

The Role of Self-Confidence and Self-Awareness in Enhancing Academic Value: An SEM Analysis

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ABSTRACT

Self-confidence and self-awareness are psychological factors that play an important role in academic success, but the simultaneous relationship between the two to academic grades is not fully understood. This study aims to analyze the influence of self-confidence and self-awareness on the academic grades of high school students in Magelang using the Structural Equation Modeling (SEM) method. The study involved 50 students who were selected purposively, with data collected through a questionnaire based on a 5-point Likert scale. The instrument's validity was tested using Confirmatory Factor Analysis (CFA), while reliability was measured through Cronbach's Alpha. The results showed that self-confidence significantly influenced 0.490 academic scores, while self-awareness contributed 0.262. Combining the two explains 45.2% of the variance in academic scores. The research model fit well (GFI 0.91; CFI 0.93; RMSEA 0.058). This research emphasizes developing confidence and self-awareness to significantly improve students' academic achievement.

Keywords:

Confidence; Self-Awareness; Academic Value; SEM.

ABSTRAK

Kepercayaan diri dan kesadaran diri merupakan faktor psikologis yang berperan penting dalam keberhasilan akademik, namun hubungan simultan keduanya terhadap nilai akademik belum sepenuhnya dipahami. Penelitian ini bertujuan menganalisis pengaruh kepercayaan diri dan kesadaran diri

terhadap nilai akademik siswa sekolah menengah di Magelang menggunakan metode Structural Equation Modeling (SEM). Penelitian melibatkan 50 siswa yang dipilih secara purposif, dengan data dikumpulkan melalui kuesioner berbasis skala Likert 5 poin. Validitas instrumen diuji menggunakan Confirmatory Factor Analysis (CFA), sementara reliabilitas diukur melalui Cronbach's Alpha. Hasil menunjukkan kepercayaan diri memiliki pengaruh signifikan sebesar 0,490 terhadap nilai akademik, sementara kesadaran diri berkontribusi sebesar 0,262. Kombinasi keduanya menjelaskan 45,2% variansi nilai akademik. Model penelitian menunjukkan kecocokan yang baik (GFI 0,91; CFI 0,93; RMSEA 0,058). Penelitian ini menegaskan pentingnya pengembangan kepercayaan diri dan kesadaran diri untuk meningkatkan prestasi akademik siswa secara signifikan.

Kata kunci:

Kepercayaan Diri; Kesadaran Diri; Nilai Akademik; SEM.

1. Introduction

Education is one of the key aspects of individual development (Sanford, 2017) Where academic achievement is often a key indicator of educational success (Alyahyan & Düşteğör, 2020). In this context, psychological factors such as self-confidence (Pinar, Yildirim, & Sayin, 2018) Self-awareness plays a very important role (Eurich, 2018). High self-confidence can increase students' motivation and courage in facing academic challenges (Chang et al., 2022), Self-awareness allows students to recognize their strengths and weaknesses (Feize & Faver, 2019), thereby improving their learning strategies (DeMink-Carthew et al., 2020).

This research is based on psychological factors such as self-confidence and self-awareness that have been identified as important elements in academic success (Shealy et al., 2019), the direct relationship and interaction between these factors on students' academic grades has not been fully understood. In addition, existing research tends to analyze these two factors separately without exploring how their simultaneous interactions can affect learning outcomes. This shortcoming creates a significant knowledge gap, especially in the context of secondary school students in the Magelang area, who are the subject of the study (Ramadan Elbaoui Shaddad & Jember, 2024).

The theory of self-confidence put forward by Albert Bandura (Bandura, 1978) Self-efficacy affirms that a person's confidence or belief in his ability to complete a task affects motivation and performance. Bandura argues that individuals with high levels of confidence tend to be more persistent in facing challenges (Zapko et al., 2018), More likely to set high goals and more resilient to failure. This concept also suggests that self-confidence is not only dependent on previous experience (Charness et al., 2018), but is also influenced by external and social feedback (Gottlieb et al., 2022). Bandura suggests that increased self-confidence can be achieved through successful experiences (White, 2009), observation of successful others, as well as social support and positive feedback (Mishra, 2020).

The theory of self-awareness proposed by Daniel Goleman in Emotional Intelligence (Goleman, 2005) Shows that self-awareness is the ability to recognize and understand one's emotions and their impact on behavior and decisions. Self-awareness allows individuals to reflect more on their strengths and weaknesses, as well as how they interact with others (Eurich, 2018). Goleman emphasizes that high self-awareness contributes to better emotional regulation (Hadi & Gharaibeh, 2023), wiser decision-making, and greater interpersonal effectiveness (Hadi & Gharaibeh, 2023). Self-awareness is an essential component of emotional intelligence that affects various aspects of life, including academic achievement.

