

How do self-confidence and social interaction influence students' learning motivation?

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Received: 1 June 2026; Revised: 2 Agustus 2026; Accepted: 3 September 2026

Abstract: This study uses a quantitative approach with multiple linear regression analysis. The research sample consisted of 214 students of grades VII and VIII of SMP 1 Kudus who were selected using a simple random sampling technique. Data were collected through a questionnaire that met the validity and reliability criteria, then analyzed using IBM SPSS Statistics after all classical assumptions were met. The results showed that self-confidence ($t = 7.348$; $p < 0.05$) and social interaction ($t = 6.600$; $p < 0.05$) had a positive and significant effect on learning motivation. In addition, both variables simultaneously also had a significant effect ($F = 198.107$; $p < 0.05$). The coefficient of determination (R^2) value of 0.653 indicates that self-confidence and social interaction together were able to explain 65.3% of the variation in learning motivation. These findings confirm that learning motivation is influenced by both internal and external factors simultaneously. Therefore, guidance and counseling teachers can develop services that integrate self-confidence enhancement through group guidance, individual counseling, and self-development training with strengthening social interaction through collaborative activities, group discussions, peer counseling, and cooperative learning to optimally increase student learning motivation.

Keywords: guidance and counseling; learning motivation; self confidence; social interaction

Abstrak: Penelitian ini menggunakan pendekatan kuantitatif dengan analisis regresi linier berganda. Sampel penelitian terdiri atas 214 siswa kelas VII dan VIII SMP Negeri 1 Kudus yang dipilih menggunakan teknik *simple random sampling*. Data dikumpulkan melalui angket yang telah memenuhi kriteria validitas dan reliabilitas, kemudian dianalisis menggunakan IBM SPSS Statistics setelah seluruh asumsi klasik terpenuhi. Hasil penelitian menunjukkan bahwa *self confidence* ($t = 7,348$; $p < 0,05$) dan *social interaction* ($t = 6,600$; $p < 0,05$) berpengaruh positif dan signifikan terhadap motivasi belajar. Selain itu, kedua variabel secara simultan juga berpengaruh signifikan ($F = 198,107$; $p < 0,05$). Nilai koefisien determinasi (R^2) sebesar 0,653 mengindikasikan bahwa *self confidence* dan *social interaction* secara bersama-sama mampu menjelaskan 65,3% variasi motivasi belajar. Temuan ini menegaskan bahwa motivasi belajar dipengaruhi oleh faktor internal dan eksternal secara simultan. Oleh karena itu, guru bimbingan dan konseling dapat mengembangkan layanan yang mengintegrasikan peningkatan *self confidence* melalui bimbingan kelompok, konseling individu, dan pelatihan pengembangan diri dengan penguatan *social interaction* melalui kegiatan kolaboratif, diskusi kelompok, *peer counseling*, dan pembelajaran kooperatif agar motivasi belajar siswa meningkat secara lebih optimal.

Kata Kunci: bimbingan dan konseling; motivasi belajar; *self confidence*; *social interaction*

How to Cite: Lathifah, F., Zamroni, E., & Mahardika, N. (2026). How do self-confidence and social interaction influence students' learning motivation? *Jurnal Konseling Indonesia*, Vol 12(1), 28-35. <https://doi.org/10.21067/jki.v12i1.14453>

