

Comparasion of Self Confidence Levels Between Active and Inactive Students in Extracurricular Activities



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Abstract: Understanding students' confidence is important, as it affects their academic performance, social interactions, and personal growth, which may be influenced by their involvement in extracurricular activities. This study aims to compare the level of confidence between active and inactive students in extracurricular activities at SMPN 277 Jakarta. This study used a quantitative approach using a comparative method. The population in this study was class VIII students of SMPN 277 Jakarta which numbered 250 students and samples were taken using Isaac and Michael's tables. The research instrument is a Likert scale questionnaire that measures confidence. Data analysis includes descriptive statistics, validity and reliability tests, normality and homogeneity tests, and t-Independent tests. Research results show that involvement in extracurricular activities positively affects students' increased confidence, implying that schools need to further encourage students' participation in these activities as a means of psychological and social development.

Keywords: self-confidence; extracurricular; students

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INTRODUCTION

Social skills are an essential foundation for individuals to interact and adapt to the environment, which directly affects a person's level of confidence (Rosada, 2025; Syahputra, 2025). Self-confidence is the psychological aspect of crusila that correlates with the courage of expression, the intimacy in learning, and optimism in the face of academic and non-academic challenges. Conversely, low self-confidence can trigger passive attitudes and anxiety, hampering one's potential. This phenomenon has become increasingly relevant in educational contexts, where participation in extracurricular activities is often associated with the development of confidence. According to a survey conducted by the Ministry of Education and Culture in 2022, students who are active in extracurricular activities show a 25% increase in self-evaluation of their ability to complete tasks. This data shows that strengthening confidence through extracurricular activities can contribute to increased self-efficacy.

According to a study conducted by Fitriani (2022), who reported that active students had an average confidence score of 78.5, while inactive students only had an average score of 62.3. These numbers clearly indicate significant disparity. Extracurricular activities, which include various non-academic activities such as sports, arts, and student organizations, serve as a means of developing potential, interest, and burning of students (Permendikbud No.62 of 2014). Active involvement in this activity proved effective in building confidence because it provided students with opportunities to show talent, competence, and achieve achievements outside the academic realm (Hartmann & Schmid, 2021).

Intense social interactions in extracurricular activities also support the development of

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confidence. Previous research confirmed a positive relationship between extracurricular participation and improved character and confidence, including decision-making and problem-solving abilities (Supriyadi, 2022; Nuraini, 2023). However, there were inconsistencies in the findings, where not all students involved in extracurricular activities showed a high level of confidence, indicating other factors affecting this relationship such as activity type, participation intensity, or individual experience.

METHOD

Based on the results of research on the difference in confidence level between active and inactive extracurricular students at SMPN 277 Jakarta, it was found that the data of the two groups were normally distributed according to the Kolmogorov-Smirnov test, and had homogeneous variances based on the Levene test. The Independent Test Sample-test results showed that the obtained t-value was 27,920 with a degree of freedom (df) of 144 and a significance value (Sig. 14). 2-tailed) 0.000 ($p < 0.05$). This is a significant difference between the two groups. Thus, it can be concluded that activities in extracurricular activities have a significant effect on students' confidence levels.

Participants

The population of this study was all students of SMPN 277 Jakarta. The school year 2024/2025, with a total of 250 students. Based on the data, 71% of respondents were active students and 29% were inactive students. The samples were determined using Isaac and Michael tables with 95% confidence levels, and the sampling technique used was simple random sampling.

Materials and Apparatus

The research instrument is a Likert scale questionnaire that measures the scale of confidence based on Lautser's theory. The scale consists of 36 statements with four answer options (Very Agree, Agree, Disagree, and Very Disagree). The validity of the grains was tested using Pearson correlation, and reliability was tested using Alpha Cronbach.

Procedures

The variables tested were extracurricular activities (active/inactive) as independent variables (X), and the dependent variables, self confidence (Y). Variable testing is performed after the instrument test is declared valid and reliable. In this study, researchers conducted a trial before distributing the questionnaire to students of SMPN 277 Jakarta, which resulted in a valid and reliable questionnaire. Invalid items were omitted, so the questionnaire could effectively determine whether there was a significant relationship through hypothesis testing. The hypotheses statistically tested in this study are as follows:

HA: There is a difference in the level of confidence between students who are active and inactive in extracurricular activities.

