

The Impact of Self Confidence on Student Discussion Activeness of PAI IAIN Palangka Raya

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Abstract

Activeness in the lecture process will help students understand the course of lectures. For this reason, as prospective teacher students, they are required to be able to have self-confidence so that in the lecture process they will be able to be actively involved in a discussion and in the future when they graduate they will be able to become teachers who are able to build student motivation. The purpose of this research is the impact of self-confidence on active discussion during lectures. The method used in this research is descriptive qualitative with the subject of class 2019 students. The results of this study indicate that students who have confidence in their lectures will actively discuss boldly expressing opinions, communicate clearly and have motivation to excel.

Keywords: Self-confidence, Active, Discussion

Abstrak

Keaktifan dalam proses pembelajaran akan membantu mahasiswa dalam memahami jalannya perkuliahan. Untuk itu, sebagai mahasiswa calon guru dituntut mampu memiliki kepercayaan diri sehingga dalam proses perkuliahan akan dapat terlibat secara aktif dari sebuah diskusi dan kedepannya ketika sudah lulus akan mampu menjadi guru yang mampu membangun motivasi peserta didik. Tujuan dari penelitian ini adalah dampak kepercayaan diri terhadap keaktifan diskusi pada saat perkuliahan. Metode yang digunakan dalam penelitian adalah kualitatif deskriptif dengan subjek mahasiswa Angkatan 2020. Hasil dari penelitian ini menunjukkan bahwa mahasiswa yang memiliki kepercayaan diri dalam perkuliahan maka akan aktif berdiskusi dengan berani mengeluarkan pendapat, komunikasi dengan jelas dan memiliki motivasi untuk berprestasi.

Kata kunci: Kepercayaan Diri, Keaktifan, Diskusi

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INTRODUCTION

In the current era, it is not uncommon in the world of education to have competition, whether it's in terms of achievement to achieving the best accreditation. The competition in question is competing to achieve the goals of education itself and focuses on the goal of maturing students, more precisely helping students to be competent enough to carry out their own tasks (Surawan, Anshari & Sari, 2022). With that, educators use their expertise and professionalism in carrying out the learning process so that it runs smoothly, effectively, and efficiently so that it makes it easier to achieve educational goals. It is known that effective and efficient learning itself can be seen from the creation of a good, fun, and interesting learning atmosphere. One of the things to achieve the goal of education itself is by providing learning by way of discussion. By discussing it will open opportunities for students to express and express their opinions. Discussions can be carried out by exchanging ideas well between educators and students or fellow students. With learning by way of discussion, it will increase students' understanding (Mardiansyah, 2017: 35).

Kyriacou in Setyosari conveys that effective learning includes the subject matter, namely active learning time and quality of instruction, related to the amount of time students have when learning takes place, how in the learning process students are involved to achieving what is desired. Then related to the actual quality of learning, how the learning process or interaction can occur between educators-students, or between students-learning resources. Thus, effective learning cannot be separated from quality matters because the quality of learning outcomes depends on the effectiveness of existing learning or the occurrence of the learning process (Setyosari, 2014). This is like a discussion which is one way to make learning quality.

There are at least two important factors that influence adult learning in the classroom, namely cognitive and affective aspects. Cognitive is actually a student's ability to process information and knowledge by using the brain while affective relates to a very personal or individual who usually controls learning success based on interest, motivation, and self-confidence, etc. (Brown, 2000). Content material at the university level usually requires students to move more independently with lots of discussions and presentations. In this case, the characteristics of students are very active, proactive, and have high self-confidence to complete all processes and activities in class (Anwar, 2016). The affective aspect of self-confidence in this case is very important to pay attention to in adult learning content subjects, especially students (Gan, 2004; Syamsudin, 2012).

