

The Effects of Self-Confidence and Social Support on Student's Learning Loss

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Abstract

Difficulties in learning process can cause learning loss. Learning loss is defined as the inability to maximally conduct the learning process at school. This research attempted to prove the effects of self-confidence and social support on learning loss. It used a correlational design and involved 151 students of grade VIII. Findings showed that both self-confidence and social support influenced the decrease in learning loss. Thus, it is suggested to improve students' self-confidence and social support to reduce the chance of learning loss.

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INTRODUCTION

Education advancement in the industrial era 4.0 to society 5.0 requires the participation of group and individual in a country, so the ministry of education and culture of Indonesia launched BERMUTU (Better Education Through Reformed Management Universal Teacher Upgrading) (Kemdikbud, 2014).

Difficulties in the learning process will trigger learning loss (Kaffenberger, 2021). Learning loss is a concept that is defined as the absence of optimal learning processes carried out in schools (Andriani, et al., 2021). Non-optimal learning process will affect the quality of human resources who will born during the COVID-19 pandemic (Kashyap et al., 2021; Yadav, 2021; Zakharova et al., 2021).

According to Kaffenberger (2021), an academic from the Blavatnik School of Government, University of Oxford, predicts that children can lose learning for more than a year following school closures for three months because they fall behind in lessons when schools reopen. In terms of history, the problem of learning loss has actually been proved to exist from past experiences.

Based on a research of polio pandemic in 1916, school closures contributed to long-term negative impacts on children education, such as lack of learning achievement and cognitive skills for their whole lives (Donnelly & Patrinos, 2021; Engzell et al. , 2021; Khan & Ahmed, 2021).

Some researches state that learning loss refers to the loss of specific or general knowledge or skills in academics triggered by prolonged gap or educational discontinuity (Huong & Jatturas, 2020). Meanwhile, according to Pratiwi, et al (2020) learning loss is the loss of students' knowledge and skills in the academic field due to cut off access to education.

Learning loss affects the progress of students learning, policy makers, and future researchers or scientists (Donnelly & Patrinos, 2021). Researchers and scientists who previously were students must pay attention to human nature and dignity, maintain balance, be

responsible for the common sense in developing science and knowledge (Sya'roni, 2016).

One example of learning loss is realized in students' motivation in class participation. Obviously, learning loss is ignited by some aspects within an individual, such as self-confidence and social support.

According to Hakim (2002) self-confidence is one's beliefs in any power he has, and these beliefs make him able to achieve his life goals and adjust to environment. In addition, individuals with high level of self-confidence are able to stay positive to manage all their needs, including learning needs without depending on others.

Tasdih, Japar, & Awalya, (2020) stated that self-confidence is a deep feeling in a person that he can do something for himself, his family, his community, his nation, and his religion. Confidence is one of the characteristics of individuals with high or good levels of self-esteem (Rostiana, Wibowo, & Purwanto, 2018). The person will also feel free to do anything desired, be responsible for his deeds, be warm and patient in interacting with others, have motivation to gain achievement, and be able to now his own strengths and weaknesses (Lauster, 2002).

Sarason (in Hardiyanto, 2012) states that self-confidence is formed and developed through the learning process both individually and socially. Individually, self-confidence develops by psychological experiences. In terms of social learning process, self-confidence is attained through individuals interactions in activities they do with others. Another opinion from Dink and Loboncy (in Hardiyanto, 2012) mentions the formation of self-confidence comes from personal experience experienced by someone in their life journey.

Apart from self-confidence aspect, another influencing factor of learning loss is social support. Social support is realized by the absence of others to ensure an individual that he is loved, cared, and part of a social group, namely family, workmates, and peers. Further, this support is related to the experiences being valued, respected, cared for, and loved by others

who are present in one's life (Gurung, in Yasin (2010)).

Social support is a way to show affection, concern, and appreciation for other people. Individuals who receive social support will feel loved, valued, valuable, and are part of their social environment (Sarafino, 2006). It is obtained from the results of individual interactions with other people in their social environment, and can come from anyone, family, teachers, friends, and others.

According to Ningsih, & Awalya, (2020) social support is the best thought as a multidimensional construct consisting of functional and structural components. Putri, Sugiharto, & Awalya, (2022) argues that social support can come from spouses, family, peers, social and community, groups, and colleagues or superiors.