Academic value theory is often associated with learning motivation theory, such as the Achievement Goal Theory developed by Carol Dweck (Dweck, 1986). According to this theory, academic value can be understood as an individual's beliefs regarding the importance of academic achievement and how this affects their learning goals and motivation. Dweck identifies two types of goals: performance goals and learning goals. Achievement-oriented goals focus on results and comparing with others, while learning-oriented goals focus on improving their skills and knowledge. These two types of goals affect how students perceive their academic grades and how they strive to achieve them.

Given the importance of self-confidence and self-awareness explained through various theories (London et al., 2023), It is important to integrate this understanding in the context of academic achievement. High self-confidence can increase students' motivation and resilience in facing academic challenges, while good self-awareness allows students to assess and manage their learning strategies more effectively. Combining these two factors can give us deeper insights into how they affect students' academic grades. This study aims to comprehensively explore this relationship using the Structural Equation Model (SEM) approach, which allows for an in-depth analysis of the direct and indirect relationship between self-confidence, self-awareness, and academic achievement, as well as provides a clearer picture of how these psychological factors interact to influence student learning outcomes.

This study uses the Structural Equation Modeling (SEM) approach, as recommended by Hair et al., (2010) To analyze the relationship between students' self-confidence, self-awareness, and academic grades. Hair et al. stated that SEM is an effective statistical method for testing causal relationships between latent variables, especially in models involving many independent and dependent variables and interactions between them (Hair et al., 2019). SEM allows for testing direct and indirect relationships, making it particularly relevant for simultaneously investigating the effects of self-confidence and self-awareness on students' academic achievement.

Previous research has revealed various relationships between self-confidence, self-awareness, and academic achievement. For example, research by Mulya & Lengkana (2020) Shows that high self-confidence can increase students' motivation and academic achievement. In contrast, a study by Vasudev et al. (Vasudev et al., 2024) Emphasized the importance of self-awareness in helping students identify their strengths and weaknesses, which positively impacts academic achievement. Another study by Li and Gao (2020) highlights how self-confidence and self-awareness contribute to effective self-regulation, influencing student learning outcomes (Li & Gao, 2020). Academic confidence has a significant impact on students' academic achievement. Finally, research by Yolanda underscores that a good combination of self-confidence and self-awareness can improve students'

learning strategies and academic outcomes (Yolanda et al., 2021). This study shows that self-confidence and self-awareness are important in academic achievement. Still, the lack of studies that integrate these two factors simultaneously motivates these studies to fill the gap.

However, although many studies have shown a link between self-confidence and academic achievement, as well as between self-awareness and learning outcomes, there is still a need to understand better how these two factors interact with each other and affect overall academic grades. In addition, the analysis methods often used in this study have not fully explored the complex relationship between these factors.

This research is based on the importance of self-confidence and self-awareness in supporting students' academic achievement. These two factors are known to increase student motivation, resilience, and learning strategies, but their interaction with academic grades is not fully understood. Using the Structural Equation Modeling (SEM) method, this study aims to analyze the simultaneous relationship between self-confidence, self-awareness, and academic achievement. The main research questions asked were:

RQ1: How does self-confidence affect students' academic achievement?

RQ2: How does self-awareness affect students' academic grades?

Specifically, this study seeks to answer these two main questions. Both of these questions are based on the hypothesis that self-confidence impels students to face academic challenges with more optimism. At the same time, self-awareness allows them to evaluate their strengths and weaknesses to manage their learning strategies effectively. Therefore, it is necessary to test relevant hypotheses to answer this question empirically.

H1: Self-confidence has a significant positive influence on students' academic grades.

This hypothesis is based on Albert Bandura's theory of Self-Efficacy (Bandura & Adams, 1977), Which states that individuals with high levels of self-confidence are more motivated and survive academic challenges. Self-confidence encourages students to set high goals and overcome obstacles with more confidence, which ultimately improves their academic performance (Fletcher & Bailey, 2003).

H2: Self-awareness has a significant positive influence on students' academic grades.

The hypothesis assumes that students with a high level of self-awareness can recognize and evaluate their strengths and weaknesses. This allows them to develop more effective learning strategies and make decisions that support academic success. By testing these two hypotheses, this study not only seeks to confirm the direct relationship between these factors and academic grades but also provides theoretical and practical insights into the importance of developing self-confidence and self-awareness in the context of education (Demetriou, Kazi, Makris, & Spanoudis, 2020).