People who have high self-confidence have good potential to improve their mastery because this self-confidence has awakened students to prepare for class readiness (Mifsud, 2011). Otherwise, when students do not have enough confidence to join the class, the danger is that they will never enjoy learning and end up creating a high possibility of deviating from the class (Koosha, et.al., 2011; Moosa, et.al., 2011; Sabokrouh, 2013). Confidence is built because students have natural experience in the process of achieving learning goals and the learning process. Learning objectives are important to note because it is the initial process to direct students to be able to complete all activities easily. The realization of this goal usually causes ease in realizing the learning process, especially the strategies offered by lecturers (Anwar, 2015).

In fact, choosing a teaching strategy that really opens students' awareness to naturally follow the learning process is not an easy thing. Even the most complex teaching strategies do not always guarantee successful student engagement. There must be some underlying issues that are based on the successful application of teaching strategies to adult learners. Some experts agree that the more variety and originality of teaching procedures given to adult classes, this will potentially open students to create creativity and original learning outcomes. This in turn automatically creates the capacity of students to increase their self-confidence because they feel that activities can be done individually and easily or in groups, which in turn makes them enjoy class (Anwar, 2010). With regard to the explanation above, active discussion will make a major contribution for a student in understanding the lecture process (Suhartono, 2019).

Even so, it cannot be denied that students are also human beings who have their own

character, uniqueness and way of development. Ranging from cognitive, affective to psychomotor. Behind the uniqueness and character of a student, of course, it is also influenced by the background he has. Even this will also have an impact on his sense of self-confidence in socializing in the surrounding environment. Not surprisingly, if every student has unequal self-confidence, there are those who feel low, moderate, sufficient, high and even excessive self-confidence (Hakim, 2005; Amri, 2018). We can see this in the learning activities in everyday classes, there are those who deliver their assignments nervously, stutter or don't even dare to move forward because they feel they are less capable, unsure, or even don't believe in themselves. There are also those who are very confident with exaggerating in expressing opinions but in the end, they are laughed at. From this it can be seen that not only for students but also everyone needs something called self-confidence both individually, in groups and others (Ghufron & Risnawati, 2011).

Every student has a different level of self-confidence, which of course will also have an impact on his activeness in discussions, especially in his daily life. Based on observations as well as direct experience obtained by researchers, it is known that students of PAI class of 2020 at IAIN Palangka Raya were initially taught in random classes, so almost every week researchers could take part in learning and enter different classes in each subject. This is also experienced by researchers in the following semester where students are divided into several classes starting from class A, B, C and so on. Each class also includes male and female students with an average number of classes of 36 people. To be precise, there was a merger of classes in the IT-Based PAI Learning and History of Contemporary Religion course in Semester 4, it is known that PAI students Class of 2020 at IAIN Palangka Raya tend to be difficult to express themselves and tend to be more introverted or introverted. This happens in the teaching and learning process, when given the opportunity to discuss by lecturers who are only active, only a few people and even then, only the same people. This is due to a lack of confidence in himself. When a person cannot believe in himself, it will be difficult for him to express himself starting from his thoughts, feelings, and abilities to other people. So, with low self-confidence in taking steps or achieving what you want, you will always be haunted by fear and doubt. Moreover, the mind is always far from positive about itself which makes it difficult to achieve goals and develop its potential. From this description it can be seen that the style of thinking is the basis of self-confidence (Taylor, 2011).

Apart from the style of thinking, the ability to communicate is also very important. Because if a student has a problem with his speaking ability, it will be difficult for him to develop a conversation with other people and can cause a feeling of nervousness, stiffness and preferring to be silent. As a result, these students feel afraid of themselves, ashamed and not confident, moreover, they will continue to be closed and find it difficult to develop (Hendra, 2007; (Mirhan, 2016). Self-control or self-concept is defined as the ability to arrange, guide, regulate, and direct forms of behavior that can lead to positive consequences. Self-concept is also said to be the human ability to withstand and control inappropriate social behavior (Hamdanah & Surawan, 2022).

From this presentation, only a portion of the course can be observed and obtained regarding the impact of self-confidence in class. However, it is possible that the 2 courses above are representative enough to see a lack of self-confidence in discussions. Plus, when presenting papers in class, in the discussion only certain people and the same people are always active in asking and answering questions. Thus it has an impact on the discussion process and loss of courage in doing new things and accepting existing challenges. This is caused by thinking that they feel inadequate and embarrassed, making it difficult to express opinions, argue, and even discuss with their group mates.

