, "The Evaluation of the General Health Questionnaire (GHQ-12) Reliability Generalization: A Meta-Analysis," *PLOS ONE* 19, no. 7 July (2024), https://doi.org/10.1371/journal.pone.0304182.

psychological pattern among students. Consequently, the findings can be considered empirically sound within the limits of the study design.

When compared with previous research, the present findings support earlier evidence that lower self-confidence is associated with higher levels of social anxiety in adolescents. Studies in diverse educational and cultural contexts have similarly shown that self-perception and core self-evaluation significantly shape anxiety-related outcomes. Research on learning anxiety and communicative confidence further demonstrates that students with stronger self-beliefs tend to experience reduced anxiety in evaluative social situations. The current results therefore reinforce the generalizability of these patterns within an Indonesian Islamic school context. This consistency suggests that the role of self-confidence in social anxiety transcends specific curricular or cultural settings.

At the same time, the relatively weak effect size partially contrasts with studies reporting stronger associations between self-related constructs and anxiety. For instance, research emphasizing mediating variables such as social comparison, attachment style, or technological anxiety often reveals more substantial indirect effects. These differences may stem from contextual factors, sample characteristics, or the exclusion of mediating variables in the present model.[34] The comparison indicates that self-confidence alone may exert a limited direct effect when broader psychosocial dynamics are not simultaneously examined. Thus, the findings both support and refine existing literature by highlighting boundary conditions of the self-confidence anxiety relationship.

An explanation for these findings can be drawn from developmental and ecological perspectives, which view adolescent anxiety as the outcome of multiple interacting systems. While self-confidence shapes how students interpret social cues and potential evaluation, external influences such as peer pressure, academic demands, and family support also contribute substantially to anxiety experiences.[35] The significant yet small contribution of self-confidence suggests that its role is facilitative rather than determinative. Therefore, caution is required in interpreting self-confidence as a singular solution to social anxiety. Instead, it should be understood as one important component within a multifactorial framework.

The implications of these findings are particularly relevant for educational practice and school-based interventions. Programs aimed at enhancing students' self-confidence such as group counseling, collaborative learning, and public speaking activities may contribute to reducing social anxiety, even if the effect is

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[34] Bolus et al., "Influence of Social Support and Personality Traits on Digital Health Technology Adoption among U.S. Veterans: A Mixed-Methods Study."

[35] Martinez, *PUBLIC SERVICE EXEMPLARS: A Finer Spirit of Hope and Achievement*.

incremental. Moreover, confidence-building initiatives are likely to interact positively with other protective factors, including social support and adaptive coping strategies. From a policy perspective, integrating psychological skill development into the school curriculum can support students' emotional well-being alongside academic achievement. Ultimately, the study underscores that fostering self-confidence is a meaningful, though not exclusive, pathway toward mitigating social anxiety among upper secondary students.

CONCLUSION

This study aimed to examine the influence of self-confidence on social anxiety among upper secondary students, with a particular focus on students at MAN 3 Banyumas as the largest and most representative population. The findings demonstrate that self-confidence has a statistically significant relationship with social anxiety, indicating that variations in students' confidence levels are associated with differences in their experiences of social anxiety. Although the strength of the relationship was relatively low, the regression analysis confirmed that self-confidence contributes meaningfully to explaining social anxiety, accounting for a measurable portion of its variance. These results suggest that self-confidence functions as a relevant psychological factor in adolescent social–emotional development, even when its influence is not dominant.

From a methodological standpoint, the study confirms that the instruments used to measure self-confidence and social anxiety were valid, reliable, and suitable for regression analysis, thereby supporting the robustness of the empirical findings. The high reliability of the social anxiety scale and the adequate reliability of the self-confidence scale indicate that the observed relationship reflects a genuine pattern rather than measurement error. Substantively, the findings contribute to the field of educational psychology by reinforcing the understanding that internal psychological resources play a role in shaping students' social experiences within school contexts. Practically, the results highlight the importance of incorporating confidence-building strategies into educational and counseling programs to help mitigate social anxiety and promote more active student participation.

Despite these contributions, several limitations should be acknowledged. The study employed a cross-sectional design, which restricts causal interpretation and limits the ability to capture changes in self-confidence and social anxiety over time. Additionally, the relatively small proportion of explained variance indicates that other psychological, social, and environmental factors not examined in this study likely play a substantial role in shaping social anxiety among students. The

focus on a single school context also limits the generalizability of the findings to other educational settings or cultural backgrounds.

Future research is therefore recommended to adopt longitudinal or experimental designs to better clarify causal mechanisms between self-confidence and social anxiety. Subsequent studies should also incorporate additional variables, such as family environment, peer relationships, academic stress, and personality traits, to provide a more comprehensive explanatory model. Expanding the research to diverse school types and regions would further enhance the external validity of the findings. Overall, continued investigation into multifactorial influences on social anxiety will strengthen both theoretical understanding and practical interventions aimed at supporting adolescents' psychological well-being.

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