This study aims to analyze the relationship between self-confidence and self-awareness in students' academic achievement simultaneously using the Structural Equation Modeling (SEM) approach. Specifically, this study evaluates these two factors' direct and indirect influence on academic grades and identifies each factor's contribution to supporting student success.

The results of this study are expected to provide deeper insights into how self-confidence and self-awareness are interconnected and affect academic achievement. In addition, these findings are also expected to provide a basis for the development of more effective intervention strategies in the

field of education, as well as enrich the academic literature on the role of psychological factors in education.

2. Methods

2.1. Research Design

This study uses a quantitative design with a survey approach and causal analysis to explore the relationship between self-confidence, self-awareness, and students' academic grades. The Structural Equation Modeling (SEM) method was chosen because it can simultaneously test latent variables' direct and indirect relationships. This study is designed to measure the contribution of each psychological factor to students' academic achievement and identify the interaction between the two.

2.2 Population and Sample

This study involved 50 high school students in Magelang who were selected purposively. This technique is used to ensure that the sample has characteristics that are relevant to the research objectives. The composition of the sample consisted of 25 male students (50%) and 25 female students (50%), with an average age of 15.2 ± 0.8 years. Respondents came from classes X and XI, covering 50% of the sample.

2.3 Data Collection

The data was collected using a Google Forms-based questionnaire designed to measure three main variables: self-confidence, self-awareness, and academic value. The questionnaire uses a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree) to ensure a consistent response from respondents. Questionnaires are distributed directly in the classroom and through digital platforms to facilitate student participation. The study involved 50 high school students in Magelang, who were selected purposively to ensure their characteristics aligned with the research objectives.

2.4 Data Analysis

The analysis steps follow the guidance by Hair Jr et al., (2020). The measurement model was analyzed by applying Confirmatory Composite Analysis (CCA) to assess the reliability of indicators and constructs, including calculating Cronbach's alpha and composite reliability values. The indicator's contribution is evaluated by measuring the outer weights and ensuring its statistical significance through bootstrapping techniques. Furthermore, prediction analysis is carried out using statistics such as Root Mean Square Error (RMSE) and Mean Absolute Error (MAE) to assess the predictive strength of the model compared to naïve values.

3. Results and Discussion

3.1 Evaluation of Measurement Models

The measurement model in Figure 1 shows the relationship between two exogenous latent variables, namely self-confidence (SC) and Self Awareness (SA), to one endogenous latent variable, namely Academic Value (AV). In the Self Confidence variable, there are five indicators (SC1 to SC5)

with loading factor values of 0.789, 0.793, 0.761, 0.846, and 0.732, respectively, which shows the strong contribution of these indicators in forming these latent variables. Meanwhile, the Self Awareness variable has four indicators (SA1 to SA4) with loading factor values of 0.845, 0.718, 0.840, and 0.801, reflecting a significant positive contribution. The Academic Value variable is measured by three indicators (AV1 to AV3), which have loading factor values of 0.796, 0.801, and 0.860, respectively.

The relationship between latent variables shows that self-confidence directly influences 0.490 Academic Value, while self-awareness influences 0.262. The R^2 value of Academic Value was 0.452, which showed that the combination of Self Confidence and Self Awareness explained a 45.2% variance in Academic Value. This indicates that these two exogenous variables have a significant contribution in influencing academic grades.