People who are good at discussing their learning in class with PAI students Class of 2020 at IAIN Palangka Raya because they have a sense of self-confidence. Of course, he will have positive thoughts about himself both in terms of appearance, cognitive, affective and psychomotor abilities. On the other hand, the learning process will be fun with people who have this self-confidence attitude, because they are able to examine, accept, appreciate and pay attention to what the lecturer or friend conveys when giving material to increase the sense of self-confidence and a questioning communication process occurs. answer well by exploring the feelings you have by expressing your thoughts freely and with direction (Aristiani, 2016).

In line with Sumarno who revealed that the growth of a person's self-confidence is when he has a need for freedom of thought and feeling (Andayani & Amir, 2019). Self-confidence is quite important for every student to have, both in implementing it in class in discussions and socializing in everyday life. Thus, he will know the potential he has. For this reason, the purpose of this study is how the impact of student self-confidence can increase activeness in discussion. Because as a candidate for a religion teacher, it is hoped that by being active in the lecture process students will better understand the material delivered by a lecturer (Dariyo & Dkk., 2007; Dewi & Suharso, 2013).

With the results of this research, it is hoped that it can contribute to knowledge in primary education, especially Islamic Religious Education related to self-confidence and discussion. Apart from that, it is hoped that it will also be useful for students so that it becomes input material to pay attention to the level of self-confidence. In addition, it can be used as input material to increase self-confidence in dealing with problems in discussions. For institutions, it is hoped that the research results can serve as input material in preparing learning methods to increase active discussion in class for the researchers themselves.

METHOD

This research is research with descriptive analysis with a qualitative approach and literature study. The data were obtained through scientific journals, books, and other relevant sources. The qualitative research process was carried out in several ways, namely: interviews, collecting specific data from informants or participants. The informant (subject) himself is a person of choice from the 2020 batch of PAI (Nugrahani, 2014). The selected people are in accordance with predetermined criteria and the needs of the researcher.

Data collection techniques and instruments were carried out using in-depth interviews and participant observation of several informants, in this case the researcher interviewed several students of the Islamic Religious Education Study Program at IAIN Palangkaraya Class of 2020. The data collected was related to the impact of self-confidence on the active discussion of PAI IAIN Palangkaraya students Class of 2020. Based on the explanation above, the researchers conducted interviews with 3 (three) informants to gather data about self-confidence during discussions in class. This interview aims to answer the problems that the researchers have set.

RESULT AND DISCUSSION

The Impact of Online Games on Student Discussion Activity

A person's self-confidence is not formed by itself but is related to a person's personality and is influenced by factors originating from childhood experiences within the individual himself (Hamdanah & Surawan, 2022). However, it needs continuous training according to self-development and one's age. The activities carried out by someone will be able to hone one's self-confidence such as discussions, public speaking, stories and so on. A sense of self-confidence will also provide enthusiasm for achievement. Because there are at least two factors that cause a person to be able to achieve, namely internal factors (related to everything that comes from students) such as motivation, talents, interests, intelligence, attitudes, health, feelings, and other factors. Meanwhile, external factors (influence originating from outside oneself) such as facilities and infrastructure, community, environment, teachers, learning methods, social and economic conditions (Evi, 2016; Surawan, 2020).

Dare to express to opinion.

Courage in opinion requires a boost of high self-ability. So that someone dares to express his ideas or ideas well in public (Widodo, 2016). Someone will realize that personal Self-confidence has an impact on being active during discussions, especially when the other person is talking, the environment, conducive knowledge references and make it a motivation in increasing self-confidence so that being active in discussions and discussions is an interactive learning model and organized class management well (Evi, 2016; Surawan & Arzakiah, 2022). In addition, he said, there are internal factors that also have an impact, such as encouragement within oneself that these problems must be solved. So that motivation such as praise from lecturers, enthusiasm from good friends and interlocutors becomes something that is quite important in helping to increase self-confidence (Suhartin, 2004; Rifai, 2016; Wibowo, 2016).

