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THE EFFECT OF SELF-CONFIDENCE AND LEARNING ENVIRONMENT ADJUSTMENT ON ACHIEVEMENT AT MTs KELAUTAN PERAK

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Abstract

This study aims to describe students' self-confidence, learning environment adjustment, and learning achievement, and to analyze the effect of self-confidence and learning environment adjustment on students' learning achievement at MTs Kelautan Perak, Pangkep Regency. The research employed a quantitative ex post facto approach. The population comprised all 41 students of MTs Kelautan Perak, all of whom were included as the sample. The instruments were a self-confidence questionnaire, a learning environment adjustment questionnaire, and documentation of students' achievement scores. Data were analyzed using descriptive statistics and multiple linear regression. The mean scores were 69.78 for self-confidence, 70.04 for learning environment adjustment, and 85.04 for learning achievement, all in the moderate category. Simultaneously, self-confidence and learning environment adjustment had a highly significant effect on learning achievement, accounting for 51.2 percent of its variance. These findings underline the importance of psychological and social factors in supporting academic success and provide a basis for schools to design more comprehensive learning and student development strategies.

Keywords: *Self-Confidence, Learning Environment Adjustment, Learning Achievement, Islamic Junior High School.*

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan kepercayaan diri, penyesuaian diri terhadap lingkungan belajar, dan prestasi belajar peserta didik, serta menganalisis pengaruh kepercayaan diri dan penyesuaian diri terhadap lingkungan belajar terhadap prestasi belajar peserta didik di MTs Kelautan Perak, Kabupaten Pangkep. Penelitian ini menggunakan pendekatan kuantitatif ex post facto*. Populasi penelitian adalah seluruh peserta didik MTs Kelautan Perak yang berjumlah 41 orang, dan seluruhnya dijadikan sampel. Instrumen penelitian berupa angket kepercayaan diri, angket penyesuaian diri terhadap lingkungan belajar, dan dokumentasi nilai prestasi belajar peserta didik. Data dianalisis menggunakan statistik deskriptif dan regresi linear berganda. Skor rata-rata kepercayaan diri sebesar 69,78, penyesuaian diri terhadap lingkungan belajar sebesar 70,04, dan prestasi belajar sebesar 85,04, seluruhnya berada pada kategori sedang. Secara simultan, kepercayaan diri dan penyesuaian diri terhadap lingkungan belajar berpengaruh sangat signifikan terhadap prestasi belajar, dengan kontribusi sebesar 51,2 persen. Temuan ini menegaskan pentingnya faktor psikologis dan sosial dalam mendukung keberhasilan akademik serta menjadi dasar bagi sekolah untuk merancang strategi pembelajaran dan pembinaan peserta didik yang lebih komprehensif.*

Kata Kunci: *Kepercayaan Diri, Penyesuaian Diri terhadap Lingkungan Belajar, Prestasi Belajar, Madrasah Tsanawiyah.*

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INTRODUCTION

Education is a basic human need and the main means of developing one's potential.[1] Through education, people acquire knowledge, values, skills, and attitudes that are useful in their personal, social, and professional lives.[2] Education is not limited to classroom learning but is a lifelong process that takes place in formal, non-formal, and informal settings.[3]

Learning achievement is one indicator of educational success. According to Winkel, learning achievement is evidence of learning success, or of a person's ability to carry out learning activities, in accordance with the weight attained.[4] Learning achievement does not arise automatically but is influenced by various internal and external factors. Internal factors include motivation, interest, intelligence, self-confidence, and health, while external factors include the family, school, and community environments.[5]

One decisive internal factor is self-confidence, which can be understood as a person's belief in his or her ability to do something effectively and productively.[6] Individuals with high self-confidence tend to be more willing to express opinions, make decisions, and try new things. Conversely, students who lack self-confidence are often hesitant, afraid of failure, and reluctant to participate actively in learning.[7] This is in line with Lauster's view that self-confidence is a positive attitude that enables individuals to develop positive judgments of both themselves and their environment.[8]

Self-confidence and adjustment to the learning environment are also important for academic success. Adjustment at school includes students' ability to interact effectively with teachers, peers, and the school environment.[9] Students who adjust well find it easier to build social relationships, reduce conflict, and feel comfortable in learning.[10] According to Schneiders,

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[1] Jamil Suprihatiningrum, *Guru Profesional: Pedoman Kinerja, Kualifikasi, dan Kompetensi Guru* (Yogyakarta: Ar-Ruzz Media, 2016), 273.

