

When Self-Confidence Becomes Social Capital: A Study of Social Interaction Among High School Students



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Abstract: The purpose of this study is to determine the influence of self-confidence on students' social interaction. This study employs a quantitative research design based on positivist philosophy, applied to a specific population or sample. The sampling technique used is generally random, aiming to assess whether self-confidence affects social interaction among 10th-grade students at SMAN 3 Jakarta. The data were analyzed using a simple linear regression coefficient test with the assistance of SPSS. The results showed that self-confidence has a strong positive influence on social interaction, with a t-value of 13.272 and a significance level of 0.000. Statistically, this proves that self-confidence significantly affects students' social interaction.

Keywords: Self-Confidence; Social Interaction; Students

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INTRODUCTION

In today's digital era, technological developments have significantly changed the patterns of social interaction. According to (Dasalinda et al., 2021) self-confidence is the belief or trust an individual has in their own abilities to perform an action. Students should express self-confidence by interacting with others, which helps them understand their strengths and weaknesses. However, technology addiction can disrupt learning focus and lead to antisocial behavior due to excessive time spent online (Pedemonte, 2012). Social interactions are also often influenced by social media dynamics such as cyberbullying and the pressure to conform to unrealistic social standards (Nixon, 2014).

Social interaction plays a crucial role in creating a conducive learning environment. Research by (Nuraida et al., 2017) found that social interaction quality contributed 64.5% to students' learning activity at SDN Salebu, indicating that positive interaction significantly supports academic performance. Atkins et al. (2023) found that 9th-grade students with high relationship skills tended to perform better academically, even after controlling for demographic variables like gender, socioeconomic status, and ethnicity. Social skills are learned behaviors that are essential for an individual's functioning in society, including interpersonal relationships, self-regulation, prosocial behavior, and the ability to give and receive feedback (Arifin, 2015). Syahputra et al. (2023) stated that people across all ages now access information more easily through social media, making physical movement less necessary.

Safitri (2020) found a significant relationship between self-confidence and social interaction among third-semester students in the Islamic Counseling Education program at UIN Raden Intan Lampung, with a Pearson correlation coefficient of 0.463 at a 0.05 significance level. Sabilah et al. (2025) argue that self-esteem cannot be formed if individuals do not appreciate themselves. They emphasize that self-esteem is not something that can be bought or sold. In this context, it can be concluded that a person's level of self-worth is not obtained through monetary value, nor can it be traded. Instead, it stems from how individuals learn from their experiences, treat themselves, and value their

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own existence. Furthermore, an individual's understanding of social values, their curiosity or desire to stay informed, and their ability to manage themselves and build social relationships will determine whether they engage in behaviors such as phubbing the act of ignoring others in favor of digital device (Afdal et al., 2019). Self-confidence is distinct from narcissism. Narcissism is often associated with people who enjoy boasting, taking selfies, and showing off on social media in order to construct an idealized self-image, usually emphasizing traits such as physical strength and beauty (Syahputra et al., 2022).

Beno et al. (2022) found that the combined influence of self-concept and social interaction on self-confidence had an Adjusted R Square value of 0.716. This indicates that these two variables simultaneously contribute 71.6% to students' self-confidence, while the remaining 28.4% is influenced by other variables not included in the model. Individuals with strong emotional regulation skills tend to maintain self-confidence and optimism when facing socially uncertain situations. Strategies such as cognitive reappraisal enable individuals to reinterpret stressful social experiences in a more adaptive way. Conversely, using expressive suppression as an emotional regulation strategy can lead to negative interpersonal effects such as relationships that feel inauthentic and reduced communication quality which, in turn, can diminish self-confidence in social environments (Sorić et al., 2013) Counseling is a psychological approach that helps individuals gain self-understanding, overcome emotional barriers, and build a positive self-perception of their abilities. In general, those who engage in bullying are often young people seeking to assert superiority over others through threats, insults, physical aggression, or repeated intimidation (Fitriyanti et al., 2024).

