Profile of Self-Confidence Viewed From Familysocial Status In State Junior High School Students In Pangandaran District

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A B S T R A C T

Self-confidence is a key factor in shaping adolescent identity and overall well-being. One factor that may affect self-confidence is family social status, which reflects a family's level of prestige, access to resources, and recognized roles in society. This study explores junior high school students' self-confidence in relation to family background and parenting style.mThe research employed a quantitative approach using a cross-sectional survey design. The instrument used was a self-confidence inventory adapted from Gael Lindenfield's theory. Respondents were 150 students from three public junior high schools in Pangandaran Regency. The sampling technique used was probability sampling with a saturated sample approach. The findings revealed that the majority of students in Pangandaran Regency demonstrated moderate levels of self-confidence. Notably, students from families with a recognized role or status in society tended to show higher self-confidence compared to their peers. These results suggest that family social status and parenting style can influence the development of self-confidence during adolescence.The study highlights the importance of considering family background when supporting students' personal development.

A R T I C L E   I N F O

1. INTRODUCTION

Nowadays, many adolescents feel less confident about their abilities. As is the case in the field, there are many problems regarding adolescents' low self-confidence regarding family social status. Physical conditions and social support from the family can significantly affect a adolescents' self-confidence (Sobeta & Mudjijanti, 2020). Students from families with low social status may experience a lack of self-confidence, which can manifest in low self-esteem, shyness, confusion, and excessive modesty (Sobeta & Mudjijanti, 2020). This could be due to a lack of support and encouragement from their families and the pressures of living in poverty or difficult circumstances. Another study on learning difficulties in students found that family factors such as the level of education and parents' work can also affect student self-confidence (Ikhsanto, 2020). Students from families with low levels of education or low-paying jobs may feel inferior compared to their peers, which can lead to a lack of confidence in their academic abilities (Ikhsanto, 2020). This can be compounded by a need for more resources at home, such as books or educational materials, making it difficult for them to keep up with their classmates.

Self-confidence is the confidence or trust a student has in doing something successfully. Someone who has self-confidence is a person who has a feeling of satisfaction with himself. A person who is satisfied with himself is a person who understands well the abilities and skills he has and can socialize well in his social environment. (Lindenfield, 2011).

There are five aspects of self-confidence according to Lindefield in the super confident book: self-love, self-understanding, knowing what they went, positive thinking, skilful in behavior (skilled in behaving) (Lindenfield, 2000). (1) Self-Love: They love themselves and do not mind us knowing that they care for themselves. Love yourself, care about yourself, and do not mind if other people find out. (2) Self-Understand: They understand themselves – and continue to wonder about themselves as they grow and develop. Understand yourself and keep asking questions and being curious while growing and developing. (3) Know What They Went: They know what they want – and are not afraid to keep setting new goals for themselves. Knowing what you want and not being afraid to set new goals/targets. (4) Positive Thinking: They think positively – and do not feel overwhelmed by problems they behave. Think positive and do not feel burdened by problems. (5) Skillful In Behavior: skillfully – and know which behaviour is appropriate for each situation. Have skills in behaviour and know the behaviour or approach that is appropriate/suitable for each individual in all situations.

Self-confidence is one aspect of human personality which functions very important to actualize the potential of an individual. Without self-confidence, there will be many problems that arise in humans. Hambly (1995) states that self-confidence is a strong belief in oneself in the form of feelings and the assumption that one is in good condition, allowing individuals to appear and behave confidently (Hambly, 1997). While Hakim (2005) stated that "self-confidence is a belief in one's strengths that makes a person feel capable of achieving his goals" (Hakim, 2005).

Self-confidence is a crucial factor in identity formation and adolescent well-being. This can affect an adolescent's interpersonal relationships, academic achievement, and future success

(Angelis, 2003). Students as adolescents are developing individuals and need to present themselves as optimally as possible with various challenges in increasing their self-confidence. Several factors, including family and social status, can influence a person's self-confidence. One of the factors that can affect the level of self-confidence of adolescents is the social status of the family. Family social status includes parents' educational level, occupation, income, and living environment.