[2] Amin Kuneifi Elfachmi, *Pengantar Pendidikan* (Jakarta: Gelora Aksara Pratama, 2016), 13.

[3] Teguh Triwiyanto, *Pengantar Pendidikan* (Jakarta: Bumi Aksara, 2017), 23–24.

[4] Abduloh, *Peningkatan dan Pengembangan Prestasi Belajar Peserta Didik* (Ponorogo: Uwais Inspirasi Indonesia, 2022).

[5] Titik Kristiyani, *Self-Regulated Learning: Konsep, Implikasi, dan Tantangannya bagi Siswa di Indonesia* (Yogyakarta: Sanata Dharma University Press, 2020).

[6] Jusuf Blegur, *Soft Skills untuk Prestasi Belajar: Disiplin, Percaya Diri, Konsep Diri Akademik, Penetapan Tujuan, Tanggung Jawab, Komitmen, Kontrol Diri* (Surabaya: Scopindo Media Pustaka, 2020).

[7] Thursan Hakim, *Mengatasi Rasa Tidak Percaya Diri* (Jakarta: Puspa Swara, 2018), 6.

[8] Syifa Asha Umarta, "Pengaruh Konsep Diri terhadap Tingkat Kepercayaan Diri pada Mahasiswa," *Madani: Jurnal Ilmiah Multidisiplin* 1, no. 8 (2023).

[9] Sri Maslihah, "Studi tentang Hubungan Dukungan Sosial, Penyesuaian Sosial di Lingkungan Sekolah dan Prestasi Akademik Siswa SMPIT Assyfa Boarding School Subang Jawa Barat," *Jurnal Psikologi Undip* 10, no. 2 (2011).

[10] Oki Tri Handono, "Hubungan antara Penyesuaian Diri dan Dukungan Sosial terhadap Stres Lingkungan pada Santri Baru" (Universitas Ahmad Dahlan, 2013).

good adjustment allows individuals to meet their personal needs without infringing on the rights of others and creates harmonious social relationships.[11]

Self-confidence and learning environment adjustment are closely related to learning achievement. Students who are confident and able to adjust to the school environment tend to be more enthusiastic and diligent and better able to face academic challenges. Conversely, low self-confidence and poor adjustment often cause students to withdraw, become passive, and even fail to achieve optimally.[12]

Empirical conditions at MTs Kelautan Perak, Pangkep Regency, do not yet fully meet these expectations. This is reflected in limited active engagement in learning, students' reluctance to express opinions, a lack of initiative in asking questions, and weak responsibility for academic tasks. There are also indications that some students have not adjusted optimally to the school environment, both in social interaction and in coping with academic demands and inadequate facilities.

A preliminary observation at MTs Kelautan Perak on Monday, February 10, 2025, indicated that most students had relatively low learning achievement. This was evident in limited participation in learning, low motivation, and deviant behavior such as leaving class, reluctance to ask questions, and a lack of closeness with peers. The Akidah Akhlak teacher also confirmed that many students had low self-confidence, tended to isolate themselves, and were less responsible for the tasks assigned, which affected their academic attainment.

These phenomena show that self-confidence and adjustment to the learning environment are important factors that deserve attention. Both relate not only to academic achievement but also to students' readiness to continue to higher levels of education and to plan their future careers. Students who are self-confident and able to adjust to their learning environment tend to be more optimistic, more willing to try, and better able to make sound decisions.

Research on the effect of self-confidence and learning environment adjustment on students' achievement at MTs Kelautan Perak is therefore highly relevant. This study is expected to make theoretical and practical contributions to education, particularly in understanding the factors that influence learning achievement in island regions. Its results can also inform the school and teachers in designing more effective learning strategies to strengthen students' self-confidence and adjustment.

Self-confidence and learning environment adjustment are thus essential attributes for students, enabling them to learn to the fullest and to achieve well. Students who are self-confident

[11] Novikarisma Wijaya, "Hubungan antara Keyakinan Diri Akademik dengan Penyesuaian Diri Siswa Tahun Pertama Sekolah Asrama SMA Pangudi Luhur Van Lith Muntilan" (Universitas Diponegoro, 2007).