H0: There is no difference in the level of confidence between students who are active and inactive in extracurricular activities.

Design or Data Analysis

The data analysis technique used in this study is Statistical Product and Service Solutions (SPSS) version 25 for Windows. Analysis techniques used to test variables are normality tests, homogeneity tests, hypothesis tests, and description tests

RESULT AND DISCUSSION

Table 1. Overview of Confidence Levels by Category (n=146)

Interval Skor	Kategori	Frekuensi	%
>108	High	7	4,8
72-108	Medium	120	82,2
<72	Low	19	13,0
Total		146	100

Based on the table above, of the 146 respondents, 7 students (about 4.8%) had high confidence, 120 students (82.2%) were in the medium category, and 19 students (13%) were in the low category. These findings suggest that, in general, students' confidence levels are in a moderate category.

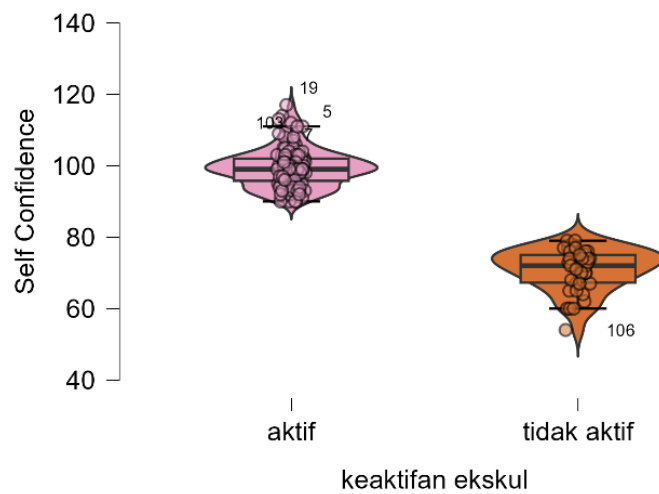


Figure 1. Boxplots Self Confidence

Violin plots of Confidence show that extracurricular active students have more concentrated scores in the range of 105, with a range of 100 to 110. Students who are not active extracurricular have a lower score, mostly in the range of 70-90. Interpretation: This data shows a positive correlation between extracurricular activities and confidence levels. Students who actively participate in extracurricular activities tend to be more confident than inactive students.

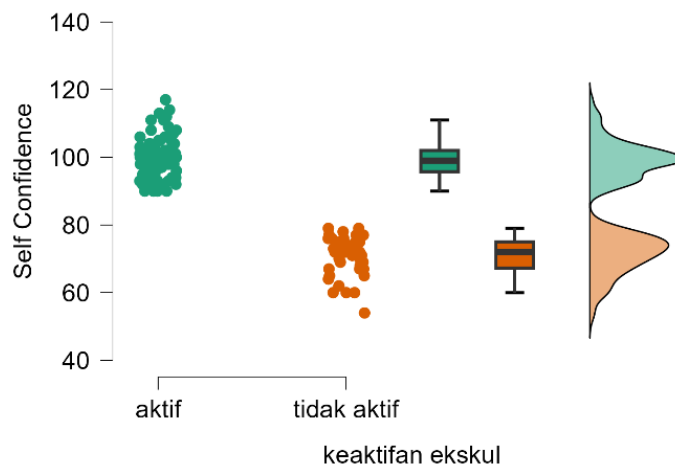


Figure 2. Raincloud Plots Self Confidence

Raincloud plot above shows that activities in extracurricular activities are positively collating with self confidence levels. Self confidence level comparisons are distinguished by active and inactive groups. The distribution of points in the active group was concentrated in the higher score range, while in the inactive group concentrated in the lower score. Meanwhile, Boxplot shows that the median of the active group is far above the median of the inactive group. The distribution of scores in active groups also tends to be closer around the average value. In contrast, inactive groups have lower average scores with more spread out data. The visualization results further reveal that students who actively participate in extracurricular activities tend to have higher and more concentrated confidence scores compared to inactive students. This finding supports the theory of Bandura (1997), which emphasizes that mastery experiences are the most influential source of self-efficacy. Extracurricular activities provide repeated opportunities for success and achievement, which gradually strengthen students' confidence in their abilities. On the violin the plot shows a relatively symmetrical distribution of scores in both groups.