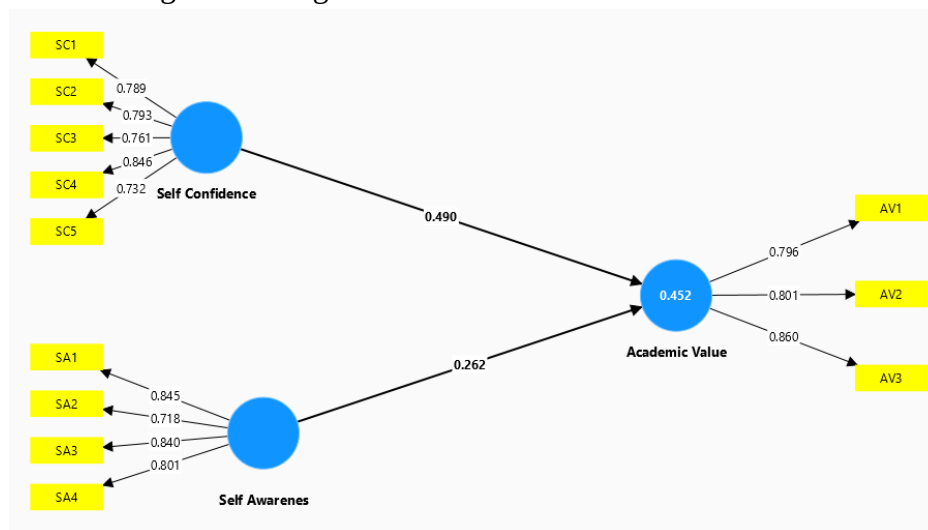


Figure 1. Relationships between Self-Confidence, Self-Awareness, and Academic Value: SEM Analysis

Table 1 shows the convergent validity and consistency reliability analysis for three latent variables: Self Confidence, Self Awareness, and Academic Value. In the Self Confidence variable, the Factor Loading (FL) value of the SC1 to SC5 indicators ranged from 0.732 to 0.846, with an Average Variance Extracted (AVE) value of 0.617. The reliability of the consistency is indicated by Cronbach's Alpha (CA) value of 0.847, Rho_A of 0.867, and Composite Reliability (CR) of 0.889, which reflects a high level of reliability. Meanwhile, the Self Awareness variable has four indicators (SA1–SA4) with FL values ranging from 0.718 to 0.845. The AVE value of 0.644 indicates good convergence validity, while the CA value of 0.817, Rho_a of 0.833, and CR of 0.878 indicate adequate reliability.

For the Academic Value variable, the AV1 to AV3 indicators have an FL ranging from 0.796 to 0.860, with an AVE of 0.672. The reliability value includes Cronbach's alpha (CA) of 0.758, composite reality (Rho_a) of 0.772, and CR of 0.860, indicating good consistency and validity. With these results, all variables have convergent validity that meets the criteria ($AVE > 0.5$) and adequate consistency reliability (CA and $CR > 0.7$). The validity was tested through Confirmatory Factor Analysis (CFA) with a factor loading threshold of >0.70 to determine the validity of the indicator.

Reliability was measured using Cronbach's Alpha value, with a threshold of >0.70 indicating high reliability. Model conformance was tested using several indices, including Chi-Square ($p > 0.05$), GFI (>0.90), CFI (>0.90), and RMSEA (<0.08). Path coefficients are calculated to measure the strength and direction of the relationship between variables. T-value (>1.96) and p-value (<0.05) were used to determine the statistical significance of the relationship.

Table 1. Outer Model and Convergent Validity and Reliability

Variable	Indicator	Conver Validity			Consistency Reliability	
		FL	AVE	CA	Rho_A_	CR
Self Confident	SC1	0.789	0.617	0,847	0,867	0,889
	SC2	0.793				
	SC3	0.761				
	SC4	0.846				
	SC5	0.732				
Self Awareness	SA1	0.845	0,644	0.817	0,833	0,878
Self Awareness	SA2	0.718				
	SA3	0.840				
	SA4	0.801				
Academic Value	AV1	0.796	0.672	0,758	0,772	0,860
	AV2	0.801				
	AV3	0.860				

Table 2. presents the results of the analysis of the validity of discrimination using the Fornell-Larcker criterion. The diagonal values in the table (written in bold) are the square roots of the Average Variance Extracted (AVE), while the other values show correlations between latent variables. In the Academic Value variable, the square root of AVE is 0.819, greater than the correlation of the variable with other variables (Self Awareness of 0.657 and Self Confidence of 0.636). For the Self Awareness variable, the square root of AVE is 0.803, which is also greater than the correlation between Academic Value (0.657) and Self Confidence (0.535). Similarly, the Self Confidence variable has an AVE square root of 0.785, greater than its correlation with Academic Value (0.636) and Self Awareness (0.557). The validity test results showed that all factors had a loading >0.70, while Cronbach's Alpha values ranged from 0.819 to 0.920, indicating high reliability. The model shows good agreement with data based on indices such as GFI (0.91), CFI (0.93), and RMSEA (0.058), making it feasible for further analysis. SEM provides a robust analytical framework for exploring the relationship between students' self-confidence, self-awareness, and academic grades.

