

**THE EFFECT OF SELF-CONFIDENCE, SOCIAL SUPPORT, AND LEARNING BEHAVIOR ON STUDENTS' LEARNING ACHIEVEMENT IN PRODUCTIVE SUBJECTS OF MPLB SMKN 1 BOGOR****Hilda Aulia<sup>1</sup>, Roni Faslah<sup>2</sup>, Nadya Fadillah Fidhyallah<sup>3</sup>**

Faculty of Economics and Business, Universitas Negeri Jakarta, Indonesia

Email: [hildaaulia03@gmail.com](mailto:hildaaulia03@gmail.com) , [ronifaslah@unj.ac.id](mailto:ronifaslah@unj.ac.id) , [nadyaffidhyallah@unj.ac.id](mailto:nadyaffidhyallah@unj.ac.id)**Abstract**

This study aims to analyze the effect of self-confidence, social support, and learning behavior on student learning achievement in productive subjects of MPLB SMKN 1 Bogor. The method used is quantitative descriptive involving a sample of 310 students, which was determined through purposive sampling, so that 175 students were obtained as samples. Data were collected through questionnaires and documentation of student grades. The data processing and analysis process was carried out with the help of Statistical Package for the Social Sciences (SPSS) version 25 software. The results of the study showed that self-confidence, social support, and learning behavior had a positive and significant effect, both partially and simultaneously, on student learning achievement.

**Article History***Submitted: 5 Januari 2025**Accepted: 11 Januari 2025**Published: 12 Januari 2025***Key Words**

Self-Confidence, Social Support, Learning Behavior, Learning Achievement

**Abstrak (Indonesia)**

Penelitian ini bertujuan untuk menganalisis pengaruh *self-confidence*, dukungan sosial, dan perilaku belajar terhadap prestasi belajar siswa pada mata pelajaran produktif MPLB SMKN 1 Bogor. Metode yang digunakan adalah kuantitatif deskriptif dengan melibatkan sampel sebanyak 310 siswa, yang ditentukan melalui *purposive sampling*, sehingga diperoleh 175 siswa sebagai sampel. Data dikumpulkan melalui kuesioner dan dokumentasi nilai siswa. Proses pengolahan dan analisis data dilakukan dengan bantuan perangkat lunak *Statistical Package for the Social Sciences* (SPSS) versi 25. Hasil penelitian menunjukkan bahwa *self-confidence*, dukungan sosial, dan perilaku belajar memberikan pengaruh positif dan signifikan, baik secara parsial maupun simultan, terhadap prestasi belajar siswa.

**Sejarah Artikel***Submitted: 5 Januari 2025**Accepted: 11 Januari 2025**Published: 12 Januari 2025***Kata Kunci***Self-Confidence, Dukungan Sosial, Perilaku Belajar, Prestasi Belajar***INTRODUCTION**

Student learning achievement is one of the main indicators that reflect the quality of education and students' readiness to face future challenges. Learning achievement is not only related to academic ability, but also determines career opportunities and opportunities to continue education. Quality education, as stipulated in the National Education System Law No. 20/2003, aims to produce competent human resources who are ready to face global challenges (Novitasari et al., 2019).

Although education in Indonesia has an important role in shaping the character and improving the capabilities of the nation, student learning achievements still show significant variations. Based on PISA data (OECD, 2019), Indonesia's education quality lags behind neighboring countries such as Thailand and Singapore. Therefore, success in education must be a top priority in order to improve the nation's competitiveness globally. The results of observations at SMKN 1 Bogor show that many tenth grade students have not reached the Minimum Completion Criteria (KKM) in productive subjects. This condition illustrates the gap in learning achievement that needs serious attention. Basic understanding of productive materials is very important to support students' readiness in the world of work.

Student learning achievement in Vocational High Schools (SMK) still shows significant variations, with many students facing challenges in achieving the expected standards. Research by Azis et al., (2023) shows that students' cognitive, emotional, and psychomotor aspects have

not developed optimally. Many students have difficulty in understanding and applying the material, lack technical skills, and are unable to cooperate and complete tasks effectively. Similar challenges were also found by Rosmawati & Meilani (2019), showing that low learning achievement in productive subjects is closely related to difficulties in practical applications in the workplace. This finding is reinforced by (Sari & Sontani, 2021), who emphasized that understanding productive material is important to improve student skills.