Social support truly matters for someone, especially students who are experiencing learning loss. Any support given to them will help them feel more confidence in his skills so that they will feel calm and comfortable during the learning which later can decrease learning loss. Following the learning process during COVID-19 pandemic arises some problems which can affect someone's psychology changes. Hence, one of psychological responses is the emergence of learning loss.

Learning loss can happen due to external and internal factors. The arisen learning loss must be overcome. In a case of students, guidance and counseling teachers hold the key to the provision of counseling services with particular techniques to help students cope with learning loss during a face-to-face meeting.

Positive support is related to lack of anxiety (Germenzy and Rutter in Sari, 2006). It is supported by Conel's opinion (in Sari, 2006) that anxiety that affects learning loss will be low if individuals have social support. Social support is closely related to relationships with family, friends, neighbors, teachers and others of significance to people which includes empathy, concern, caring, love, and trust.

The need for affection in adolescence is a basic need for adolescents' mental health. The affection can be sourced from parents, teachers, the people around him and also his peers. By getting affection and appreciation from others, adolescents can learn to love others. In addition, affection can foster self-confidence so that it can help reduce learning loss.

Regarding the above descriptions, the present research strived for determining the effects of self-confidence and social support on learning loss. It is expected that the findings can inform and promote efforts to improve self-confidence and social support to reduce learning loss.

METHODS

This research involved 151 samples from the grade VIII at SMPN 1 Sarang. They were selected using a purposive sampling technique with the criteria of parallel low academic rankings.

Three instruments designed by the researchers were used in this study. Those were self-confidence instrument designed based on Lindenfield's theory (1997), social support instrument designed based on Smet's theory (1994), and learning loss instrument designed by Chusna & Utami (2020).

Students' self-confidence level was measured using an instrument to assess four indicators of it, namely self-confidence, persistence, hope and social relations. This instrument used a Likert scale and consists of 30 statement items rated on a scale (1=strongly disagree; 5=strongly agree). The results of the validity test showed that the 30 statement items used in the study were all valid with an r_{xy} range between 0.39 and 0.69. The level of reliability was indicated by the Cronbach's alpha coefficient was 0.93.

The social support instrument was developed to reveal conditions related to five indicators, namely: emotional support, esteem support, instrumental support, information support, and social network support. It was measured using a Likert scale. The instrument

consists of 43 items rated on a scale (1=strongly disagree; 5=strongly agree). The results of the validity test showed that the 43 statement items used in the study were all valid with an rxy range between 0.38 and 0.86. The level of reliability as indicated by the Cronbach's alpha coefficient was 0.95.

The level of learning loss was measured by an instrument designed based on an existing theory. The instrument was made to measure five components, namely students' social conditions, learning facilities at home, parental involvement and assistance, students' physical and psychological conditions, and school-developed learning. The instrument was measured using a Likert scale. It consists of 25 items rated on a scale (1=strongly disagree; 5=strongly agree). The results of the validity test on the instrument showed that the 25 statement items used in the study were all valid with an rxy range between 0.38 and 0.72. The level of reliability was indicated by the Cronbach's alpha coefficient showed 0.86.

RESULTS AND DISCUSSION

The mean and standard deviation of the three variables were (M=93.04; SD=4.329) for self-confidence, (M=129.91; SD=3.140) for social support, and (M=79.46; SD=4.707) for learning loss. In detail the data are presented in Table 1.

Table 1. Description

Variable	M	SD
Self Confidence	93.04	4.329
Social support	129.91	3.140
Learning Loss	79.46	4.707

The test continued to a simple linear regression analysis. The results are showed in Table 2.

Table 2. Simple Linear Regression Analysis of Learning Loss

Predictor	β	t	f
Self	-	-	<

Confidence	.34	3.77	0.05
Social Support	-	-	<
R	.322		
R ²	.426		
F	16.181		
P	.000 ^a		

Based on the results of analysis in table 2, it was known that self-confidence and social support were negatively related to learning loss by ($\beta = -.337, p < 0.05$) and ($\beta = -.287, p < 0.05$) respectively.

Furthermore, both self-confidence and social support were simultaneously related to learning loss (R=0.32, P<0.1). In terms of the coefficient of determination, self-confidence and social support had a coefficient of determination of 43% for learning loss (R²=0.43).

The findings of this study have proved that self-confidence and social support each had an effect on students' learning loss. Learning loss, as stated in Huong & Jatturas (2020) is a condition where students experience a setback in the progress of knowledge and skills caused by extended gaps or discontinuities in student education.