The interaction built by the lecturer will motivate students so that a dialogue process occurs and is able to provoke student participation to express opinions. This interaction will require students to be active, creative, and happy which involves them optimally, mentally, and physically. The level of their activity, creativity, and enjoyment in learning is a continuous range from the lowest to the highest (Surawan, 2019).

Clear Communication

Starting communication for some people is very difficult, especially when discussing in class. This certainly requires a great deal of courage and self-confidence which is further strengthened by not a few references. However, because he is used to it and has the urge to be obliged to ask questions during discussions, he feels that he must be confident in himself and believe in himself to be active or participate in discussions (Kanza et al., 2020). With good learning methods, it is also a component that also becomes an important influence in the learning process (Mariadi & Surawan, 2023). Indeed, at the start one has to let go of shame and have to participate (Nurhadi & Kurniawan, 2018). In this case, self-confidence can be instilled through the daily study and study process and foster the habit of being brave in socializing both inside and outside the classroom or in the school environment, therefore self-confidence is a personal trait that must be possessed. to the participants themselves. Lack of self-confidence arises because of fear, anxiety, worry, uncertainty accompanied by feelings of palpitations and body tremors that are psychological or psychological problems in children caused by external stimuli (Hamdanah, Surawan & Rizki, 2022).

The discussion will make the communication process fluid. In addition, frequent communication with fellow friends makes him understand his friends better so that his self-confidence increases because he is used to communicating. With this habit, you make yourself more controlled so that what you do can be done calmly and confidently so that the discussion activities that take place can run smoothly and effectively. This will be an example of behavior and attitudes between educators and students who through their good deeds are expected to be role models for others (Surawan, Syabrina, El Bilad & Azmy, 2022).

Increase Motivation to Achieve

Lecturers as educators must be able to build student motivation so that processes such as encouragement from lecturers such as praise when active and able to answer questions. As for what is meant by motivation to learn is something that gives rise to encouragement or driving force, enthusiasm for learning (Jannah, Surawan & Yusuf, 2022). This becomes a motivation for him, to be able to control himself well, to have good learning outcomes/achievements so that he is confident and capable in these subjects, and often communicates among friends and with lecturers or the surrounding environment. Motivation has a strategic role in one's learning activities. No one learns without motivation. In order for the role of motivation to be more optimal, the principles of motivation in learning are not only known, but must be applied in teaching and learning activities (Surawan, 2020: 96).

This is in line with the research results from Perdana which obtained research results that students who have a high level of self-confidence can often have high social motivation as well, therefore they will automatically be actively involved in teaching and learning activities (Kochhar & A. Ariobimo Nusantara, 2008; Perdana, 2017). Even though Self-confidence has quite an impact on active discussion, it is necessary for educators to continue to direct and provide encouragement so that Self-confidence will always give a positive impression in the learning process. Self-confidence is an

attitude that students must have because it has been explained that with a sense of self-confidence a person will be freer to know what he wants to know, such as in this discussion to solve problems. In addition, a confident individual will easily do what he wants because of his open attitude, confident in himself, believes in what he is doing and can develop himself (Kamil, 2012: 45; Nurika & Asyanti, 2016; Rohma, 2018). However, it should be noted that Self-confidence is not always good when it is used excessively, for example in expressing opinions exaggeratedly until they leave the discussion this will also have an impact on the understanding of other friends. Coupled with excessive Self-confidence so that it enters the realm of arrogance, then it is also not good. For this reason, the role of the lecturer is also quite important in directing students so that discussion learning runs smoothly and is enjoyable (Syafuruddin, 2017; Sinar, 2018).

CONCLUSION

Every method used by an educator will have an impact on students. For this reason, an educator is required to always develop creativity and professionalism, to be able to give enthusiasm to students. Based on the discussion above, it can be concluded that the impact of self-confidence on active discussion in class 2020 PAI students is that students are brave enough to express opinions, have clear communication and increase motivation to achieve.

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