The social status of this family stems from social stratification. Social stratification comes from Social Stratification, a multi-layered societal system. Social stratification is the differentiation of the population or society into hierarchical classes (Grusky, 1994). Social stratification has an essential element, namely "social status". Social status means a person's position in general in society, which includes his social environment, dignity, honour, and rights and obligations (Grusky, 1994). This social status is not merely a collection of a person's position in a group in his environment, but these social positions affect the family's status in different social groups.

Family social status is the social position held by a family in a society, which reflects the level of prestige, access to resources, and roles recognized by society (Johnson, 2018). Family social status can be influenced by factors such as income, education, occupation, social class, and cultural heritage owned by the family. Family social status can affect family access to education, employment opportunities, health services, social welfare, and perceptions and interactions with the broader community. Family social status refers to the social position or prestige a family holds in society. Family social status has a significant influence on individual life within the family and outside the family.

In social life, there are at least three kinds of positions: (1) Ascribe status, namely the social status of individuals in society without regard to differences in spirituality and ability, or it can be interpreted as a status obtained by birth. (2) Achieved Status (struggled for status), namely the status achieved by individuals with deliberate effort, or can be interpreted as a status that is obtained openly for anyone who has the ability and depends on the ability of each individual to pursue and achieve goals the goal. (3) Assigned Status, namely status that has a close relationship with achieved status, namely status that is given for specific reasons, or it can be interpreted that a group, class, or community gives a higher position to someone who is considered meritorious, who has fought for something to meet the needs and interests of society. However, sometimes this position is given because someone has long held a particular position (Grusky, 2018). So to measure self-confidence and family social status, researchers used the theory of self-confidence from Lindenfield and the theory of family social status from Grusky as a research framework. In this case, self-confidence is reviewed based on the social status of the family in question is a belief or belief that a student has in doing something successfully and is confident in his abilities in terms of the social status of his family.

In families with high social status, children are often given greater access to resources and opportunities that support the development of self-confidence. They may gain access to quality education, strong social support, and positive experiences that strengthen their self-

confidence. Conversely, individuals from families with low social status may face economic challenges, lack of educational opportunities, and limited social support, affecting their self-esteem development. Lack of self-confidence in students can cause problems for students. Low self-confidence can have a large and significant impact on students' learning abilities. Low self-confidence has an impact on inhibiting psychological development, such as feelings of security (Gottlieb et al., 2022), scared and worried (Akbari & Sahibzada, 2020), and feel separate from society (Widjaya, 2018).

These obstacles can hurt students, which results in disruption of the learning process. Because participation is closely related to self-confidence, it is a significant concern that students' low abilities are due to a lack of self-confidence which can consequently affect their vulnerability in the learning process. Lack of student self-confidence can lead to a lack of motivation, consequently making students show a negative attitude towards learning. If the poor student ability continues, the expected results are impossible. If students' poor abilities persist, the expected results may not be achieved, and they may even have difficulty building their self-confidence.

So the problem in this study is how is the profile of adolescent self-confidence reviewed based on family social status? The purpose of this research is to find out how the profile of adolescent self-confidence is reviewed based on family social status. Hopefully, this research will develop a better understanding of the factors that influence adolescent self-confidence so that appropriate strategies and interventions can be developed to help adolescents.

2. METHODS

The approach used in this study is a quantitative approach using a survey research design. Researchers used this survey design to describe and analyze the dynamics of students' self-confidence profiles in terms of family social status. One type of survey design commonly used is the cross-sectional survey (Creswell, 2016). In a cross-sectional survey, data is collected from various respondents at a certain time (Creswell, 2016).

The stages of the research include planning, developing survey instruments, selecting a representative sample from the population studied, collecting data through questionnaires, processing and analyzing data using appropriate statistical methods, and interpreting the results to conclude (Creswell, 2016). This design provides a general view of the relationship between certain variables at a point, although it cannot identify causation or changes over time. A cross-sectional survey design is appropriate for gaining insight into population characteristics and patterns of relationships between variables in a particular context.

Respondents/participants in this study included school students at State Middle School in Pangandaran Regency, which consisted of three schools: (1) Pangandaran 1 Public Middle School; (2) Pangandaran 2 Public Middle School; (3) Pangandaran 3 Public Middle School The number of respondents involved in this study was 150 people. Respondents consisted of students from grades 7 to grade 9 and were in the age range of 12 to 15 years.