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Introduction

Low levels of learning motivation among junior high school (SMP) students have become a critical issue that directly affects students' academic engagement and discipline. Empirical evidence has documented this decline in learning motivation across various contexts. A study conducted by (Yunarti, 2021) found that students at SMP Negeri 1 Rambang, Muara Enim Regency, exhibited low levels of learning motivation, as indicated by a lack of enthusiasm in participating in learning activities, passive attitudes during the learning process, and limited initiative in understanding difficult learning materials. A similar phenomenon can be observed in students' absenteeism during school hours. In Grobogan Regency, several students were apprehended during raids conducted by the Civil Service Police Unit (Satpol PP) for being outside the school environment during learning hours (Anwar, 2026). A similar incident was reported in Kudus Regency, where several students were found at coffee shops during school hours and subsequently received guidance from the relevant authorities (PPkudus, 2026). These findings indicate that low learning motivation affects not only students' academic performance but also their discipline and engagement in educational activities. This condition was also identified at SMP 1 Kudus. An initial study conducted on February 6, 2026, using a guidance and counseling service questionnaire showed that students' learning motivation was categorized as low (20.90%), moderate (50.40%), and high (27.70%). These data indicate that a substantial proportion of students have not yet developed optimal learning motivation, highlighting the need to examine the factors that influence it.

This study is particularly important because early adolescence at the junior high school level represents a critical period for the development of self-regulation and academic identity. Failure to address motivational difficulties during this stage may increase the risk of long-term academic underachievement and maladaptive learning behaviors. Therefore, this study was conducted to examine the effects of self-confidence and social interaction on students' learning motivation as a basis for developing appropriate guidance and counseling services.

Theoretically, learning motivation is influenced by both internal and external factors. One internal factor that is assumed to influence learning motivation is self-confidence. Students with high levels of self-confidence tend to have greater confidence in their abilities, demonstrate greater willingness to face challenges, and persist when encountering learning difficulties. Previous studies have shown that self-confidence has a positive effect on students' learning motivation (Citra, 2023; Lestari, 2023; Simbolon, 2023). In addition to internal factors, an external factor that may influence learning motivation is social interaction. Positive social interactions with peers and teachers can create a supportive learning environment and enhance students' engagement in the learning process. This argument is supported by several studies reporting that social interaction has a significant effect on students' learning motivation (Fathoni, 2023; Sari & Zaini, 2023; Syahrullah, 2023).

Previous studies have demonstrated that self-confidence and social interaction are associated with students' learning motivation. Self-confidence has been found to be positively correlated with learning motivation, with a correlation coefficient of 0.723 (Ramadhan, 2023). This finding is supported by another study that also reported a positive relationship between self-confidence and students' learning motivation (Kusuma, 2023). Furthermore, social interaction has been found to have a positive and significant relationship with learning motivation (Farhana, 2023). Another study reported a correlation coefficient of 0.856 and found that social interaction contributed 73.3% to learning motivation (Khasanah, Rosyida, 2025). Overall, findings from previous studies indicate that both self-confidence and social interaction are associated with students' learning motivation.

Conceptually, self-confidence serves as an internal drive that strengthens students' belief in their ability to achieve learning goals. Meanwhile, social interaction functions as external support from the surrounding environment that reinforces this internal drive. When high self-confidence is supported by a positive and conducive social environment, students' learning motivation is expected to develop more optimally.

Nevertheless, previous studies have several limitations. Most studies have examined the effects of self-confidence or social interaction on learning motivation separately. In addition, inconsistencies have been identified in findings concerning the effect of social interaction. One study reported that social interaction did not have a significant partial effect but became significant when examined together with other variables (Pangesti, 2025). This condition indicates a research gap concerning the importance of integrating internal and external factors within a single analytical model to provide a more comprehensive explanation of students' learning motivation.

The present study addresses this research gap by offering both theoretical and practical contributions. Theoretically, this study extends the model of learning motivation by demonstrating simultaneously that self-confidence as an internal factor and social interaction as an external factor jointly contribute to students' learning motivation at the junior high school level. This finding provides further insight into the inconsistencies identified in previous studies examining partial effects. Practically, the results of the multiple regression analysis provide an empirical basis for guidance and counseling (BK) teachers to design integrated interventions. Guidance and counseling services should not focus exclusively on individual psychological strengthening or social skills training but should integrate group counseling aimed at strengthening self-confidence with efforts to establish a conducive social interaction climate within the school environment.

