# The influence of the humanistic approach on students' self-confidence in learning activities at the Islamic Education Study Program of Tarbiyah Faculty in State Islamic Institute of Bone

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## ABSTRACT

This research discusses the influence of a humanistic approach on self-confidence in students' learning activities. This research aimed to describe the humanistic approach implemented by the lecturers for students, to investigate the factors that enhanced students' self-confidence in the learning activities, and to determine the impact on self-confidence in students' learning activities in the Islamic Education Study Program at Faculty of Tarbiyah at State Islamic Institute of Bone. The method used was a quantitative study. The population of this study consisted of 474, and the sample was 83 students. The instruments used were questionnaires and documentation. The data analysis technique involved descriptive statistics and analysis using tests for normality, linearity, and simple linear regression. The results of this research indicated that the tendency of the humanistic approach carried out by lecturers was classified as good (57.8%), students' self-confidence in learning activities was also in the good category (57.8%), and the humanistic approach influenced students' self-confidence in learning activities because the humanistic approach employed by the lecturers determines the level of students' self-confidence.

**Keywords:** Humanistic approach; self-confidence; learning activity

## 1. INTRODUCTION

The existence of human beings has been changing since birth, both physically and psychologically. Humans are intelligent creatures with the potential to develop themselves continuously. The nature of human development shows its dynamic, continuous growth. One way of human development is through education. Through

education, human values are inherited and internalized in character and personality. Human values serve as a guide for humans to live harmoniously with others. The effort of education through the internalization of human values leads to the humanization of humanity. Therefore, education becomes a human necessity.

Education is an interaction between educators and learners to achieve educational goals within a specific environment. Education is not merely transferring knowledge to students, but more than that, it is about sharing values. Education is also a cultural endeavor that demands students to develop their potential and creativity to thrive continuously. The fundamental goal of education is to guide students toward behavioral changes, both intellectual, moral, and social. In addition, an educator must also master the psychological conditions of the learners, both inside and outside the classroom.

An approach that educators can use is the humanistic approach. The humanistic approach is an educational approach that views learning not only as the development of cognitive qualities but also as a process that occurs within the individual, involving all existing cognitive, affective, and psychomotor domains. Therefore, in the learning process, the educational values within the learners themselves receive attention for development. Learning with a humanistic approach can also be understood as learning that aims to humanize individuals. The educational process consists of guiding, directing, and developing the fundamental potentials of individuals, both physically and spiritually.

Self-confidence is also an essential aspect of the development of learners. Self-confidence serves as the foundation for individuals to actualize themselves. Learners should engage in various activities at school with self-confidence. Self-confidence allows individuals to overcome new challenges, believe in themselves in difficult situations, accomplish things they have never done before, unleash their talents and abilities fully, and not worry about failure. These positive impacts enhance their academic performance.

Someone who has faith in everything that constitutes their strengths will feel capable of achieving various life goals and adapting to their environment. Individuals with high self-confidence will be able to apply positive thinking to manage all their life needs, including their learning needs. Students with high self-confidence can effectively manage their learning without depending on others. The self-confidence possessed by each student varies. Some have high or good self-confidence, while others have low self-confidence. Low self-confidence does not happen independently but is caused by certain factors. Individuals lack confidence because they have a negative mindset toward their abilities, potential, and experiences. Individuals with low self-confidence tend to have a negative outlook and believe there is no way out of their obstacles. Additionally, they assume their abilities are limited and cannot succeed. They are pessimistic about facing challenges and tend to give up before taking action.

Based on the initial observations regarding the self-confidence of students in the Islamic Education Program at the Faculty of Tarbiyah of State Islamic Institute of Bone, it is evident that they demonstrate an optimistic attitude towards learning due to the

majority of students having an Islamic educational background. Most students graduated from Islamic schools *(madrasah)* and Islamic boarding schools (*pesantren)*, while a few were from public high schools. Additionally, their responsibility as students is shown through their attendance. Almost 100% of students were present and rarely were late. Students also exhibited motivation to compete with their peers and were taught not to prioritize ego.