The following is presented in **Table 1** regarding the demographic data of the respondents:

Table 1. Respondent Demographic Data

School name	Total
Pangandaran 1 Public Middle School	50
Pangandaran 2 Public Middle School	50
Pangandaran 3 Public Middle School	50
Total	**150**

The instrument used in this study was the Self-confidence inventory adapted from Gael Lindenfield's theory (Gael Lindenfield, 2000). Self-confidence aspects developed in the instrument include self-love, self-understanding, knowing what they went, positive thinking, and being skillful in behaviour (Gael Lindenfield, 2000).

3. RESULTS AND DISCUSSION

3.1 FINDINGS

This study focuses on the profile of self-confidence based on family social status. Strong self-confidence is an important foundation in facing life's challenges, but the complex interaction between family social status and self-confidence still needs to be fully understood. This research provides strong reasons to understand the impact of family social status factors on forming individual self-confidence. Furthermore, the results of this study have the potential to provide valuable insights into designing targeted social and psychological interventions, understanding how individuals from different social and family backgrounds develop their self-views and interact with the environment. Thus, the findings of this study have the potential to bring about real changes in society, especially regarding self-confidence in terms of family social status.

The results of the acquisition of research data will be presented based on; (1) the results of the descriptive analysis of the self-confidence of Pangandaran Regency junior high school students in general, (2) the results of the descriptive analysis of the self-confidence level of students of Pangandaran regency junior high schools based on the place of residence, and (3) the results of the descriptive analysis of the self-confidence level of students of public junior high schools Pangandaran Regency in terms of family social status. Furthermore, the discussion section presents an analysis based on the literature regarding the research results obtained.

3.1.1 The results of the Descriptive Analysis of Self-Confidence in Pangandaran Regency Middle School Students in General

Based on the findings, it was found that the self-confidence of junior high school youth in Pangandaran Regency tended to be in the medium category. **Figure 1** illustrates the results of calculating the Self-confidence profile of State Middle School students in Pangandaran Regency. The number of state junior high school students in Pangandaran Regency was 27 people who had self-confidence in the high category, 103 people who had self-confidence in the medium category, and 20 people who had self-confidence in the low category.
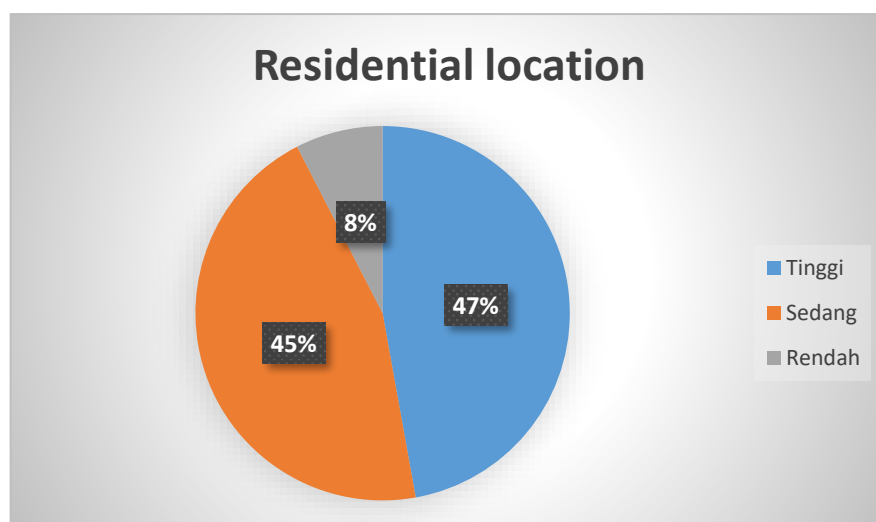
Profile Self-confidence
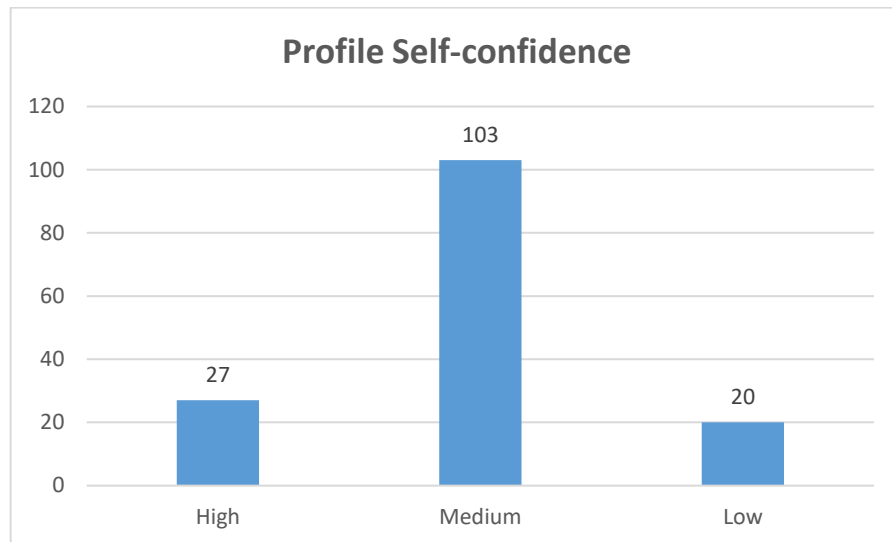
Figure 1. Self-confidence profile of Pangandaran Regency Public Middle School students