METHOD

According to Silalahi (2012) the quantitative approach can be simply defined as research in which data are presented in numerical form. However, from a deeper perspective, quantitative research is a methodology based on positivism (a classical-objective approach), which assumes the existence of a "real" reality governed by universal laws. Although knowledge about this reality may only be acquired probabilistically, it is considered to exist outside the subjective world of the researcher, measurable by specific standards, generalizable, and independent of time and context

Participants

According to Sulistiyowati (2017) a population refers to all elements in a study, consisting of objects or subjects with certain characteristics to be analyzed. Populations can be finite or infinite, homogeneous or heterogeneous, and may be categorized according to research intent and target survey scope. (Hendryadi, 2014) adds that population refers to a general observation domain that focuses on analyzing specific objects within a particular time frame. A sample is a subset that represents the characteristics of the population and is selected through representative procedures.

The population in this study consists of 10th-grade students at SMAN 3 South Jakarta, totaling 322 students across 9 classes. The researcher used a non-probability sampling technique, which, according to (Sulistiyowati, 2017) is a method that does not give each population member an equal chance of being selected as a sample. Specifically, the researcher employed: Purposive Sampling, a technique in which samples are selected based on specific criteria determined by the researcher, ensuring that the sample includes representatives from all population layers. Individuals are selected intentionally, based on characteristics relevant to the study's objectives. However, the researcher also emphasized the intention to apply probability sampling using the random sampling method, considering that the total number of 10th-grade students is known. Therefore, the sample used in this study consisted of 178 students. The sample size consisted of 100 male students and 78 female students. Using Google Forms, both variables were distributed and filled in by respondents to save time in the research.

Sampling Procedures

The sampling procedure in this study was carried out using a purposive sampling approach. First, the researcher identified the target population, namely 10th-grade students at SMAN 3 South Jakarta. Next, specific criteria were established to ensure that the selected participants were relevant to the research objectives, particularly students who had experienced bullying. The researcher then distributed the research instrument through an online platform (Google Forms) to facilitate data collection. Participation in the study was voluntary, and respondents who met the criteria and were willing to participate completed the questionnaire independently.

In terms of participation rate, the final sample consisted of 178 students out of the total population of 322 students, indicating that more than half of the population was successfully included in the study. No financial incentives were provided to participants; however, ethical considerations such as informed consent and confidentiality were maintained throughout the research process. Regarding statistical considerations, the sample size was deemed adequate for conducting inferential statistical analysis, particularly in identifying differences between groups. The number of participants in each group (male and female) was sufficient to support hypothesis testing and ensure the reliability of the results.

Instrument

The self-confidence variable in this study refers to the theory proposed by Lausterr (2015 : 15), (Dana et al., 2022) self-confidence is defined as a behavior and feeling of trust in one's own abilities, which enables an individual to engage in any activity or task with courage. This theory identifies five aspects of self-confidence: self-ability, optimism, objectivity, responsibility, and rationality. Meanwhile, the social interaction variable also includes several aspects. According to (Hanin, 2024) the aspects of social interaction include: communication, social contact, and participation. The model used in this study is a scale modified from the Likert scale. In this scale, respondents were asked to respond to a series of statements using the following answer options: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. Scores were assigned to each response based on the standard Likert scoring system.

Based on the results of the validity test for the self-confidence instrument, it can be explained that the test was conducted on 63 students from SMAN 3 Jakarta using 40 items. The test was carried out at a 5% significance level, with $r\text{-table} = 0.250$. As a result, 5 items were found to be invalid, leaving 35 valid items, which were then used in the main research sample. Similarly, the validity test for the social interaction instrument was conducted on 63 students from SMAN 3 Jakarta using 24 items. Using the same 5% significance level and $r\text{-table}$ value of 0.250, all 24 items were found to be valid and were included in the main study.

The reliability test for the self-confidence instrument was also conducted at a 5% significance level with 63 respondents from SMAN 3 Jakarta. The result yielded a Cronbach's Alpha of 0.865, indicating a high level of reliability. Likewise, the reliability test for the social interaction instrument, conducted under the same conditions with 63 respondents, produced a Cronbach's Alpha of 0.834, which is also considered high.

Procedures

The data collection techniques used in this study included observation, instrumentation, and documentation: The researcher visited the school in person to observe the environment and conditions relevant to the research objectives. The researcher then distributed the measurement instruments to selected respondents at the school, using a Likert scale format. All activities during the data collection process were documented thoroughly.