Low student learning achievement is influenced by various internal and external factors. Internal factors include aspects such as self-confidence, motivation, interest, and study habits, while external factors include social support from family and school environment (Manik, 2022). Self-confidence plays an important role in helping students to actively participate in the learning process, but many students still doubt their abilities. This has the potential to hinder the learning process and be detrimental to their achievement.

In addition, the social support students receive, both from family and peers, is very important in supporting student development. However, previous research shows that the effect of social support on student learning achievement is controversial. Some studies show a positive influence, as found by Hidayah & Maria J. Silaen, (2019) and Saeed et al., (2023), while other studies, such as by Mulyawan et al., (2022), found no significant relationship. Similarly, student learning behavior is often a determining factor in academic achievement. Good learning behaviors, such as reading materials independently, discussing with teachers, and taking notes regularly, can help students achieve learning goals, as explained by Crede and Kuncel in Tran et al., (2020).

Identifying the causes of low learning achievement is essential to improving the quality of education, so that students can develop a strong understanding in their chosen field, which is crucial for success in their respective disciplines. Based on this, the authors are interested in analyzing the Effect of Self-Confidence, Social Support, and Learning Behavior on Students' Learning Achievement in Productive Subjects of MPLB SMKN 1 Bogor.

## **LITERATURE REVIEW**

### **Learning Achievement**

Learning achievement is a term that consists of two words, namely “achievement” and “learning.” According to the Indonesian Dictionary, “achievement” refers to the results achieved through various efforts and actions. “According to the Big Indonesian Dictionary, “achievement” refers to the results achieved through various efforts and actions. In the context of ability, learning achievement can be understood as an achievement achieved, especially thanks to maximum effort or high proficiency (Wahyuni et al., 2022). Learning achievement refers to the mastery of knowledge or skills acquired through a lesson. Generally, this achievement is measured by test scores or numbers given by the teacher (Sebastian, 2022). Thus, learning achievement is a useful indicator to assess the level of ability of students in the field concerned.

According to Yulyani, (2022), learning achievement consists of three main aspects: cognitive aspects, which involve the thinking process and understanding of subject matter; affective aspects, which include values, attitudes, and the ability to manage emotions and interpersonal relationships; and psychomotor aspects, which relate to physical and mental skills that develop from mastery of knowledge.

Measurement of learning outcomes aims to evaluate changes in student behavior after participating in learning activities, usually carried out through tests that reflect the level of student understanding of the subject matter. According to Suratman et al., (2019), these tests are divided into three categories: formative tests to evaluate understanding of specific topics, summative tests to assess specific material and support the determination of report cards, and

summative tests to measure student understanding during a semester and overall learning success.

### **Self-Confidence**

Etymologically, self-confidence consists of two words, namely self and confidence, so it can be interpreted as self-confidence. Meanwhile, Lombu & Lase,(2023), individuals with high self-confidence do not consider themselves as a barrier to action. Lestari and Yudhanegara stated that self-confidence reflects belief in one's own abilities and a positive view of oneself. Believing in one's own abilities is the first step in building self-confidence (Alya Rihhadatul Aisy, 2023). On the other hand, Otache, (2020) added that self-confidence is the belief that one is able to complete tasks well, has the potential to succeed, and is ready to face challenges, which encourages a proactive attitude and helps students achieve goals.

Indicators of self-confidence that can increase one's self-confidence include (Valerina & Abadi, 2023), among others: (1) Believing in one's abilities, facing every step calmly, and feeling free and responsible when doing preferred activities. (2) Having a positive self-concept, being warm and polite in interactions, and being able to respect others to establish harmonious relationships. (3) Dare to express opinions and have a drive for achievement. (4) Acting independently in making decisions.

### **Social Support**

Social support refers to an individual's understanding of the support provided by people in their social environment. According to Widianoro (2019) explains that social support includes providing assistance or help in the form of emotional, material, and information with the aim of improving human welfare. This definition is in line with the opinion of Irdyandiwa & Maksum (2019) which states that social support is a form of encouragement or assistance provided by others to individuals, aiming to create a sense of comfort both physically and psychologically. With this support, individuals feel loved, valued, and part of a group that can be relied on when needed. The source of this social support usually comes from the closest people, such as family, friends, or coworkers.

Social support has four indicators (Syamsud et al., 2020), namely: (1) Emotional support which includes empathy, attention, and care, providing a sense of comfort and being loved. (2) Appreciation support in the form of positive expressions of achievement or approval of ideas. (3) Instrumental support in the form of concrete assistance provided directly. (4) Information support which includes advice or suggestions to help individuals overcome problems or make decisions.