3.1.2 Results of Descriptive Analysis of Self-Confidence Levels of Students of Pangandaran District Middle Schools Based on Place of Residence

Furthermore, to see how the level of Self-confidence of State Junior High School students in Pangandaran Regency based on place of residence will be explained based on the following diagram. The following **Figure 2** is a diagram of the results of calculating the self-confidence level of junior high school students in Pangandaran Regency based on place of residence.
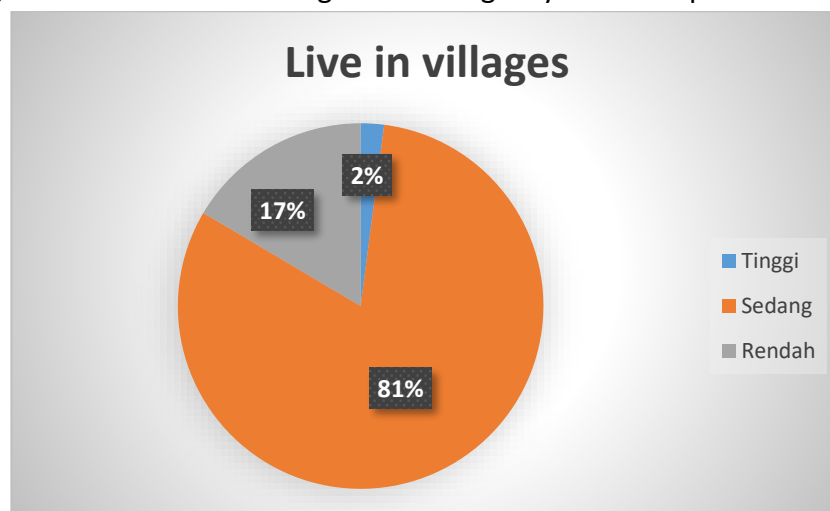
Figure 2. Diagram of the level of self-confidence of students with locations where they live in villages
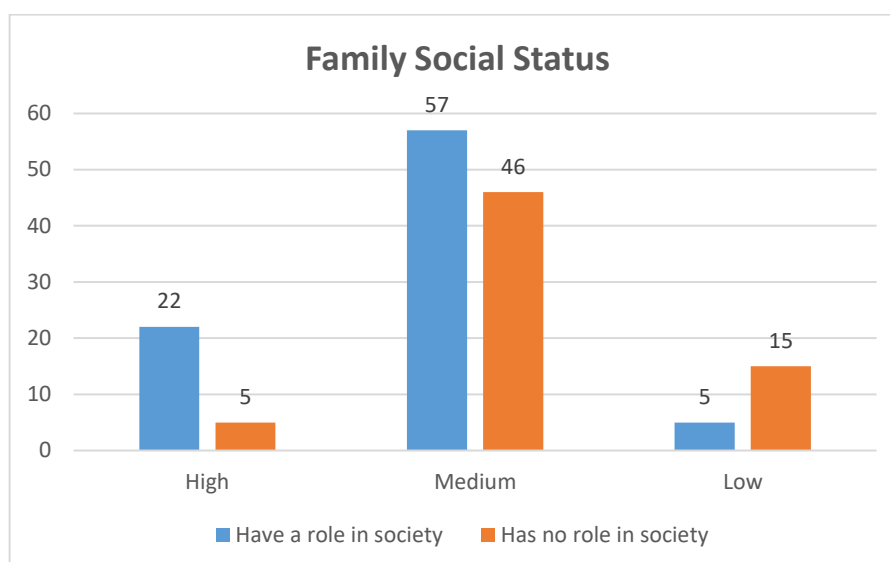
Figure 3. Diagram of student self-confidence level by residential location