[12] Abduloh, *Peningkatan dan Pengembangan Prestasi Belajar*.

and well adjusted to their learning environment are more willing to try and better able to make appropriate decisions, and can be expected to attain higher learning achievement. On this basis, this study examines the effect of self-confidence and learning environment adjustment on students' learning achievement at MTs Kelautan Perak, Pangkep Regency.

Literature Review

Self-Confidence

Self-confidence is a positive attitude that enables individuals to develop positive judgments of themselves and of their environment or situation. This does not mean that the individual is able and competent to do everything alone or is invincible. High self-confidence refers only to certain aspects of the individual's life in which he or she feels competent, believes in his or her ability, and trusts that he or she can succeed, supported by experience, actual potential, achievement, and realistic self-expectations.[13]

Lauster explains that self-confidence is acquired through life experience. It is an aspect of personality consisting of belief in one's own abilities, such that one is not unduly influenced by others and can act as one wishes, cheerfully, optimistically, with sufficient tolerance and responsibility.[14]

In this study, self-confidence is defined as students' belief in and attitude toward their own abilities, enabling them to grow into individuals who can develop their potential. The study adopts Peter Lauster's theory of self-confidence, which proposes four main indicators used here as operational indicators:[15]

1. belief in one's abilities: students believe that they can complete tasks and face challenges;
2. optimism: students have a positive outlook on the future and are confident of the results;
3. independence: students can rely on themselves in learning and are not always dependent on others; and
4. responsibility: students are willing to bear the consequences of their actions.

Learning Environment Adjustment

According to Schneiders, adjustment to the learning environment is a process involving mental and behavioral responses through which individuals strive to cope successfully with their inner needs, tensions, conflicts, and frustrations, so as to achieve a degree of harmony between

[13] Enung Fatimah, *Psikologi Perkembangan: Perkembangan Peserta Didik* (Bandung: Pustaka Setia, 2010), 148–49.

[14] Saludin Muis, *Kenali Kepribadian Anda dan Permasalahan dari Sudut Pandang Teori Psikoanalisa* (Jakarta: Puspa Swara, 2009), 59.

[15] Asti Asri, "Pengaruh Kepercayaan Diri terhadap Perilaku Konsumtif pada Siswa Kelas XI SMA Negeri 1 Babelan," *Jurnal Penelitian dan Pengukuran Psikologi* 1, no. 1 (2012).

their inner demands and the expectations of the environment in which they live.[16] People are required to adjust constantly to their social and natural environments, and life itself naturally drives them to do so. Adjustment is thus a natural and dynamic process aimed at changing individual behavior so that it fits better with environmental conditions.[17] Good adjustment enables individuals to reduce conflict, cope with frustration, and build more harmonious relationships with their environment.

Learning environment adjustment is the process by which students adapt to learning conditions through reciprocal interaction among the self, behavior, and the environment. The study adopts Schneiders's theory, which proposes four main indicators used here as operational indicators of learning environment adjustment:[18]

1. adaptation: students can adapt to the school environment and show social concern;
2. conformity: students can adjust to the learning environment, behave well toward others, and show empathy;
3. mastery: students can adapt in social activities and cooperate with others; and
4. individual variation: students are satisfied with their social interactions and content with their roles in social situations.

Learning Achievement

The *Kamus Ilmiah Populer* defines achievement as a result that has been attained.[19] Noehi Nasution concludes that "learning in the broad sense can be understood as a process that gives rise to or changes behavior as a result of the formation of a primary response, provided that the emergence of or change in behavior is not caused by a temporary change due to some other factor."[20] According to Muhibbin, as cited by Rohmalina, learning achievement is the level of success of students in studying subject matter at school or in a *pesantren*, expressed as scores obtained from tests on certain subject matter.[21] Learning achievement reflects not only scores but also the extent to which the learning process brings positive change to the student, and can

[16] Muchamad Choirudin, "Penyesuaian Diri: Sebagai Upaya Mencapai Kesejahteraan Jiwa," *Hisbah: Jurnal Bimbingan dan Konseling Islam* 12, no. 1 (2015).