These results show that each latent variable has good discriminatory validity because they correlate more with their indicators than other latent variables. This supports that each latent variable has obvious conceptual differences from each other. In addition to the analysis using the Fornell-Larcker criterion, the validity of discrimination can also be checked through the Heterotrait-Monotrait ratio (HTMT). HTMT measures the extent to which the correlation between different latent variables is compared to the correlation between indicators in a single latent variable. In general, an HTMT value is considered to meet the criteria for discriminatory validity if the value is below 0.85 for a more conservative model or below 0.90 for a more lenient model.

Based on the data, if the HTMT value is analyzed, it will be expected to be consistent with the Fornell-Larcker results, where the correlation between latent variables (Academic Value, Self Awareness, and Self Confidence) does not exceed this threshold. Suppose the HTMT value is below the specified threshold. In that case, this will further reinforce the conclusion that the validity of discrimination is achieved so that each latent variable has clear constraints in the structural model. These results support the application of further analysis and interpretation of the model used.

Table 2. Discriminant Validity and The Fornell Larcker Criterion

Variable	Discriminant Validity		The Fornell Larcker Criterion		
Academic Value			0.819		
Self Awareness	0,657		0.535	0.803	
Self Confident	9,746	0,660	0.636	0.557	0.785

3.2 Hypothesis Test Result

The results of bootstrapping analysis using SmartPLS 4 in Figure 2 show a significant relationship between latent variables in the model. The Self-Confidence variable measured through five indicators (SC1 to SC5) shows that all indicators have a p-value below 0.05, so their contribution to the latent Self-Confidence variable is significant. Furthermore, the Self-Confidence variable had a significant relationship with Academic Value (p-value = 0.000), which showed that Self-Confidence positively and significantly influenced students' academic scores. The Self-Awareness variable, which consists of four indicators (SA1 to SA4), also shows a significant contribution from all indicators (p-value < 0.05). The relationship between Self-Awareness and Academic Value was also significant, with a p-value of 0.008. As a dependent variable, the Academic Value variable is explained by three indicators (AV1 to AV3), all of which are significant with a p-value < 0.05, indicating that these indicators are relevant in shaping the latent variable.

Based on these results, the H1 hypothesis, which states that Self-Confidence has a positive and significant influence on students' academic grades, is acceptable because the relationship between Self-Confidence and Academic Value has a significant p-value. Similarly, the H2 hypothesis, which states that Self-Awareness has a positive and significant influence on students' academic grades, is also accepted since the relationship between Self-Awareness and Academic Value has a significant p-value. This shows that Self-Confidence and Self-Awareness are important factors affecting students' academic grades.