Table 2. Normality Test Results

N		104	42
Normal Parametersa,	Mean	99.4808	70.8810
	Std.Deviation	5.48959	5.87762
Most Extreme Differences	Absolute	0.092	0.123
	Positive	0.092	0.084
	Negatif	-0.076	-.0123
Kolmogorov-Smirnov Z		0.942	0.798
Asymp. Sig. (2-Tailed)		0.337	0.548

Based on the normality test conducted in this study using the Kolmogorov-Smirnov method, it can be concluded that the data for both variables, namely active and inactive extracurricular students, are normally distributed. This is shown with significance values (asymto-sig. 2-tailed) for each variable greater than 0.05. For active students, the significance value is 0.337, while for inactive students is 0.548. Since both values exceed the 0.05 threshold, it can be concluded that the data for both variables do not deviate significantly from the normal distribution, thus satisfying the assumption of normality required for parametric statistical analysis.

Table 3. Self Confidence Statistics Description

Extracurricular Activities	N	Minimum	Maksimum	Mean	Std. Dev
Yes	104	90	117	99.48	5.49
No	42	54	79	70.88	5.88

Based on the descriptive analysis, the average self-confidence score of students active in extracurricular activities was 99.48 (SD = 5.49), compared to inactive students at 70.88 (SD = 5.87). The average difference of almost 29 points indicates a wide gap between the two groups.

Table 4. Independent T-Test Results

	T	df	P
Self-Confidence	27.92	144	< .000

According to the Independent Sample-test, 27.92 with p – value of 0.000 (< 0.05) was obtained so that there was a statistically significant difference between the level of self-confidence of active and inactive learners in extracurricular activities. The average self-confidence score of students who are active in extracurricular activities is 99.48 points higher by 29 points than inactive students by 70.88. 95% confidence intervals show an average difference in the range of 26.575 to 30.625, which means that this difference is very consistent. The findings indicate that most students fall within the moderate category of self-confidence, suggesting that while students possess a sufficient level of confidence, it has not yet reached an optimal level. This condition reflects a developmental phase in adolescence where individuals are still forming their identity and self-concept. According to Santrock (2018), adolescents

commonly experience fluctuations in self-confidence as they navigate social and academic demands. Therefore, the school environment becomes a crucial setting for fostering confidence through structured developmental opportunities.

In addition, the significant difference between active and inactive students highlights the important role of extracurricular activities as a developmental context. Participation in such activities allows students to engage in social interaction, teamwork, and leadership roles. Research by Fredricks & Eccles (2006) found that extracurricular involvement is positively associated with improved psychological adjustment and social competence. These aspects are closely linked to the development of self-confidence, reinforcing the importance of non-academic programs in schools. Moreover, the relatively consistent distribution of confidence scores among active students suggests that extracurricular environments provide a stable and supportive context for personal growth. Structured programs guided by mentors create opportunities for feedback, recognition, and self-expression. This aligns with the findings of Mahoney et al. (2005), who argue that organized activities contribute significantly to adolescents' emotional and social development by promoting positive self-perceptions and resilience.

CONCLUSIONS

The results of this study indicate that there is a significant difference in the level of self-confidence between students who are active and those who are inactive in extracurricular activities at SMPN 277 Jakarta. Students who participate actively tend to have higher levels of self-confidence. These findings suggest that involvement in extracurricular activities contributes positively to the development of students' confidence. Therefore, extracurricular activities can serve as an effective medium for enhancing students' confidence through social interaction, achievement experiences, and participation in a supportive environment. Future researchers are encouraged to explore additional factors influencing students' self-confidence and to involve a broader sample across different schools and educational levels to obtain more comprehensive findings.

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