[17] Meidiana Pritaningrum and Wiwin Hendriani, "Penyesuaian Diri Remaja yang Tinggal di Pondok Pesantren Modern Nurul Izzah Gresik pada Tahun Pertama," *Jurnal Psikologi Kepribadian dan Sosial* 2, no. 3 (2013).

[18] Ni Nyoman Parwati, I Putu Pasek Suryawan, and Ratih Ayu Apsari, *Belajar dan Pembelajaran* (Depok: RajaGrafindo Persada, 2023).

[19] Abduloh, *Peningkatan dan Pengembangan Prestasi Belajar*.

[20] Ahmad Syafi'i, "Studi tentang Prestasi Belajar Siswa dalam Berbagai Aspek dan Faktor yang Mempengaruhi," *Jurnal Komunikasi Pendidikan* 2, no. 2 (2018).

[21] Dhanu Prasetyo, "Pengaruh Layanan Penguasaan Konten dengan Media Film terhadap Peningkatan Prestasi Belajar Siswa pada Mata Pelajaran Jurusan Kelas X AKL SMK Batik 1 Surakarta," *Medi Kons: Jurnal Prodi Bimbingan dan Konseling UNISRI Surakarta* 5, no. 2 (2019).

therefore serve as an important indicator of both educational effectiveness and individual development.

In this study, learning achievement is defined as the attainment students obtain through their own efforts, experience, and insight. The study draws on the constructivist theories of Jean Piaget and Lev Vygotsky. The main indicators of learning achievement are as follows:[22]

1. the cognitive domain (knowledge): students can understand, remember, explain, and apply knowledge to solve problems;
2. the affective domain (attitude): students show positive attitudes such as discipline, motivation, cooperation, responsibility, and the application of moral values in daily life; and
3. the psychomotor domain (skills): students can practice, use, and produce work through their experience.

RESEARCH METHODS

This is a quantitative study, in which the research data take the form of numbers analyzed using statistical formulas.[23] The study uses an ex post facto design, which examines cause-and-effect relationships that are not manipulated by the researcher. The causal relationship is based on theoretical study indicating that one variable affects another; ex post facto research is often called "after the fact" research because it is conducted after the events have occurred.[24]

The research was conducted at MTs Kelautan Perak, located on Sabutung Island, Mattiro Kanja Village, North Liukang Tupabbiring District, Pangkep Regency, South Sulawesi Province. The population consisted of all 41 students of MTs Kelautan Perak. A saturated sample was used, so that all 41 members of the population served as the sample.

The instruments were questionnaires using a five-point Likert scale, on which respondents chose among strongly agree, agree, undecided, disagree, and strongly disagree. Each questionnaire consisted of 24 items. The instruments were tested for validity and reliability. Data were processed using descriptive and inferential statistical analysis.

[22] Wahyu Lestari, "Implementasi Pendekatan Saintifik Setting Kooperatif Tipe STAD terhadap Motivasi Belajar dan Prestasi Belajar Matematika," *Aksioma: Jurnal Matematika dan Pendidikan Matematika* 9, no. 1 (2018).

[23] Iwan Hermawan, *Metodologi Penelitian Pendidikan Kuantitatif, Kualitatif dan Mixed Methode* (Kuningan: Hidayatul Quran Kuningan, 2019).

[24] Hermawan, *Metodologi Penelitian Pendidikan*.

RESULTS AND DISCUSSION

Results

Validity and Reliability of the Instruments

All 24 items of each questionnaire had corrected item–total correlations above the r table value of 0.308 (n = 41, α = 0.05) with significance values of 0.000, and were therefore valid (Table 1). Both questionnaires were also reliable, with Cronbach's alpha values of 0.965 and 0.964, above the criterion of 0.600 (Table 2).