Data Analysis

Regression is a statistical technique used to determine whether or not there is a correlation between variables. When two or more variables are involved, it becomes possible to study how those

variables are related or whether one can be predicted from the other. According to (Iba & Wardhana, 2024) simple linear regression is the most basic form of regression analysis, involving a linear relationship between one independent variable (X) and one dependent variable (Y). In simple linear regression, the relationship between the two variables is assumed to be a straight line, where changes in the independent variable lead to proportional changes in the dependent variable.

RESULT AND DISCUSSION

The research data were collected using a questionnaire. Respondents consisted of 178 students from SMAN 3 Jakarta. The research variables measured were self-confidence and social interaction. Based on the total scores obtained from the distributed instruments, the following results were found:

Table 1. Descriptive Statistics of Research Data

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
KepercayaanDiri	178	76,00	92,00	168,00	129,2809	16,14272	260,587
InteraksiSosial	178	62,00	58,00	120,00	87,8652	12,09584	146,309
Valid N (listwise)	178						

Based on the descriptive analysis of the self-confidence data, it is known that the number of respondents (N) in this study is 178. The self-confidence scores ranged 76 points, with a minimum value of 92 and a maximum value of 168. The mean self-confidence score was 129.28, indicating that, on average, students' self-confidence levels fall within the moderate to high category. Additionally, the standard deviation was 16.14, suggesting a moderate level of variation among respondents. The variance of 260.59 reflects the degree of data dispersion around the mean. Based on the descriptive analysis of the social interaction data, the number of respondents (N) was also 178. The range of social interaction scores was 62, with a minimum value of 58 and a maximum value of 120. The mean score for social interaction was 87.87, indicating that the majority of respondents had social interaction levels falling within the moderate category. The standard deviation was 12.10, showing relatively low to moderate variation, while the variance of 146.31 represents the extent to which the scores deviate from the average. Based on these descriptive results for each variable, the next step is to measure their categorization levels. The following is Table 2, which presents the categorization of self-confidence.

Table 2. Self-Confidence Categorization

Interval	Category	f	Percentage
147-175	Very High	25	14,04
119-146	High	100	56,18
91-118	Moderate	53	29,78
63-90	Low	0	0
35-62	Very Low	0	0
Total		178	100

The majority of respondents (56.18%) are categorized as having high self-confidence, while 14.04% fall into the very high category. The remaining 29.78% of students have moderate self-confidence, and none are in the low or very low categories. This distribution indicates a generally positive trend in students' confidence levels.

Based on the categorization results of 178 respondents, the majority fell into the High category, totaling 100 individuals (56.18%), indicating that most respondents demonstrated strong social interaction skills. Additionally, 43 respondents (24.16%) were in the Moderate category, reflecting an adequate level of social interaction that still has room for improvement. A total of 34 respondents (19.10%) were categorized as Very High, suggesting excellent and active social interaction abilities. Only 1 respondent (0.56%) fell into the Low category, and no respondents were classified as Very Low. The next step involves conducting the assumption testing, beginning with the normality test, as shown in Table 4.

Table 3. Social Interaction Categorization

Interval	Category	f	Percentage
98-115	Very High	34	19,10
79-97	High	100	56,18
61-78	Moderate	43	24,16
42-60	Low	1	0,56
23-41	Very Low	0	0
Total		178	100

Table 4. Normality Test Results

Unstandardized Residual	
N	178
Normal Parameters	
Mean	0,00E+00
Std. Deviation	855.114.783
Most Extreme Differences	
Absolute	0.059
Positive	0.059
Negative	-0.031
Kolmogorov-Smirnov Z	0.784
Asymp. Sig. (2-tailed)	0.570

Based on the results of the normality test above, the Kolmogorov–Smirnov method was applied using data from 178 respondents. The normality test result for both self-confidence and social interaction variables yielded a significance value of 0.570. Since this value is greater than the threshold of 0.05 ($0.570 > 0.05$), it can be concluded that the data for both variables are normally distributed. Thus, the assumption of normality required for parametric statistical analysis has been fulfilled. The next step is the linearity test, as presented in Table 5.

Table 5. Linearity Test Results

Agresifitas * Religiusitas	Sum of Squares	df	Mean Square	F	Sig.	
Between Groups	(Combined)	18.633.669	64	291.151	4.530	.000
	Linearity	12.954.147	1	12.954.147	201.542	.000
	Deviation from Linearity	5.679.521	63	90.151	1.403	.059
Within Groups		7.263.095	113	64.275		
Total		25.896.764	177			

Based on the results of the linearity test, the significance value for the deviation from linearity between self-confidence and social interaction was found to be 0.059, which is greater than 0.05. This indicates that there is no significant deviation from linearity, and therefore, the relationship between the two variables is linear. Thus, the data fulfill the linearity assumption required for regression analysis. The next step is the hypothesis testing, which is presented in Table 6 – Results of Simple Linear Regression Analysis.