The learning loss situation has worsened Indonesia's education problems. During the pandemic, which prioritized health, the learning was done using online media. Internet access was the backbone. Then, several regions experiencing a significant problem, one of which is Papua. Minister of Education and Culture Nadiem Makarim said that the proportion of schools capable of accessing the internet in Papua only reached 30% (Kartika, 2021).

Lack of technology information by some teachers caused the low innovation of learning methods. Here, a collaborative teaching and learning process between school, parents, and students were needed, surely with the support of external resources from the surrounding youth organizations. This learning loss situation was caused by some factors, including self-confidence.

Self-confidence is an attitude or feeling confident in one's own abilities so that the

person is not too worried about his actions, feels free to do things as he wishes, is responsible for his actions, is warm and polite in interacting with others, has an incentive to achieve and can recognize its advantages and disadvantages (Lauster, 2002:4).

Maslow (in Sa'diah, 2007: 30) defines self-confidence as the basic capital for development in self-actualization (exploration of all capabilities within). Confidence is simply said as a person's belief in all aspects of the advantages he has and this belief makes him feel capable of achieving various goals in his life (Hakim, 2002: 6). Self-confidence can be interpreted as a belief in oneself owned by everyone in their life and how that person views himself as a whole by referring to self-concept (Rahmat, 1994: 139)

Self-confidence is realized by believing in self-abilities and self-assessment to be able to do a job and seek the effectiveness of the required approach (Adawiyah, 2020). Neils (2006) states that the negative result of learning saturation is damage to academic performance in the form of bad habits in learning, low learning motivation, irrational, obsessive and compulsive cognition, low self-esteem and self-confidence.

Findings of some researches indicate that learning saturation contributes to academic self-confidence. One of which is from Rahmasari (2016), namely there is a significant negative relationship between social support and learning saturation. Furthermore, the results of Vitasari's research (2016) show that there is a significant positive relationship between loneliness and learning saturation, there is a significant negative relationship between self-control and learning saturation, and there is a significant negative relationship between self-control and loneliness.

Another determining factor related to learning loss is social support. Learning loss is the loss of students' knowledge and skills in the academic field due to cut off access to education Pratiwi, et al (2020). A similar definition states that learning loss refers to "*any specific or general loss of knowledge and skills or to reversals in academic progress, most commonly due to extended gaps or*

discontinuities in a student's education" (Huong & Jatturas, 2020).

Mostly learning loss is caused by low socioeconomic and poor parents' educational background conditions. Regarding these findings, there found no progress in the online learning and the phenomenon of learning loss even got greater in every country with underdeveloped infrastructures or longer school closures (Engzell, Frey, & Verhagen, 2021).

Based on Sarafino (in Rensi & Lucia, 2010), social support refers to the pleasure that is felt, the imposition of care, or helping and receiving help from others. Those who receive social support will feel that they are cared for and loved. According to Corsini (in Rensi & Lucia, 2010), social support is the benefits that individuals get through the results of interactions with other individuals.

Social support is assistance or support provided by the surrounding environment consisting of family, friends and people involved with individuals who can be felt (perceived support) when needed, so that individuals feel loved and valued by the surrounding environment (Cutrona & Russel, 1987; Gottlieb, 1983; Sarason, Sarason, & Gurung, 2001; Sarafino & Smith, 2011).

Day et al (in Widayarsi, et al., 2022) state that the global south countries have no sufficient digital infrastructure, so there is a digital divide among developed and developing countries. Distant learning would have been effective it was supported by good internet connection, skillful teachers in students in using various distant learning applications, and proper smartphone with internet data (Widayarsi, et al., 2022).

Conversely, children with poor parents educational background and live in rural areas tend to spend their time by playing and have no exact study time (Novia & Wasehudin, 2021). Here, various parental ability and socioeconomic condition affect the way children study from home (Chotimah, et al., 2018).

Based on the above theories, parents and family become things that influence children's daily activities, especially learning. Children

who live in urban areas and have highly educated parents generally have a more balanced division of time between study and play activities.

CONCLUSION

This study examines the interplay between self-confidence, social support, and student learning loss. This finding confirms that there is an effect of self-confidence on student learning loss. Furthermore, it is also emphasized that social support influences student learning loss. Therefore, it is hoped that the results of this study can be used as a basis for paying attention to the conditions of student learning loss so that they are appropriate in making counseling policies and services in schools.

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