Overall, students' self-confidence is good. Some have higher self-confidence than their peers, while others have lower self-confidence than their friends. For example, some students actively contribute their opinions during the course, while others only attend the learning process from start to finish without any participation. Additionally, the ability of students to express their opinions varies, with some being good at it and others being hesitant when expressing their thoughts.

## 2. METHODS

This research used a quantitative method. The quantitative method can be defined as a research method based on positivist philosophy. This method is considered scientific because it adheres to scientific principles such as concrete or empirical, objective, measurable, rational, and systematic. The quantitative method uses research data consisting of numbers, and the analysis uses statistics.

The research type used was survey research. The term survey refers to an activity of observation and examination to gather information about the existence of something, whether it is physical or material. In educational research, surveys collect data or information and create a comprehensive description to explain the relationships between various variables being studied. The description and explanation of the relationships between these variables are based on the collected data, which is generally quantifiable. Therefore, the analysis utilizes a quantitative approach, making the data in the research easy to analyze.

This research used three approaches. Firstly, the pedagogical approach explains the phenomena of educational actions. In other words, pedagogy is the science that provides foundations, guidelines, and objectives to shape learners into civilized human beings, namely skilled, cultured, and knowledgeable individuals. The pedagogical approach explores the humanistic approach carried out by Islamic Education Study Program at the Faculty of Tarbiyah, State Islamic Institute of Bone. Secondly, the psychological approach involves aspects of the human psyche or behavior through observable phenomena. The writers used the psychological approach to understand psychological symptoms in students related to humanistic approaches and self-confidence. Thirdly, the humanistic approach in the teaching and learning process encourages learners to be independent, self-reliant, capable of taking responsibility for their own learning, creative, and curious about the world around them.

Population is a generalization area consisting of objects or subjects with specific qualities and characteristics established by researchers for study and subsequently drawn

to a conclusion. The population in this research is 474 students from Islamic Education Study Program at the Faculty of Tarbiyah, State Islamic Institute of Bone. In addition, the sample is a portion of the population selected to serve as the data source for research. The most important requirement in sampling is an adequate sample size, and the sample profile chosen must be representative. Concerning this matter, the formula used by the writers to determine the sample is the Slovin formula.

According to the Slovin formula, the error level can be set at 1%, 5%, and 10%. Based on this formula, the writers chose a sampling error rate of 10%, resulting in a research sample of 82.57, rounded up to 83. The sampling technique that the writers used was probability sampling. Probability sampling is a sampling method where each member of the population has an equal chance of being selected as a sample. Probability sampling consists of simple random, stratified, cluster, and double sampling. In this study, the simple random sampling technique was employed.

Simple random sampling is a sampling technique that provides equal opportunities for every population member to be selected as a sample. The conditions for conducting simple random sampling are that the population members do not have strata and are relatively homogeneous. There is a sampling frame, a list of population elements used as the basis for sampling.

The data source in this research is the subject from which the data is obtained. Data in the study can be obtained directly from the field, referred to as primary sources, or from reading materials, referred to as secondary sources. Data is only a part of the information relevant to the research; using primary data refers to data obtained from sources. Data was collected considering the research subject's main sources in this case. The primary data consists of information or data obtained directly from the respondents. The primary data source in this study was the students of Islamic Education Study Program at the Faculty of Tarbiyah, State Islamic Institute of Bone. Secondary data is the data that comes after primary data. In other words, this data is supporting material referring to information collected from existing sources. Secondary data can come in the form of books, literature, or readings related to research. Examples of secondary data include documentation and literature reviews.

The writers used a questionnaire and documentation to collect data. A questionnaire is a data collection technique conducted by providing a set of written questions or statements to respondents to be answered. Questionnaires are an efficient data collection technique if the researcher knows the variables to be measured and what can be expected from the respondents. Questionnaires can consist of closed or open-ended questions or statements that can be given directly or indirectly to respondents through email. Documentation consists of documents obtained from the research location, allowing the writers to gather existing written sources from respondents or the research site. This data relates to the information required for the research and is used to record the findings.