The self-confidence level of state junior high school students in Pangandaran Regency who live in villages can be seen in (**Figure 2**). As many as 2% of students whose houses are in villages have a Self-confidence level in the High category, and 81% of students whose houses are in villages have a Self-confidence level in the Moderate category. As many as 17% of students whose houses are in villages have a Self-confidence level. Confidence with the Low category. The self-confidence level of state junior high school students in Pangandaran Regency who have residential locations in housing can be seen in (**Figure 3**). As many as 47% of students whose homes are in housing have a Self-confidence level in the High category, and as many as 45% of students whose homes are in housing have a Self-confidence level in the Moderate category. As many as 8% of students whose homes are in housing have a Self-confidence level. Confidence with the Low category.

3.1.3 Results of Descriptive Analysis of the Level of Self-Confidence of Students of Pangandaran Regency Middle School in View of Family Social Status

Then, see how the level of Self-confidence of State Middle School students in Pangandaran Regency in terms of family social status will be explained based on the following diagram. The following diagram shows the results of calculating the self-confidence level of junior high school students in Pangandaran Regency in terms of family social status.

Figure 4. Diagram of the level of self-confidence of students in terms of family social status

The self-confidence level of state junior high school students in Pangandaran Regency regarding family social status can be seen in (figure 4). Students with family social status who have a role in society tend to have High and Moderate Self-confidence. It can be seen that as many as 22 out of 27 students who have the High Self-confidence category, their parents have a role in society. Moreover, as many as 57 out of 103 students with the Moderate Self-confidence category, their parents have a role in society. Meanwhile, students with family social status who do not have a role in society tend to have low self-confidence. It is proven by only 5 out of 20 students who have Low Self-confidence category their parents have a role in society

3.1 DISCUSSION

Self-confidence is a crucial factor in identity formation and adolescent well-being. Therefore, a adolescents' should have high self-confidence. However, self-confidence can affect various aspects of life, including interpersonal relationships, academic achievement, and future success (Angelis, 2003; Subhi, 2019). One of the factors that can affect the level of self-confidence of adolescents is the social status of the family. Family social status includes parents' educational level, occupation, income, and living environment.

In social life, there are at least three kinds of positions: (1) Ascribe status, namely the social status of individuals in society without regard to differences in spirituality and ability, or it can be interpreted as a status obtained by birth. (2) Achieved Status (struggled for status), namely the status achieved by individuals with deliberate effort, or can be interpreted as a status that is obtained openly for anyone who has the ability and depends on the ability of each individual to pursue and achieve goals the goal. (3) Assigned Status, namely status that has a close relationship with achieved status, namely status that is given for specific reasons, or it can be interpreted that a group, class, or community gives a higher position to someone who is considered meritorious, who has fought for something to meet the needs and interests of society. However, sometimes this position is given because someone has long held a particular position (Grusky, 2018).

Humans live in groups, in Van der Zanden's theory (1967), Each individual can be identified as a member of a population, social type, social group, association, and a group of people. Moreover, from an exciting point of view, it can be applied to people with many different interests (Berghe et al., 1967). In line with the existence of individuals in a group, then, of course, everyone will not escape from their positions, both within the scope of the small community of life and within the larger community.

The social status possessed by a family can be seen in how the family's daily life is through specific characteristics, which in sociology are called status symbols (Saripudin, 2005). This behaviour is a part of family status life. Specific characteristics are considered status markers, such as how to dress, socialize, spend free time, choose a place to live, drive, have fun, and other characteristics that make them different from ordinary people (Saripudin, 2005). This status symbol is not only attached to specific groups or layers of the family, but each family usually has its characteristics.