### **Learning Behavior**

Learning behavior is an action or change in behavior that occurs through individual experiences in the learning process. In addition, Ali et al., (2022) stated that learning behavior can be understood as student habits formed through a learning process that is carried out repeatedly until it becomes natural. Furthermore, Agustiah et al., (2020) explained that learning behavior involves active interaction with the environment, resulting in changes in knowledge, experience, skills, values, and attitudes. This process, when done repeatedly, eventually becomes automatic or spontaneous and develops into a habit for the individual.

Indicators of learning behavior that are often shown by students (Uran, Kase, & Adinuhgra, 2021), include: (1) the habit of following lessons, which includes listening, taking notes, and critically evaluating information to achieve the best performance. (2) book reading habits, which involve both internal and external factors to explore learning materials effectively. (3) visits to the library, as a place to find references that support learning. (4) test-taking habits,

which include preparing materials and understanding the types of tests to obtain satisfactory results.

### Hypothesis

The subjects of this study are self-confidence, social support, learning behavior and student achievement.

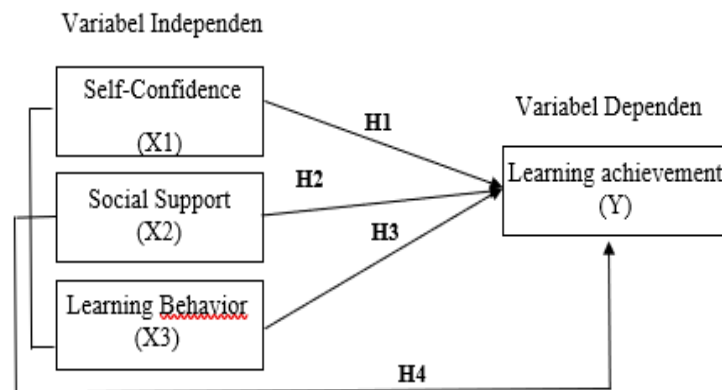


Figure 1. Theoretical Framework

Then the hypothesis in this study, as follows:

- H1: There is a positive and significant effect of self-confidence on students' learning achievement in the productive MPLB subjects at SMKN 1 Bogor.
- H2: There is a positive and significant effect of social support on students' learning achievement in the productive MPLB subjects at SMKN 1 Bogor.
- H3: There is a positive and significant effect of learning behavior on students' learning achievement in the productive MPLB subjects at SMKN 1 Bogor.
- H4: There is a positive and significant effect of self-confidence, social support, and learning behavior on students' learning achievement in the productive MPLB subjects at SMKN 1 Bogor.

### METHOD

This study employs a survey methodology rooted in a descriptive quantitative approach. As defined by Sugiyono (2009), quantitative research is a methodology grounded in positivist philosophy, utilized to examine specific populations or samples. Typically, the sampling process is randomized, data collection is conducted through research instruments, and the analysis of data is quantitative and statistical (Ummul Aiman et al., 2022). The study focused on a population of 310 students enrolled in the Office Management and Business Services program. To gather data, a purposive sampling method was employed, resulting in a sample size of 175 participants. The researcher utilized a questionnaire to collect primary data directly from the respondents, while secondary data was sourced from documentation of student report card grades.

This study uses SPSS software version 25, applying various analysis techniques. Among them are Data Quality Test, which includes validity and reliability; Requirements Test, which includes normality and linearity; and Classical Assumption Test, which includes multicollinearity and heteroscedasticity. In addition, this study also conducts Hypothesis Testing through the  $R^2$  determination coefficient, F test, and t test.

Validity test aims to ensure the validity of the data obtained, while reliability test serves to measure the consistency of the questionnaire, with the criteria of Cronbach's alpha value  $\geq 0.6$ .

Normality test is used to assess the suitability of data distribution, while linearity test confirms the existence of a linear relationship between variables. Multicollinearity test plays a role in detecting high correlation between independent variables, while heteroscedasticity test observes residual variation patterns. Finally, multiple linear regression is used to measure the effect of independent variables on dependent variables.

Hypothesis testing serves as a critical method for deciding whether to accept or reject a given hypothesis. In this context, the coefficient of determination, denoted as  $R^2$ , gauges the extent to which the independent variable accounts for variations in the dependent variable, with values ranging from 0 to 1. A lower  $R^2$  value suggests that the independent variable has a minimal impact on the dependent variable. Additionally, the F test is employed to assess the collective effect of the independent variable on the dependent variable. This is done by comparing the calculated F value with the critical F value from the F table at a significance level of 0.05. Conversely, the t test focuses on the individual impact of each independent variable on the dependent variable, also using the t count and t table values at the same significance level of 0.05 for comparison.