Based on the foregoing discussion, this study aims to analyze the effect of self-confidence on learning motivation, the effect of social interaction on learning motivation, and the simultaneous effect of self-confidence and social interaction on the learning motivation of students at SMP 1 Kudus.

Methodology

This study employed a quantitative approach with a non-experimental design and multiple linear regression analysis to examine the effects of self-confidence and social interaction on students' learning motivation. The study population consisted of all seventh- and eighth-grade students at SMP 1 Kudus, totaling 476 students. A sample of 214 students was determined using the Krejcie and Morgan table with a 5% margin of error and selected through simple random sampling.

The research instruments consisted of Likert-scale questionnaires comprising 20 items measuring self-confidence, 8 items measuring social interaction, and 12 items measuring learning motivation. The instruments were developed based on construct validity and were tested on 44 students. The results indicated that all items were valid and reliable, with Cronbach's alpha coefficients of 0.868 for self-confidence, 0.791 for social interaction, and 0.832 for learning motivation.

Data were collected by distributing questionnaires to respondents via Google Forms. The collected data were analyzed using multiple linear regression with the assistance of IBM SPSS Statistics. Prior to hypothesis testing, classical assumption tests were conducted, including normality, linearity, multicollinearity, and heteroscedasticity tests. Hypothesis testing was performed using the t-test to determine the partial effects of the independent variables and the F-test to determine their simultaneous effect on students' learning motivation.

Results

The data analysis began with descriptive statistical analysis of the data collected from 214 students. The research hypothesis stated that self-confidence and social interaction have an effect on learning motivation. The results of the descriptive statistical analysis are presented in Table 1.

Table 1. Descriptive Statistical Analysis

Variable	Min	Max	Category	Range	Frequency	Percentage
Self Confidence (X1)	30	100	High	74-100	108	50,5%
			Medium	47-73	101	47,2%

Variable	Min	Max	Category	Range	Frequency	Percentage
Social Interaction (X2)	13	40	Low	20-46	5	2,3%
			High	30-40	135	63,1%
			Medium	19-29	78	36,4%
Motivasi Belajar (Y)	19	60	Low	8-18	1	0,5%
			High	45-60	117	54,7%
			Medium	29-44	83	38,8%
			Low	12-28	14	6,5%

Based on Table 1, the level of self-confidence among students at SMP 1 Kudus was predominantly categorized as high, with 108 students (50.5%), while 101 students (47.2%) were categorized as having a moderate level and 5 students (2.3%) as having a low level. Similarly, social interaction was predominantly categorized as high, with 135 students (63.1%), followed by the moderate category with 78 students (36.4%) and the low category with 1 student (0.5%). Meanwhile, students' learning motivation was predominantly categorized as high, with 117 students (54.7%), followed by the moderate category with 83 students (38.8%) and the low category with 14 students (6.5%). These findings indicate that most students at SMP 1 Kudus demonstrated relatively high levels of self-confidence, social interaction, and learning motivation.

Table 2. Normality Test

Variable	N	Asymp. Sig. (2-tailed)	Criterion	Interpretation
Regression residual	214	0,200	Sig.>0,05	Normal distributed

Based on Table 2, the results of the Kolmogorov–Smirnov normality test for the residuals yielded a significance value of 0.200 (>0.05). Therefore, the regression residuals were normally distributed, indicating that the normality assumption was satisfied.

Tabel 3. Linearity Test

Variable		Testing Method	Parameter Value	Interpretation
Independent	Dependent			
Self Confidence (X1)	Motivasi Belajar (Y)	Deviation From Linearity	Sig.= 0,549	Linier relationship
Social Interaction (X2)		Polynomial Regression	Sig. X^2_2 = 0,358	Linier relationship

Based on Table 3, the linearity test showed a linear relationship between learning motivation and self-confidence ($p = 0.549 > 0.05$). Meanwhile, the relationship between learning motivation and social interaction was initially indicated to be non-linear ($p = 0.008 < 0.05$). To further assess the validity of the relationship model, a polynomial regression approach was employed, yielding a significance value of 0.358 ($p < 0.05$). This finding indicates that the non-linear effect in the data was not statistically significant, suggesting that the relationship between social interaction and learning motivation was linear.