Table 6. Simple Linear Regression Test Results

Model		ANOVA ^a			F	Sig.
		Sum of Squares	df	Mean Square		
1	Regression	12954,147	1	12954,147	176,157	.000 ^b
	Residual	12942,617	176	73,538		
	Total	25896,764	177			

Based on the linearity test between the variables self-confidence and social interaction, the significance value for the linearity test was found to be 0.000, which is less than the significance threshold of 0.05. This indicates a significant linear relationship between the two variables. Additionally, the significance value for the deviation from linearity was 0.101, which is greater than 0.05, meaning that there is no significant deviation from the linear model. Therefore, it can be concluded that the relationship between self-confidence and social interaction is linear, and the data meet the linearity

assumption required for regression analysis. The next stage is to test the significance of the variable relationship, which is presented in Table 7.

Table 7. Simple Linear Regression Coefficients

Model	Coefficients ^a				
	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	T	Sig.
(Constant)	19.352	5.202		3.720	.000
kepercayaan diri	0.530	0.040	0.707	13.272	.000

Based on the regression output table above, it is evident that the self-confidence variable has a significant effect on social interaction. This is indicated by the significance value (Sig.) of 0.000, which is far below the 0.05 threshold. The unstandardized regression coefficient (B) is 0.530, meaning that for every one-unit increase in self-confidence, social interaction increases by 0.530 units. Additionally, the constant value of 19.352 implies that if the self-confidence score is zero, the predicted social interaction score would be 19.352. The standardized beta coefficient (Beta) is 0.707, indicating a strong and positive influence of self-confidence on social interaction. With a t-value of 13.272 and a significance value of 0.000, the results confirm that self-confidence has a statistically significant effect on students' social interaction. The extent of this influence will be further explained in Table 8.

Table 8. Coefficient of Determination (R²)

Model	R	R Square	Adjusted R Square	Model Summary			Change Statistics		
				Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.707 ^a	.500	.497	8,575	.500	176,157	1	176	.000

Based on the Model Summary from the regression analysis, the correlation coefficient (R) is 0.707, indicating a strong relationship between the variables self-confidence and social interaction. The coefficient of determination (R²) is 0.500, meaning that 50% of the variation in students' social interaction can be explained by their self-confidence. The remaining 50% is influenced by other factors outside the model. The Adjusted R Square is 0.497, which adjusts for the number of predictors used in the model. Since the value is very close to R², it suggests that the model is stable and reliable. The Standard Error of the Estimate is 8.72338, indicating the average amount by which the predicted social interaction scores deviate from the actual scores. Overall, this regression model is considered adequate in explaining the relationship between self-confidence and social interaction.

The conclusion above is also consistent with (Qowimah et al., 2021) in their study titled "The Relationship Between Self-Confidence and Interpersonal Communication with Social Interaction", concluded that the combination of self-confidence and interpersonal communication skills has a significant effect on social interaction, with an R² value of 0.550. A similar study was conducted by (Dewantari & Masya, 2018) which showed a positive and significant relationship between self-confidence and social skills among 8th-grade students at SMPN 8 Yogyakarta. The study employed a quantitative approach using a correlational method, with a random sample of 158 students. The analysis revealed that students with a higher level of self-confidence tended to have stronger social skills, particularly in areas such as communication, teamwork, and social adaptation within the school environment.