Table 1. Item Validity of the Self-Confidence (X_1) and Learning Environment Adjustment (X_2) Questionnaires

Item	r (X_1)	r (X_2)	r table	Sig.	Criterion
1	0.781	0.780	0.308	0.000	Valid
2	0.803	0.777	0.308	0.000	Valid
3	0.738	0.715	0.308	0.000	Valid
4	0.721	0.734	0.308	0.000	Valid
5	0.770	0.738	0.308	0.000	Valid
6	0.846	0.844	0.308	0.000	Valid
7	0.836	0.830	0.308	0.000	Valid
8	0.744	0.756	0.308	0.000	Valid
9	0.695	0.691	0.308	0.000	Valid
10	0.649	0.660	0.308	0.000	Valid
11	0.867	0.841	0.308	0.000	Valid
12	0.729	0.720	0.308	0.000	Valid
13	0.773	0.780	0.308	0.000	Valid
14	0.762	0.777	0.308	0.000	Valid
15	0.683	0.665	0.308	0.000	Valid
16	0.712	0.699	0.308	0.000	Valid
17	0.711	0.764	0.308	0.000	Valid
18	0.754	0.761	0.308	0.000	Valid
19	0.737	0.708	0.308	0.000	Valid
20	0.705	0.708	0.308	0.000	Valid
21	0.741	0.703	0.308	0.000	Valid
22	0.732	0.730	0.308	0.000	Valid
23	0.797	0.784	0.308	0.000	Valid
24	0.669	0.665	0.308	0.000	Valid

Source: Research data, processed by the authors.

Table 2. Reliability of the Questionnaires

Variable	Cronbach's α	r table	Criterion
Self-confidence (X_1)	0.965	0.600	Reliable
Learning environment adjustment (X_2)	0.964	0.600	Reliable

Source: Research data, processed by the authors.

Students' Self-Confidence

The self-confidence scores of the 41 respondents were organized into a frequency distribution. The range was 105 − 35 = 70; the number of classes was 1 + 3.3 log 41 = 6.32, rounded to 6; and the class width was 70/6 = 11.66, rounded to 12. Percentages were computed as P = (f/N) × 100. The largest frequency fell in the 61–72 interval, with 12 students (29 percent) (Table 3).

Table 3**.** Frequency Distribution and Computation of Self-Confidence Scores

Interval	f	%	x_i	$f_i x_i$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	$f_i(x_i - \bar{x})^2$
35–46	5	12	40.5	202.5	−29.28	857.32	4,286.60
47–60	7	17	53.5	374.5	−16.28	265.04	1,855.28
61–72	12	29	66.5	798.0	−3.28	10.76	129.12
73–85	9	22	79.0	711.0	9.22	85.01	765.09
86–98	5	12	92.0	460.0	22.22	493.73	2,468.65
99–111	3	7	105.0	315.0	35.22	1,240.45	3,721.35
Total	41	100		2,861.0			13,225.09

Source: Research data, processed by the authors.

The mean was computed as $\bar{x} = \Sigma f_i x_i / \Sigma f_i = 2{,}861/41 = 69.78$. The variance was $S^2 = \Sigma f_i(x_i - \bar{x})^2/n = 13{,}225.09/41 = 322.56$, and the standard deviation was $S = \sqrt{322.56} = 17.96$. Self-confidence scores ranged from 35 to 105 (Table 6). Using the mean ± one standard deviation as cut-off points, 5 students (12.20 percent) were in the low category, 28 (68.29 percent) in the moderate category, and 8 (19.51 percent) in the high category (Table 7).

Students' Learning Environment Adjustment

Learning environment adjustment was measured through four indicators: adaptation, conformity, mastery, and individual variation. The range was 106 − 34 = 72; with six classes, the class width was 72/6 = 12. The largest frequency fell in the 60–71 interval, with 11 students (27 percent) (Table 4).

Table 4**.** Frequency Distribution and Computation of Learning Environment Adjustment Scores

Interval	f	%	x_i	$f_i x_i$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	$f_i(x_i - \bar{x})^2$
34–45	4	10	39.5	158.0	−30.54	933.00	3,732.00
46–59	8	20	52.5	420.0	−17.54	307.60	2,460.80
60–71	11	27	65.5	720.5	−4.54	20.62	226.82
72–84	8	20	78.0	624.0	7.96	63.40	507.20
85–97	7	17	91.0	637.0	20.96	439.40	3,075.80
98–110	3	7	104.0	312.0	33.96	1,153.30	3,459.90
Total	41	100		2,871.5			13,462.52

Source: Research data, processed by the authors.

The mean was $\bar{x} = 2{,}871.5/41 = 70.04$, the variance $S^2 = 13{,}462.52/41 = 328.35$, and the standard deviation $S = \sqrt{328.35} = 18.12$ (Table 6). Four students (9.76 percent) were in the low

category, 27 (65.85 percent) in the moderate category, and 10 (24.39 percent) in the high category (Table 7). On the basis of the mean, students' learning environment adjustment at MTs Kelautan Perak is in the moderate category.