## RESULTS AND DISCUSSION

### Respondent Profile

The respondent profile in this study involves 175 students from the office management and business services program, divided into two grade levels: grade X and grade XI. A total of 19.43% of the respondents are from grade X MPLB 2 and grade XI MPLB 1, each with 34 students. Grade X MPLB 3 and grade XI MPLB 2 each consist of 36 students (20.57%), while grade XI MPLB 3 has 35 students (20.00%). This distribution shows a balanced proportion among the classes. In terms of gender, the majority of respondents are female, with 133 students (76.00%), while male students total 42 (24.00%). Therefore, female respondents dominate in this study.

### Data Description

**Tabel 1. Descriptive Statistics Results**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std.Deviation
Self-Confidence	175	13	70	50.15	7.749
Social Support	175	34	77	55.67	9.657
Learning Behavior	175	34	76	52.48	9.539
Learning Achievement	175	77	95	85.29	3.866
Valid N	175				

Based on the descriptive statistics results above, the Self-Confidence variable has an average value of 50.15 with a standard deviation of 7.749, indicating that most respondents have a fairly high level of self-confidence with moderate variation. The Social Support variable has an average value of 55.67 with a standard deviation of 9.657, indicating a good level of social support among respondents, but with a greater level of variation. Meanwhile, the Learning Behavior variable shows an average of 52.48 with a standard deviation of 9.539, reflecting that respondents generally have positive learning behavior with moderate variation. The Learning Achievement variable has an average of 85.29 with a standard deviation of 3.866, indicating high learning achievement among respondents with a relatively small level of variation.

**Validity Test**

The instrument used in this study is considered valid, because the results of the validity test show that each item in each variable has a calculated  $r$  value that is greater than  $r_{table}$  (0,148). Thus, it can be concluded that the instrument is suitable for use in this study.

**Reliability Test****Tabel 2. Reliability Test**

Variabel	Alpha	Keterangan
Self-Confidence	0,911	Reliabel
Social Support	0,935	Reliabel
Learning Behavior	0,949	Reliabel

The results of the reliability test indicate that each variable in the research instrument has a Cronbach's Alpha value exceeding 0.60. This demonstrates that the questionnaire utilized in this study is indeed reliable.

**Normality Test****Tabel 3. Normality Test  
One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		175
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	2.96240904
Most Extreme Differences	Absolute	.055
	Positive	.055
	Negative	-.049
Test Statistic		.055
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

The results of the normality test, performed using the One-Sample Kolmogorov-Smirnov Test, yielded an Asymp. Sig. value of ,200, which exceeds the threshold of 0,05. This test is employed to evaluate the normality of the data in this study. A variable is deemed to have a normal distribution if the Asymp. Sig. (2-tailed) value surpasses the 5% significance level (0,05). Consequently, based on the outcomes of the Kolmogorov-Smirnov test, we can conclude that the four datasets in this study are normally distributed.

**Multicollinearity Test****Tabel 4. Multicollinearity Test**

		Coefficients <sup>a</sup>	
		Collinearity Statistics	
Model		Tolerance	VIF
1	Self-Confidence	.522	1.917
	Social Support	.366	2.730
	Learning Behavior	.313	3.193



The results of the multicollinearity test shed light on the relationships between the independent variables self-confidence (X1), social support (X2), and learning behavior (X3) and the dependent variable of learning achievement. This test primarily utilizes the tolerance value and the Variance Inflation Factor (VIF) as key indicators. The analysis reveals that the self-confidence variable has a tolerance value of 0,522 and a VIF of 1,917. In comparison, the social support variable presents a tolerance value of 0,366 and a VIF of 2,730. Lastly, the learning behavior variable indicates a tolerance value of 0,313 and a VIF of 3,193. According to the criteria for the multicollinearity test, a tolerance value greater than 0,10 and a VIF of less than 10 are considered acceptable.