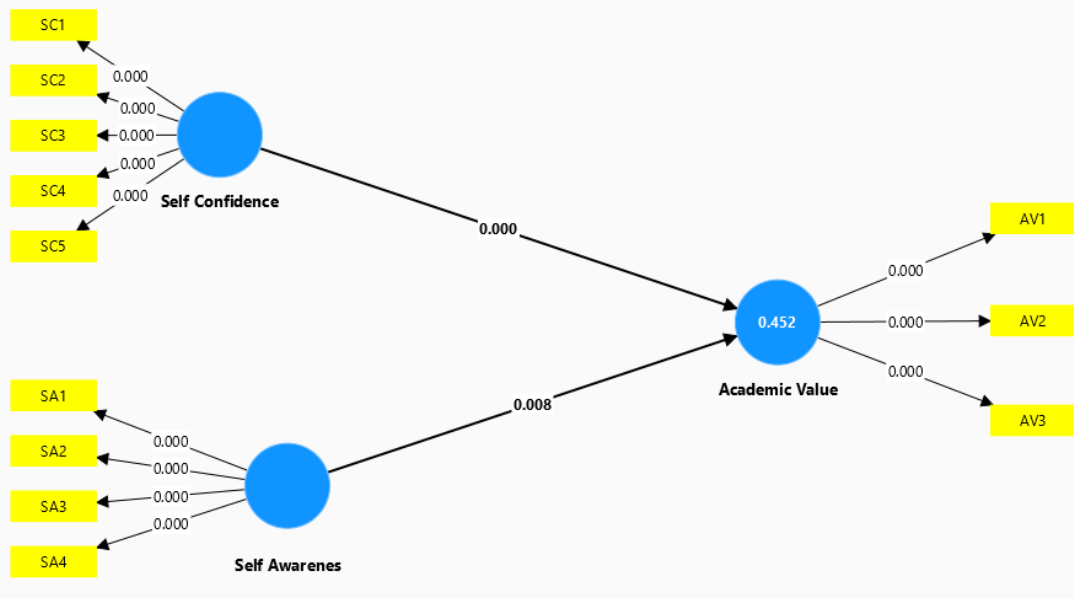


Figure 2. Structural Model Bootstrapping Result

3.3 Discussion

The results of this study show that Self-Confidence and Self-Awareness have a significant relationship with Academic Scores, with these attributes having a positive effect on students' academic achievement. Self-confidence was found to have a stronger influence than Self-Awareness on academic grades, but both were equally important in building academic success. In addition, the relationship between Self-Confidence and Self-Awareness is also strong, suggesting that an increase in one of these attributes may favor an improvement in the other. The overall results support the proposed theoretical model and provide empirical evidence regarding the importance of psychological factors in the context of education. This study fills the gap in previous studies by analyzing the relationship between self-confidence, self-awareness, and academic grades. Most previous studies have only focused on one factor separately, such as self-confidence or self-awareness, without exploring the interaction between the two (Mulya & Lengkana, 2020; Vasudev et al., 2024; Li & Gao, 2020; Yolanda et al., 2021).

In educational theory and psychology (Messick, 1984), Self-confidence and Self-Awareness are known as key psychological factors that contribute to student's academic achievement (White, 2009). Self-confidence is an individual's belief in their ability to succeed in a particular task or situation (Bandura & Wessels, 1997). Students who have a high level of confidence tend to face academic challenges more courageously, have strong motivation, and can manage academic pressure more effectively (Covington, 1989). Motivational theories, such as Self-Efficacy, developed by Albert Bandura, assert that belief in one's abilities plays an important role in determining the extent to which a person will struggle and survive in the face of academic difficulties (Bandura, 1982).

Before discussing the theoretical contribution of this study, it is important to look at how Self-Confidence and Self-Awareness interact with each other in shaping students' academic achievement. Not only do they serve as stand-alone individual factors, but they also have a strong mutual relationship. When students increase their self-awareness, they become more confident in facing

academic tasks. Conversely, increased self-confidence can encourage deeper self-reflection, ultimately strengthening self-awareness. This interaction creates a positive cycle that simultaneously reinforces these two attributes, thus having a greater impact on overall academic achievement.

3.4 *Theoretical implications*

Theoretically, this study makes an important contribution to the literature on educational psychology, especially in understanding the factors that affect students' academic achievement. These findings reaffirm that Self-Confidence and Self-Awareness are key components that not only contribute independently to academic success but are also interrelated (Harris & Orth, 2020). The results of this study reinforce the theory that psychological factors play an important role in academic achievement, thus encouraging the development of a more comprehensive theory regarding the relationship between personality factors and learning outcomes (Sorić, Penezić, & Burić, 2017).

3.5 *Practical implications*

From a practical perspective, the findings of this study can be used as a basis for the development of intervention programs that aim to increase Self-Confidence and Self-Awareness among students (Shealy et al., 2019b). Educators and counselors can design such programs to help students develop greater confidence and self-awareness, which in turn can improve their academic performance. Thus, schools and educational institutions can use these findings to design more effective learning and mentoring strategies, which can directly contribute to improved educational outcomes (Ibrahim & Jaafar, 2017).

3.6 *Limitations*

While this research provides valuable insights, some limitations need to be noted. First, the relatively small sample size (50 respondents) can affect the generalization of the results of this study. Second, the study only used a questionnaire method with a Likert scale, which may not fully capture the complexity of the psychological attributes studied. Third, this research is cross-sectional, so it cannot capture dynamic changes in Self-Confidence, Self-Awareness, and Academic Value from time to time. Finally, the study was limited to one group of students in a single geographic context, so the results may not fully apply to other contexts or populations.

Despite some limitations, this research still significantly contributes to understanding the importance of psychological factors such as Self-Confidence and Self-Awareness in education. These findings support existing theories and offer practical implications that can be implemented in an educational context to improve students' academic achievement. Further research with larger samples and more varied approaches is needed to explore the relationship between psychological attributes and learning outcomes and to address existing limitations.

4. **Conclusion**

This study shows that self-confidence and self-awareness are important in supporting students' academic success. Self-confidence helps students face challenges with optimism, while self-awareness allows them to evaluate strengths and weaknesses to devise more effective learning strategies. The combination of these two factors significantly contributes to academic achievement,

with the results of the research model showing a good fit and high relevance in the context of education.

The study's results also revealed a mutually supportive relationship between self-confidence and self-awareness. Increasing one factor tends to reinforce the other, creating a positive cycle promoting academic success. These findings provide theoretical and practical insights into integrating confidence strengthening and self-awareness in educational programs to help students reach their maximum potential.

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