Students' Learning Achievement

The range of learning achievement scores was 95 − 75 = 20; with six classes, the class width was 20/6 = 3.33, rounded to 3. The largest frequencies fell in the 78–82 and 90–93 intervals, each with 11 students (27 percent) (Table 5).

Table 5. Frequency Distribution and Computation of Learning Achievement Scores

Interval	f	%	x_i	$f_i x_i$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	$f_i(x_i - \bar{x})^2$
75–77	5	12	76.0	380.0	−9.04	81.72	408.60
78–82	11	27	80.0	880.0	−5.04	25.40	279.40
83–85	6	15	84.0	504.0	−1.04	1.08	6.48
86–89	6	15	87.5	525.0	2.46	6.05	36.30
90–93	11	27	91.5	1,006.5	6.46	41.78	459.58
94–97	2	5	95.5	191.0	10.46	109.41	218.82
Total	41	100		3,486.5			1,408.18

Source: Research data, processed by the authors.

The mean was $\bar{x}$ = 3,486.5/41 = 85.04, the variance S^2 = 1,408.18/41 = 34.35, and the standard deviation S = √34.35 = 5.86 (Table 6). Five students (12.20 percent) were in the low category, 23 (56.10 percent) in the moderate category, and 13 (31.70 percent) in the high category (Table 7). On the basis of the mean, students' learning achievement at MTs Kelautan Perak is in the moderate category.

Table 6. Descriptive Statistics of the Research Variables

Statistic	Self-confidence (X_1)	Environment adjustment (X_2)	Achievement (Y)
N	41	41	41
Maximum	105	106	95
Minimum	35	34	75
Range	70	72	20
Mean	69.78	70.04	85.04
Standard deviation	17.96	18.12	5.86
Variance	322.56	328.35	34.35

Source: Research data, processed by the authors.

Table 7. Categorization of the Research Variables

Variable	Category	Interval	f	%
Self-confidence (X_1)	Low	X < 51.82	5	12.20
	Moderate	51.82–87.74	28	68.29
	High	X > 87.74	8	19.51
Environment adjustment (X_2)	Low	X < 51.92	4	9.76
	Moderate	51.92–88.16	27	65.85
	High	X > 88.16	10	24.39

Variable	Category	Interval	f	%
Achievement (Y)	Low	X < 79.18	5	12.20
	Moderate	79.18–90.90	23	56.10
	High	X > 90.90	13	31.70

Source: Research data, processed by the authors.

The Effect of Self-Confidence and Learning Environment Adjustment on Learning Achievement

Before testing the hypotheses, prerequisite tests were conducted: a normality test to determine whether the data were normally distributed, a linearity test to examine the linearity of the relationships, and a heteroscedasticity test to examine the spread of the data. The normality test, carried out with SPSS version 29 using the Kolmogorov–Smirnov technique, treats data as normally distributed when Sig. > 0.05. The significance values were 0.12 for self-confidence, 0.06 for learning environment adjustment, and 0.21 for the joint model, all greater than 0.05, so the data were normally distributed (Table 8).

Table 8**.** Normality Test (Kolmogorov–Smirnov)

Variable	Sig.	Result
Self-confidence (X_1)	0.12	Normal
Learning environment adjustment (X_2)	0.06	Normal
X_1 and X_2 on learning achievement (Y)	0.21	Normal

Source: Research data, processed by the authors.

The linearity test was used to determine whether the relationships between self-confidence (X_1) and learning achievement (Y), and between learning environment adjustment (X_2) and learning achievement (Y), were linear. For X_1–Y, F = 37.973 with Sig. = 0.000; for X_2–Y, F = 39.719 with Sig. = 0.000, indicating significant linear relationships between each predictor and learning achievement (Table 9).

Table 9**.** Linearity Test

Relationship	F	Sig.	Result
X_1 – Y	37.973	0.000	Linear
X_2 – Y	39.719	0.000	Linear

Source: Research data, processed by the authors.