Table 4. Multicollinearity Test

Variable	Collinearity Statistics	
	Tolerance	VIF
Self Confidence (X1)	0,431	2,321
Social Interaction (X2)	0,431	2,321

Based on Table 4, the multicollinearity test showed that the Tolerance values for self-confidence and social interaction were 0.431 (>0.10), while the VIF values were 2.321 (<10.00). These results indicate that the regression model did not exhibit multicollinearity.

Table 5. Heteroscedasticity Test

Variable	Significance	Interpretation
Self confidence (X1)	0,264	No heteroscedasticity detected
Social interaction (X2)	0,525	No heteroscedasticity detected

Based on Table 5, the results of the heteroscedasticity test using the Glejser method showed significance values of 0.264 for self-confidence and 0.525 for social interaction. Since both significance values were greater than 0.05, the regression model was considered free from heteroscedasticity.

Table 6. Multiple Linear Regression (Coefficient of Determination)

Model Summary			
R	R Square	Adjusted R Square	Std. Error of the Estimate
0,808	0,653	0,649	4,629

Based on Table 6, the coefficient of determination, represented by the R Square value, was 0.653. This value was obtained by squaring the correlation coefficient (R), namely $0.808 \times 0.808 = 0.653$. Thus, the coefficient of determination (R Square) was 0.653, or 65.3%. This indicates that self-confidence (X1) and social interaction (X2) jointly accounted for 65.3% of the variance in students' learning motivation (Y). The remaining 34.7% was attributable to other factors outside the regression model or variables that were not examined in this study.

Table 7. Multiple Linear Regression (Partial T-test)

Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	8,246	1,991	-	4,142	0,001
Self Confidence (X1)	0,281	0,038	0,454	7,348	0,001
Social Interaction (X2)	0,566	0,086	0,408	6,600	0,001

Based on Table 7, the multiple linear regression analysis showed that self-confidence and social interaction each had a significance value of 0.001. Since both significance values were lower than 0.05, self-confidence and social interaction were found to have significant effects on students' learning motivation. This indicates that both self-confidence and social interaction had significant partial effects on students' learning motivation.

Table 8. Multiple Linear Regression (Simultaneous F-Test)

Variable	F calculated	F table	Significance	Interpretation
Self confidence, Social interaction	198,107	3,039	0,001	Significant

Based on Table 8, the results of the multiple linear regression analysis showed a significance value of 0.001 and an F-calculated value of 198.107. Since the significance value was lower than 0.05, self-confidence and social interaction were found to have a significant simultaneous effect on students' learning motivation. This indicates that self-confidence and social interaction jointly influence students' learning motivation.

Discussion

The results showed that self-confidence and social interaction had positive and significant effects on students' learning motivation at SMP 1 Kudus, both partially and simultaneously. These findings indicate that students' learning motivation is influenced by an internal factor, namely confidence in their own abilities, as well as an external factor in the form of the quality of social interactions. Therefore, efforts to enhance learning motivation are likely to be more effective when strengthening self-confidence is accompanied by the development of a supportive social environment for learning. According to Lauster, self-confidence refers to an individual's belief in their own abilities, enabling them to deal with various situations without excessive anxiety (Ghaffar, 2022). Individuals with high levels of self-confidence are characterized by confidence in their abilities, optimism, objectivity, responsibility, and rational and realistic thinking (Al-hasmi, 2022). These aspects suggest that students with higher levels of self-confidence tend to have stronger learning motivation. Belief in their abilities encourages students to face academic challenges more confidently, optimism helps them persist when encountering difficulties, while responsibility and rational thinking support consistency in completing learning tasks.