One form of appreciation that exists in modern society, especially in urban communities in Indonesia, is the mastery of knowledge, namely in the form of a bachelor's degree. Someone with a certain degree has at least proven that the recipient has met certain requirements in a particular field of science (Grusky, 2018). This creates some negative impacts, namely that what is being pursued is not the knowledge but the bachelor's degree. Then the title became a status symbol regardless of its actual content. Many feel ashamed because they do not have a university degree, even though their family status is respected in society; Every effort is made to get the title regardless of whether they can later be held accountable for what a family has worked for.

Parents as educators first and foremost. Whatever parents teach their children will determine how their child's life will be in the future, including self-confidence. So the role of parents is very important, of course, in providing social support to children. The existence of social support in the form of good family social status that is accepted in the community will make children feel accepted in society. It will also provide a sense of comfort both physically and psychologically. Children who receive social support from families who have good social status tend to have lower stress levels and are more confident in carrying out activities (Yulysa, 2016).

The relationship between self-confidence is that someone from a family with a higher social status tends to have a higher level of self-confidence than adolescents from a family with a lower social status. This is in line with research conducted by Johnson (2018), which found that family social status had a significant impact on the level of adolescent self-confidence (Johnson, 2018). Adolescents who come from families with higher social status tend to have a higher level of self-confidence than adolescents who come from families with lower social status. This can be due to their access to better resources and opportunities, including quality education, adequate social support, and positive experiences in the family environment (West & Tyler., 2016).

In addition, supported by another study conducted by Smith et al. (2020), a family environment where the family's social status is stable and warm also plays an essential role

in building adolescent self-confidence (Smith et al., 2020). When adolescents feel supported and loved by their families, they tend to feel more confident in facing challenges and developing their abilities. Conversely, a family environment that is unstable, dysfunctional, or lacks support can negatively affect adolescent self-confidence.

On the other hand, research conducted by Pretianasari (2015) stated the opposite, that children from a family with a social status of a less able family could succeed in completing their learning assignments with confidence more than children from families who are able (Pretianasari, 2015). However, it should be realized that the factor of family social status, which is absolute in determining the condition of parents who are respected in the community, is not another factor that influences it. Several other factors influence such as the attitude of parents towards their children, how the interaction relationship between parents and children, parental affection for children, providing motivation, and fulfilling learning tools (Arfina, 2019; Deshpande, 2013; Indrijati, 2019). In this connection, it is possible that the influence of high family social and economic status can cause children to misbehave, become drunkards, smokers, and addicted to alcohol, ecstasy pills and so on, considering that both parents have met them materially.

Many problems arise because individuals need to believe in their abilities. This is also often experienced by adolescents; adolescents need to be more confident in the results of their abilities and prefer to imitate the work of their friends. This shows that the adolescents lacks confidence in his abilities. He is more dependent on his belief in other people, even though the results of other people are not necessarily accurate either. Self-confidence in adolescents can be interpreted as self-acceptance behaviour as it is (Komara, 2016). This self-confidence is essential for everyone because it is the self-confidence that encourages a person to be able to face situations with common sense and accept his weaknesses so that he does not sink into feelings of guilt and lack of self-esteem which can hinder him from improving his abilities (Afiatin & Martaniah, 1998).

Developing one's self-confidence begins with forming a positive self-concept (Santrock, 2017). Likewise, with the self-confidence that exists in adolescents. This is supported by the phrase, "This period of adolescent self-confidence is characterized by a positive self-concept" (Hurlock, 1994).With this positive self-concept, a adolescents can develop his self-confidence and even reach the next stage of development (Hurlock, 1994). Confidence is the positive attitude of someone who helps himself and the environment to overcome the situation he faces (Rahmadani, 2021). This self-confidence is a person's belief in his ability to do something and feel satisfied. Trust develops through the individual's relationship with the environment