Since the data were normally distributed and linear, the hypotheses were tested using regression analysis. The hypotheses were as follows: H_0, there is no effect of self-confidence and learning environment adjustment on students' learning achievement at MTs Kelautan Perak; and H_a, there is an effect of self-confidence and learning environment adjustment on students' learning achievement at MTs Kelautan Perak.

Table 10**.** Simple Linear Regression of X_1 and X_2 on Y

Model	Coefficient	B	t	Sig.
$X_1 \rightarrow Y$	Constant	69.109	26.400	0.000
	Self-confidence	0.226	6.162	0.000
$X_2 \rightarrow Y$	Constant	68.862	26.493	0.000
	Environment adjustment	0.227	6.302	0.000

Source: Research data, processed by the authors.

The simple regression of self-confidence on learning achievement yielded the equation $Y = 69.109 + 0.226X_1$ (Table 10). The constant of 69.109 means that, without self-confidence, learning achievement would remain at 69.109, and the coefficient of 0.226 means that each one-unit increase in self-confidence raises learning achievement by 0.226 units. The t value of 6.162 exceeds the t table value of 2.023 (df = 39, $\alpha = 0.05$, two-tailed), with Sig. = 0.000 < 0.05, indicating that self-confidence has a positive and significant effect on learning achievement.

The simple regression of learning environment adjustment on learning achievement yielded the equation $Y = 68.862 + 0.227X_2$ (Table 10). The constant of 68.862 means that, without learning environment adjustment, learning achievement would remain at 68.862, and the coefficient of 0.227 means that each one-unit increase in learning environment adjustment raises learning achievement by 0.227 units. The t value of 6.302 exceeds the t table value of 2.023, with Sig. = 0.000 < 0.05, indicating that learning environment adjustment has a positive and significant effect on learning achievement.

For the third hypothesis, multiple linear regression was used to examine the joint effect of self-confidence and learning environment adjustment on learning achievement (Table 11). The constant of 68.808 means that, without self-confidence and learning environment adjustment, learning achievement would remain at 68.808. The coefficient for self-confidence (X_1) is −0.408, meaning that each one-unit increase in self-confidence changes learning achievement by −0.408 units, while the coefficient for learning environment adjustment (X_2) is 0.633, meaning that each one-unit increase raises learning achievement by 0.633 units.

Table 11**.** Multiple Linear Regression of X_1 and X_2 on Y

Predictor	B	t	Sig.
Constant	68.808	26.332	0.000
Self-confidence (X_1)	−0.408	−0.785	0.438
Learning environment adjustment (X_2)	0.633	1.221	0.229

Source: Research data, processed by the authors.

The model summary (Table 12) shows a correlation coefficient (R) of 0.716 and a coefficient of determination (R^2) of 0.512. Using the guideline for interpreting correlation coefficients (0.00–0.20, no correlation; 0.21–0.40, weak; 0.41–0.60, moderate; 0.61–0.80, strong; 0.81–1.00, very strong), R = 0.716 indicates a strong relationship. Self-confidence and learning

environment adjustment together explain 51.2 percent of the variance in learning achievement, while the remaining 48.8 percent is explained by other factors outside the model.

Table 12**.** Model Summary

Model	R	R^2	Sig.	Result
$X_1, X_2 \rightarrow Y$	0.716	0.512	0.000	Highly significant

Source: Research data, processed by the authors.

Discussion

Students' Self-Confidence

The findings show that the indicator of belief in one's own abilities has developed reasonably well in most students. Life at the madrasah, combined with guidance activities and social interaction, helps students recognize and rely on their abilities in completing academic and non-academic tasks. Students in the moderate and high categories generally show the courage to participate in learning, while the small number in the low category still need support and reinforcement from teachers.

The descriptive analysis of 41 respondents yielded a maximum score of 105, a minimum of 35, and a range of 70. Five students (12.20 percent) were in the low category, 28 (68.29 percent) in the moderate category, and 8 (19.51 percent) in the high category. With a mean of 69.78, students' self-confidence at MTs Kelautan Perak is generally moderate. The predominance of the moderate category shows that students' self-confidence is reasonably well formed but not yet optimal.

These findings confirm that self-confidence is an important factor in students' learning success. A moderate level of self-confidence indicates that its indicators have developed reasonably well but still require reinforcement through motivation, character formation, and a supportive learning environment in order to reach the high category.