Students with high levels of self-confidence tend to be more actively engaged in learning activities, more willing to express their opinions, and more confident in their ability to complete academic tasks, which may contribute to increased learning motivation. This condition is influenced by various factors, including physical appearance, social status, and environments that provide positive acceptance (Astuti, 2023). During adolescence, support from family, teachers, and peers also plays an important role in developing self-confidence, thereby encouraging students to participate more actively in the learning process.

In addition, social interaction serves as an external factor that supports learning motivation. Social interaction is characterized by social contact and communication (Soekanto, 2019). These two components provide students with opportunities to receive feedback and emotional support and to engage in discussions when addressing academic problems. Therefore, the better the quality of social contact and communication between students and teachers or peers, the greater the students' motivation to participate actively in the learning process.

The findings of this study are consistent with previous research. Previous studies have reported that self-confidence has a positive effect on learning motivation (Hidayati, Risnawati, 2024; Lestari, 2023; Simbolon, 2023). Similarly, social interaction has been found to have a positive and significant effect on learning motivation (Fajrah et al., 2025; Fathoni, 2023; Syahrullah, 2023).

In contrast to these previous studies, the present study examined self-confidence and social interaction simultaneously, thereby providing a more comprehensive perspective on the development of students' learning motivation. The analysis showed that both variables jointly had a significant effect on learning motivation ($F = 198.107$; $p = 0.001$), with the coefficient of determination indicating that they accounted for 65.3% of the variance in students' learning motivation. This finding suggests that learning motivation is influenced not only by students' confidence in their abilities but also by the quality of their social relationships with teachers and peers.

The contribution of this study lies in providing empirical evidence that students' learning motivation is influenced simultaneously by psychological and social factors. These findings extend the understanding of learning motivation by demonstrating that efforts to strengthen self-confidence may be more effective when supported by positive social interaction. Therefore, the findings provide an empirical basis for developing guidance and counseling services that integrate internal and external factors to enhance students' learning motivation.

Nevertheless, the findings of this study are not entirely consistent with a previous study showing that social interaction did not have a significant partial effect on learning motivation but still contributed to learning motivation when analyzed together with other variables (Pangesti, 2025). This difference suggests that the effect of social interaction on learning motivation may vary depending on the conditions and characteristics of the research context.

These findings have practical implications for guidance and counseling teachers in designing services that focus not only on strengthening self-confidence through group guidance, individual counseling, and self-development training but also on enhancing social interaction through collaborative activities, group discussions, peer counseling, and cooperative learning. Such an integrated approach is expected to enhance students' learning motivation more effectively by simultaneously addressing internal and external factors.

Future research is recommended to develop research models by incorporating other variables that may influence learning motivation, such as self-efficacy, parental support, school climate, self-regulation, and teachers' instructional strategies. In addition to expanding the variables examined, future studies could involve different educational levels, geographical settings, or respondent characteristics to examine the consistency and generalizability of the findings. Longitudinal or mixed-methods designs are also recommended to provide a deeper understanding of the dynamics of students' learning motivation over time.

Conclusion

Based on the research findings, it can be concluded that self-confidence and social interaction have positive and significant effects on students' learning motivation at SMP 1 Kudus, both partially and simultaneously. These findings indicate that learning motivation is influenced by a combination of internal factors, represented by self-confidence, and external factors, represented by the quality of social interaction. This study provides empirical evidence that strengthening self-confidence can be more effective when supported by positive social interaction, thereby providing a more comprehensive understanding of the factors influencing students' learning motivation. Therefore, guidance and counseling teachers are recommended to develop integrated services that strengthen self-confidence through group guidance, individual counseling, and self-development training, while simultaneously enhancing social interaction through collaborative activities, group discussions, peer counseling, and cooperative learning. Future research is recommended to develop broader research models by incorporating other variables that may influence learning motivation, such as self-efficacy, parental support, school climate, self-regulation, and teachers' instructional strategies, as well as involving more diverse respondent characteristics and research designs to obtain a more comprehensive understanding of students' learning motivation.

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