### Heteroscedasticity Test

**Tabel 4. Heteroscedasticity Test**

		Coefficients <sup>a</sup>			t	Sig.
Model		Unstandardized Coefficients		Standardized Coefficients Beta		
		B	Std. Error			
1	Constant	1.383	.886		1.560	.120
	Self-Confidence	-.012	.023	-.055	-.527	.599
	Social Support	-.017	.022	-.097	-.780	.436
	Learning Behavior	.049	.024	.277	2.062	.055

The results of the heteroscedasticity test listed in the table show the significance value for each independent variable against the dependent variable ABS\_res (absolute residual). Based on the available information, the significance value for variable X1 (Self-Confidence) is recorded at 0,599, for variable X2 (Social Support) at 0,436, and for variable X3 (Learning Behavior) at 0,055. All of these values are greater than 0,05, indicating that there is no heteroscedasticity problem in this regression model.

### Multiple Linear Regression Test

**Tabel 5. Multiple Linear Regression Test**

		Coefficients <sup>a</sup>			t	Sig.
Model		Unstandardized Coefficients		Standardized Coefficients Beta		
		B	Std. Error			
1	(Constant)	68.856	1.571		43.821	.000
	Self-Confidence	.124	.040	.249	3.066	.003
	Social Support	.082	.039	.204	2.103	.037
	Learning Behavior	.108	.042	.267	2.548	.012

Based on the multiple linear regression test, the regression equation is  $Y = 68.856 + 0.124 X_1 + 0.082 X_2 + 0.108 X_3$ . The equation can be explained as follows: a) The constant value of 68.856 indicates that the dependent variable (Beta), assuming all independent variables have constant values, will be 68.856. b) Self-Confidence has a coefficient of 0.124 with a significance level of 0.003, indicating that an increase of one unit in Self-Confidence will significantly increase Learning Achievement by 0.124. c) Social Support has a coefficient of 0.082 with a significance level of 0.037, meaning that an increase of one unit in Social Support will significantly increase Learning Achievement by 0.082. d) Learning Behavior has a

coefficient of 0.108 with a significance level of 0.012, meaning that an increase of one unit in Learning Behavior will significantly increase Learning Achievement by 0.108.

## Hypothesis test

### T-Test

**Tabel 6. T-Test**

		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	68.856	1.571		43.821	.000
	Self-Confidence	.124	.040	.249	3.066	.003
	Social Support	.082	.039	.204	2.103	.037
	Learning Behavior	.108	.042	.267	2.548	.012

The results of the t-test calculation, the calculated t values for the variables Self-Confidence (X1), Social Support (X2), and Learning Behavior (X3) are 3.066, 2.103, and 2.548, respectively. All of these calculated t values are greater than the t table of 1.9739 (obtained from  $\alpha = 0.025$ ;  $df = 171$ ). Thus, based on the t-test decision criteria,  $H_a$  is accepted and  $H_0$  is rejected, which indicates a significant influence between each independent variable on learning achievement. More specifically, the variables Self-Confidence (X1) with a calculated t value of 3.066, Social Support (X2) with a calculated t value of 2.103, and Learning Behavior (X3) with a calculated t value of 2.548, all show a positive and significant influence on learning achievement.

### F-Test

**Tabel 7. F-Test**

		ANOVA <sup>a</sup>			
Model		Sum of Squares	df	Mean Square	F
1	Regression	1073.136	3	357.712	40.058
	Residual	1527.001	171	8.930	
	Total	2600.137	174		

Based on the ANOVA table above, it can be seen that the significance value is 0.000. So it can be concluded that the value of  $0.000 < 0.05$ . The Ftable value is seen in the statistical table with a significance level of 0.05 as df 1 or the Ftable value is 2.66. It can be concluded that  $F_{count} 40.058 > F_{table} 2.66$ . With the results above, it can be concluded that the variables Self-confidence (X1), Social Support (x2) and Learning Behavior (X3) have an effect on Learning Achievement (Y).

### Determination Coefficient ( $R^2$ )

**Tabel 8. Determination Coefficient**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.642 <sup>a</sup>	.413	.402	2.988

The R value of 0.642 indicates a fairly strong relationship between the independent variables (X1, X2, X3) and the dependent variable (Y). With an  $R^2$  value of 41.3%, the independent variables contribute 41.3% to learning achievement, while 58.7% is influenced by



other factors. This shows that learning achievement is influenced by various factors, both internal such as motivation and learning ability, and external such as social support and educational environment.

## DISCUSSION

The positive regression coefficient of 0.124 and a significance value of 0.003 (below the 0.05 threshold) prove that the relationship between self-confidence and student academic achievement is significant. This is supported by the calculated t-value of 3.066, which exceeds the critical t-value of 1.9739, and the significant t-value of 0.003, which is smaller than 0.05. Therefore, the alternative hypothesis ( $H_{a1}$ ) is accepted, and the null hypothesis ( $H_0$ ) is rejected. These findings indicate that the higher the level of student self-confidence, the better their academic performance. Self-confidence has a positive and significant effect on academic achievement. This result is consistent with research by Aini, Mubarakah, Yunita, Rahmawati, (2023) dan (Syifa'a, Natasya, & Marsofiyati, 2024), which all demonstrate a positive and significant influence between self-confidence and learning achievement.