Students' Learning Environment Adjustment

Field findings on the adaptation indicator show that most students have adjusted to the madrasah environment, both in following learning activities and in interacting with teachers and peers. Students in the moderate and high categories generally accept school conditions as part of the learning process, although a small number need more time to adjust.

Of the 41 respondents, 4 students (9.76 percent) were in the low category, 27 (65.85 percent) in the moderate category, and 10 (24.39 percent) in the high category. The predominance of the moderate category shows that students at MTs Kelautan Perak generally have reasonably good but not yet optimal learning environment adjustment.

This finding is consistent with Schneiders's view that adjustment is the process by which individuals respond effectively to environmental demands in order to balance personal needs and

social conditions. Students who adjust well feel comfortable in learning and find it easier to succeed academically. Learning environment adjustment is thus an external factor that plays a major role in supporting learning achievement.[25]

Students' learning environment adjustment is in the moderate category. They have reasonably good adjustment across the indicators of adaptation, conformity, mastery, and individual variation, but still need reinforcement to reach the high category and support optimal learning; the main obstacle is inadequate facilities.

Students' Learning Achievement

Students' learning achievement at MTs Kelautan Perak varies. Of the 41 students, 5 were in the low category, 23 in the moderate category, and 13 in the high category. Descriptively, achievement scores ranged from 75 to 95 with a mean of 85.04. This mean indicates that students' achievement is generally fairly good, although not yet optimal, and the predominance of the moderate category reflects a balance between supporting factors and remaining obstacles in the learning process.

Learning achievement at MTs Kelautan Perak is in the moderate category. Students have attained fairly good results but still need reinforcement, both internally through increased self-confidence and externally through a more conducive learning environment. Improving achievement therefore requires a comprehensive effort involving students, teachers, the madrasah, and families so that achievement can develop toward the high category in an optimal and sustainable way.

The Effect of Self-Confidence and Learning Environment Adjustment on Learning Achievement

The multiple regression shows that self-confidence (X_1) has a negative coefficient of −0.408. This should not be read as meaning that self-confidence has no effect on learning achievement. Rather, the negative coefficient indicates that the contribution of self-confidence in the joint model depends heavily on the presence of learning environment adjustment: self-confidence contributes optimally when it is supported by students' ability to adjust to their learning environment. The negative coefficient can also be understood as indicating that learning environment adjustment makes the more dominant contribution in the joint model, while self-confidence remains an internal factor.

The regression test shows a significance value of 0.000 (< 0.05), meaning that self-confidence and learning environment adjustment jointly have a significant effect on learning achievement. The regression equation $Y = 68.808 - 0.408X_1 + 0.633X_2$ shows that learning

[25] Shada Adivari, "Pengaruh Kecerdasan Spiritual, Motivasi Belajar, dan Self-Acceptance terhadap Penyesuaian Diri Santri Baru" (Fakultas Psikologi UIN Syarif Hidayatullah Jakarta, n.d.).

environment adjustment contributes more than self-confidence in the joint model, suggesting that it acts as a contextual factor that strengthens the effect of self-confidence on achievement. The coefficient of determination of 0.512 indicates that 51.2 percent of the variance in learning achievement is explained jointly by the two variables, while the remaining 48.8 percent is explained by other variables not examined, such as learning motivation, parental support, teaching methods, and other psychological factors. Learning achievement is thus the result of a complex interaction of internal and external factors.

Overall, the findings confirm that improving students' learning achievement requires the simultaneous strengthening of self-confidence as an internal factor and learning environment adjustment as an external factor. The synergy between the two is key to moving students from the moderate to the high category, creating an effective and adaptive learning process oriented toward optimal achievement.

CONCLUSION

Based on the data analysis and discussion, students' self-confidence at MTs Kelautan Perak is in the moderate category (68.29 percent of students) with a mean of 69.78; learning environment adjustment is likewise moderate (65.85 percent) with a mean of 70.04; and learning achievement is moderate (56.10 percent) with a mean of 85.04, so that all three variables still need to be improved. Self-confidence and learning environment adjustment jointly have a positive and significant effect on learning achievement, explaining 51.2 percent of its variance, while the remaining 48.8 percent is explained by other variables not examined. This means that the higher students' self-confidence and the better their learning environment adjustment, the higher the learning achievement they can be expected to attain.

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