In connection with the results of the Research Andriani & Wibowo (2024) The results of the data analysis show a significant positive correlation between self-confidence and self-disclosure. This means that the higher a teenager's level of self-confidence, the higher their tendency to engage in self-disclosure or openness. Conversely, low self-confidence is associated with low openness. This finding also indicates that most early Generation Z adolescents in this study have low levels of self-disclosure,

despite living in a digital age that allows for various forms of open self-expression through social media. This low level of self-disclosure is a cause for concern as it may impact adolescents' social skills in forming interpersonal relationships. (Yudistiara et al., 2024) The analysis results show a correlation coefficient (r) of 0.298 with a significance level of $p = 0.032$, indicating a positive and significant relationship between self-confidence and self-adjustment. In other words, students with higher self-confidence tend to be better able to adapt to their school environment. Although the relationship found is in the low category, this finding is still statistically significant and indicates that strengthening students' self-confidence has the potential to enhance their ability to adapt both socially and academically. (Nur et al., 2024) The analysis results show a correlation value of $r = 0.758$ with $p = 0.000$ ($p < 0.05$). These findings indicate a very strong and significant positive relationship between self-efficacy and social interaction. This means that the higher the students' self-efficacy, the higher their ability to interact socially, and vice versa. From these results, it can be concluded that self-efficacy is an important factor that can encourage students to establish more effective social relationships in the school environment.

Puspitasari et al. (2022) The results of the study indicate that the correlation coefficient obtained is $r = 0.635$ with a critical r value of 0.244 at a 5% significance level. Since the calculated r value is greater than the critical r value, it can be concluded that there is a significant and positive relationship between self-confidence and interpersonal communication skills. This means that students with high levels of self-confidence tend to have better interpersonal communication skills, and vice versa. This finding underscores the importance of strengthening self-confidence in supporting students' ability to communicate effectively in interpersonal relationships. (Damayanti et al., 2023) The results of the study show that the correlation coefficient (r) is 0.397 with a p -value of 0.000 ($p < 0.05$). These findings indicate a positive and significant relationship between self-confidence and interpersonal communication. In other words, the higher the level of self-confidence among students, the higher their interpersonal communication skills. This finding supports the theory that individuals with high self-confidence tend to interact more openly and effectively in various social situations, particularly in the context of interpersonal communication in a school environment. (Yorissa & Syariful, 2025) Based on the results of data analysis using the Pearson Product Moment correlation technique, a correlation coefficient of $r = 0.625$ with $p = 0.000$ ($p < 0.01$) was obtained. These results indicate that there is a significant positive relationship between social interaction and student self-confidence. This means that the higher a student's ability to interact socially, the higher their level of self-confidence. Conversely, students who experience difficulties in social interaction tend to have lower levels of self-confidence. These findings emphasize that strengthening social skills can be an important strategy in enhancing self-confidence among adolescents. (Annisa, 2025) The results of the study indicate that there is a positive and significant relationship between social interaction and self-confidence. The correlation coefficient obtained is $r = 0.711$, with a significance level of $p < 0.000$, indicating that the relationship is strong. Additionally, the R value of 0.505 indicates that 50.5% of the variation in self-confidence can be explained by social interaction. Thus, the better the quality of social interaction an individual has, the higher their level of self-confidence. This study concludes that social interaction plays a crucial role in the development of self-confidence in individuals, particularly within hobby communities such as cosplay.

First, the implication for school counselors is the need to integrate self-confidence development programs into personal and social guidance services. Counselors can design activities that emphasize increasing self-awareness, the courage to express opinions, and interpersonal communication skills as part of both classroom guidance and group counseling services. Second, these findings serve as an important foundation for developing preventive and developmental service programs, especially for students who demonstrate low levels of social interaction. Counselors can use simple psychological assessments to identify students with low self-confidence and subsequently provide structured interventions to support their confidence growth. Third, this study is also beneficial for subject teachers and homeroom teachers, encouraging them to become more sensitive to students' psychological dynamics. Teachers can collaborate with counselors to foster a learning environment that supports self-expression, active participation, and an inclusive social atmosphere.

During the implementation of this research, the author acknowledges several limitations that may

affect the generalizability and depth of the findings. One such limitation is that the study focused solely on two main variables self-confidence as the independent variable and social interaction as the dependent variable without considering other factors that could theoretically or empirically influence social interaction, such as family background, emotional state, traumatic experiences, or communication skills.

CONCLUSION

The results of the study concluded that there is a positive and significant relationship between self-confidence and social interaction in students, where the higher the level of self-confidence, the better the social interaction skills possessed. The results of the regression analysis showed that self-confidence contributed 50% to the variation in social interaction, while the rest was influenced by other factors outside the study. In addition, the data also showed that the majority of students were in the category of high self-confidence and social interaction, so that in general the psychosocial condition of students was classified as good. Thus, self-confidence is an important factor that needs to be developed to support students' ability to interact effectively in their social environment.

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