The coefficient for social support, with a regression coefficient of 0.082 and a t-significance value of 0.037 (below the 0.05 threshold), indicates that the relationship between social support and student academic achievement is significant. This is supported by the calculated t-value of 2.103, which is greater than the critical t-value of 1.9739. Therefore, the alternative hypothesis ( $H_{a1}$ ) is accepted, and the null hypothesis ( $H_0$ ) is rejected. These findings suggest that the higher the level of social support received by students, the better their academic performance. Social support, whether from family, peers, or teachers, has a positive and significant effect on student academic achievement. This result aligns with research by Diwanti et al., (2021), Cicilia Emita & Samuel Lukas, (2022) dan Wahidah (2023), which all demonstrate a positive and significant influence between social support and student learning achievement.

The regression coefficient for learning behavior, which is 0.108 with a t-significance value of 0.012 (below 0.05), indicates that learning behavior ( $X_3$ ) has a positive and significant impact on student learning achievement ( $Y$ ) in the productive subjects of MPLB at SMKN 1 Bogor. This is supported by the calculated t-value of 2.548, which is greater than the critical t-value of 1.9739. Therefore, the alternative hypothesis ( $H_{a3}$ ) is accepted, and the null hypothesis ( $H_0$ ) is rejected. These findings suggest that learning behavior, which includes habits such as actively participating in lessons, reading books, visiting the library, and preparing for exams effectively, plays a crucial role in improving student learning achievement. Students with positive learning behavior are more structured in facing learning challenges, which leads to better academic performance. This result is in line with research by Munita & Yusuf, (2021), (Shafrina Munyati, 2024), dan (Arozym, 2023), all of which demonstrate a positive and significant impact of learning behavior on student learning achievement.

If all independent factors, such as self-confidence, social support, and learning behavior, are set to zero, the estimated learning achievement is 40.058. This is indicated by the constant value of 40.058. Self-confidence, social support, and learning behavior have a significant combined influence on student learning achievement, as demonstrated by the F-test. The test results show a significance value of 0.000, which is less than 0.05. Furthermore, the  $R^2$  value of 0.413, or 41.3%, indicates that the independent variables can explain 41.3% of the variation in learning achievement. Meanwhile, 58.7% of the variability is influenced by factors not included in the research model. These findings are in line with research by Hidayah & Maria J. Silaen, (2019), Ali et al., (2022), Ardianti Rukmana (2023) dan Hamdiyah, Yunusi &

Dermawan (2024), which found a positive and significant impact of self-confidence, social support, and learning behavior on learning achievement.

## CONCLUSION

The study's findings are as follows: (1) Self-confidence has a positive and significant influence on student learning achievement. The higher the student's self-confidence, the greater their ability to achieve optimal learning achievement. This is in line with the results of the t-test which showed a significance value of 0.003, which is smaller than 0.05. (2) Social support has a positive and significant influence on student learning achievement. Good social support increases students' motivation and understanding of the subject matter, which has a positive impact on their learning achievement. The results of the t-test in this study showed a significance value of 0.037, which is smaller than 0.05. (3) Learning behavior has a significant influence on student learning achievement. Students who have good learning behavior, such as discipline and focus, tend to achieve higher learning achievement. This is in line with the results of the t-test which showed a significance value of 0.012, which is smaller than 0.05. (4) Self-confidence, social support, and learning behavior simultaneously have a positive and significant influence on student learning achievement. The results of the F test show that these three variables have a significant influence on student learning achievement, with a significance value of 0.000, which is smaller than 0.05. This shows that the three factors together make a significant contribution to improving student learning achievement.

## RECOMMENDATION

Further researchers are advised to conduct more in-depth research by considering several things as follows: (1) expanding the research sample by involving various study programs to obtain more representative and comprehensive results; (2) adding variables analyzed by including other internal and external factors that have the potential to influence student learning achievement; (3) exploring the use of various research methods, such as qualitative or mixed approaches, to gain deeper insight into students' subjective experiences and factors that influence learning achievement; and (4) conducting evaluations of programs implemented in schools to assess their effectiveness and seek ways for improvement that can be made.

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