Self-confidence is born from five things related to self-confidence: (1) Self-Love: They love themselves and do not mind us knowing that they care for themselves. Love yourself, care about yourself, and do not mind if other people find out. (2) Self-Understand: They understand themselves – and continue to wonder about themselves as they grow and develop. Understand yourself and keep asking questions and being curious while growing and developing. (3) Know What They Went (Know What They Want): They know what they want – and are not afraid to keep setting new goals for themselves. Knowing what you want and not being afraid to set new goals/targets. (4) Positive Thinking: They think positively – and do

not feel overwhelmed by problems. They behave. Think positive and do not feel burdened by problems. (5) Skillful In Behavior: skillfully – and know which behaviour is appropriate for each situation. Have skills in behaviour and know the behaviour or approach that is appropriate/suitable for each individual in all situations (Gael Lindenfield, 2000; Gael Lindenfield, 1997).

Self-confidence is closely related to how a person views or rewards himself, where positive self-esteem is a significant component in motivating social acceptance among peers (Syarifuddin, 2019). Therefore, if a adolescents's self-confidence is low, the motivation for peer social acceptance will also be low. Low adolescent self-confidence will have an impact on their academic achievement in class. So skills that should be well acquired must be put aside because good self-confidence does not support them.

Research by Dewi, Sucipto & Puriani (2018), shows that students in junior high schools who experience symptoms of lack of self-confidence shown in student behaviour, such as students complaining when the teacher provides information about the process of rescheduling exams immediately, students do not dare to look at their friends when they appear in front of the class, they do not dare to express their opinion when the teacher allows them to express ideas, students make cheat sheets to open during exams, in the teaching and learning process students often daydream without paying attention to what the teacher is teaching (Dewi et al., 2018).

Research conducted by Herwanto (2018) shows that many students' behaviours lack self-confidence, such as rarely socialising with their classmates, being often alone during recess, being only friends with one bench or not even friends with anyone (Herwanto, 2018). There are still many students who show off their parents to other students, which impacts the confidence of other students. Students feel embarrassed to hang out with other friends because they are not from a well-to-do and respected family (Aji, 2021; Mohanty et al., 2016; Nurwati & Listari, 2021). This hurts students' learning process in class (Fitrianingsih et al., 2019). In line with this, research conducted by Siregar (2019), also shows that students have low self-confidence, which is characterized by a lack of student participation in learning in class (Siregar, 2019).

Though self-confidence is one crucial aspect of life, self-confidence is very necessary for individual psychological survival. It is one of the things that individuals need to do many things, including achieving their own goals. If the individual does not have self-confidence, the individual will have difficulty facing complex challenges in life, the individual will lose control over himself, and the individual will also feel insignificant, ostracized, unloved, and ignored, so the individual may also begin to internalize criticism. That others gave him.Selain itu, jika individu yang kurang percaya diri, maka peluang untuk gagal menjadi lebih tinggi dibandingkan peluang individu untuk berhasil, baik secara akademis dan professional.

This is evidenced by researchers from the University of California–San Diego and the University of Edinburgh, who show that when individuals have self-confidence, it is more likely that individuals will achieve their own goals, even though individuals do not have specific skills or abilities (West & Tyler., 2016). A lack of self-confidence in students can create

problems for students and schools in implementing an effective curriculum. Low self-confidence can have a large and significant impact on students' learning abilities. Low self-esteem has an impact on inhibiting psychological development, such as feelings of security (Gottlieb et al., 2022), fear and anxiety (Akbari & Sahibzada, 2020), and feeling separated from society (Widjaya, 2018).

These obstacles can hurt students, which results in disruption of the learning process. Because participation is closely related to self-confidence, it is a significant concern that students' low abilities are due to a lack of self-confidence which can consequently affect their vulnerability in the learning process. Palavan (2017) also stated that students' lack of self-confidence could lead to a lack of motivation, consequently making students show a negative attitude towards learning. If the poor student ability continues, the expected results are impossible. If students' poor abilities persist, the expected results may not be achieved, and they may even have difficulty building their self-confidence.

Misalnya dengan menghindari tanggung jawab atau mengisolasi diri yang menyebabkan rasa tidak percaya dirinya semakin buruk. Berdasarkan penelitian terdahlu, *self-confidence* terkait dengan beberapa dampak positif seperti peningkatan kesejahteraan (*well-being*), motivasi (*motivation*), kemampuan individu (*performance*), keterampilan berdamai dengan stress (*ability to deal with stress*), dan kesehatan mental (Bačanac et al., 2014; Clément et al., 1994; Kukulu et al., 2013; Pettersson, 2018). Mereka yang memiliki *self-confidence* yakin akan kemampuan mereka dan menetapkan tujuan untuk diri mereka sendiri, bekerja keras untuk mencapainya tanpa mengkhawatirkan hasilnya. Mutluer & Yavuzer (Sar et al., 2010) menegaskan bahwa manusia dilahirkan dengan kepercayaan diri, tetapi dapat berubah seiring bertambahnya usia. Selain itu, kepercayaan diri pada individu juga dapat diturunkan karena kecemasan, ketidakamanan diri, ketakutan, dan perasaan terpisah dari masyarakat.

For example, avoiding responsibility or self-isolation causes his self-doubt to worsen. Based on previous research, self-confidence is associated with several positive impacts, such as increased well-being, motivation, individual ability (performance), skills to deal with stress and mental health (Bačanac et al., 2014; Clément et al., 1994; Kukulu et al., 2013; Pettersson, 2018). Those with self-confidence are confident in their abilities and set goals for themselves, working hard to achieve them without worrying about the results. Mutluer & Yavuzer (Sar et al., 2010) emphasized that humans are born with self-confidence, but it can change with age. In addition, self-confidence in individuals can also be reduced due to anxiety, self-insecurity, fear, and feelings of being separated from society.

Low self-confidence can be identified by several individual weaknesses that can affect the achievement of the individual's life goals. Here are some weaknesses that can make a person insecure, namely among others; (1) has a physical problem or disability; (2) having a low economic level; (3) having a family social status that is not recognized in a society; (4) has an ugly face; (5) often experience failure; (6) less intellectual; (7) low education; (8) difficulties in getting along in society; and (9) unable to get sympathy from others (Hakim, 2005).

Symptoms of insecurity often appear and result in fear, anxiety, stress, and feelings of insecurity accompanied by palpitations and tremors (Farida, n.d.; Komara, 2016; Mouton et al., 2018; Syarifah, n.d.; Syarifuddin, 2019). As a result, a person becomes depressed, has

difficulty concentrating, lacks motivation, and cannot actualize his abilities optimally (Surya, 2007).

The implications of the results of this study for guidance and counselling are that a guidance and counselling model can be formulated related to the development of student self-confidence, for example, a psychodrama-based guidance and counselling model to increase student self-confidence. According to Hurlock (1994) there are several ways to increase self-confidence, including building positive relationships with people and the environment and actively participating in various activities (Hurlock, 1994).

4. CONCLUSION

The conclusions from the discussion that can be formulated based on the research results are that, in general, the level of self-confidence in students of public junior high schools in Pangandaran Regency is at the level of the Medium category. As many as 2% of students whose houses are in villages have a Self-confidence level in the High category. As many as 81% of students who live in villages have a Self-confidence level in the Moderate category. As many as 17% of students whose houses are in villages have a Self-confidence level—confidence with the Low category. Moreover, as many as 47% of students whose homes are in housing have a Self-confidence level in the High category. As many as 45% of students whose homes are in housing have a Self-confidence level in the Moderate category. As many as 8% of students whose homes are in housing have a Self-confidence level. -confidence with Low category.

Students with family social status who have a role in society tend to have High and Moderate Self-confidence. Self-confidence is a crucial factor in identity formation and adolescent well-being. This can affect all aspects of their life, including interpersonal relationships, academic achievement, and future success. One of the factors that can affect the level of self-confidence of adolescents is the social status of the family. Family social status includes parents' educational level, occupation, income, and living environment. The implications of the results of this study for guidance and counselling are that it can formulate guidance and counselling models related to the development of student self-confidence.

Then suggestions for future researchers who will conduct similar research, to conduct research by adopting a mixed method approach between quantitative and qualitative to gain a more comprehensive understanding. Quantitatively, researchers can use valid and reliable scales to measure self-confidence and factors related to social status, such as income, education, and parents' occupation. Meanwhile, a qualitative approach through in-depth interviews can provide deeper insight into individual self-confidence-related experiences in the context of family social status.

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