## 3. RESULTS AND DISCUSSION

**The description of the Humanistic Approach employed by lecturers on students in the Islamic Education Program Study of Faculty of Tarbiyah at State Islamic Institute of Bone**

A description of the humanistic approach was obtained from a questionnaire consisting of 32 statement items that were processed and analyzed. Each item was analyzed using percentages and presented as follows:

Table 1. Lecturers' Understanding and Appreciation of Students' Characteristics

| Responses | Frequency | Percentage |
|---|---|---|
| Strongly agree | 17 | 21.5% |
| Agree | 56 | 67.5% |
| Neutral | 10 | 12% |
| Disagree | 0 | 0% |
| Strongly disagree | 0 | 0% |
| Total | 83 | 100% |

Table 1 shows the results of the questionnaire on students' characteristics. The results revealed that 17 (21.5%) respondents answered strongly agree, 56 (67.5%) respondents answered agree, 10 (12%) respondents answered neutral, and no respondents answered disagree or strongly disagree. This result indicated that in the learning process, the lecturer understood and appreciated the different characteristics of students, as evidenced by the majority of students agreeing with the statement and only a small number of students disagree.

Table 2. Lecturers' Understanding and Appreciation of Students' Talents

| Responses | Frequency | Percentage |
|---|---|---|
| Strongly agree | 18 | 21.7% |
| Agree | 58 | 69.9% |
| Neutral | 5 | 6% |
| Disagree | 2 | 2.4% |
| Strongly disagree | 0 | 0% |
| Total | 83 | 100% |

Table 2 shows the results of the questionnaire on students' talents. Based on that table, it can be observed that there are 18 (21.7%) respondents answered strongly agree, 58 (69.9%) respondents answered agree, 5 (6%) respondents answered neutral, 2 (2.4%) respondents answered disagree, and none answered strongly disagree. From this, it can be inferred that the lecturer understood and appreciated the students' talents in the learning process.

Table 3. Lecturers' Understanding and Appreciation of Students' Various Skills

| Responses | Frequency | Percentage |
|---|---|---|
| Strongly agree | 23 | 27.7% |
| Agree | 54 | 65.1% |
| Neutral | 4 | 4.8% |
| Disagree | 2 | 2.4% |
| Strongly disagree | 0 | 0% |
| Total | 83 | 100% |

Based on Table 4.3, it can be seen that there were 23 (27.7%) respondents answered strongly agree, 54 (65.1%) respondents answered agree, 4 (4.8%) respondents answered neutral, 2 (2.4%) respondents answered disagree, and none answered strongly disagree. These statements indicated that in the learning process, the lecturers understand and appreciate the various skills of the students because 65.1% answered agree.

Table 4. Lecturers' Understanding and Appreciation of Students' Learning Styles

| Responses | Frequency | Percentage |
|---|---|---|
| Strongly agree | 20 | 24.1% |
| Agree | 52 | 62.7% |
| Neutral | 9 | 10.8% |
| Disagree | 2 | 2.4% |
| Strongly disagree | 0 | 0% |
| Total | 83 | 100% |

Table 4 shows the students' learning styles. It is revealed that 20 (24.1%) respondents answered strongly agree, 52 (62.7%) respondents answered agree, 9 (10.8%) respondents answered neutral, 2 (2.4%) respondents answered disagree, and none respondents answered strongly disagree. These results indicated that in the learning process, the lecturers understood and appreciated the different learning styles of students, as evidenced by 62.7% of respondents answering agree.

Table 5. Lecturers' Understanding and Appreciation of Students' Learning Methods

| Responses | Frequency | Percentage |
|---|---|---|
| Strongly agree | 1 | 1.2% |
| Agree | 16 | 19.3% |
| Neutral | 38 | 45.8% |
| Disagree | 25 | 30.1% |
| Strongly disagree | 3 | 3.6% |
| Total | 83 | 100% |

Based on Table 5, it can be observed that there is 1 (1.2%) respondent answered strongly agree, 16 (19.3%) respondents answered agree, 38 (45.8%) respondents

answered neutral, 25 (30.1%) respondents answered disagree, and 3 (3.6%) respondents answered strongly disagree. These results indicated that in the learning process, the lecturer lacks in knowing that students have their own learning methods for understanding the lessons.

Table 6. Lecturers' Understanding and Appreciation of Students' Learning Interests

| Responses | Frequency | Percentage |
|---|---|---|
| Strongly agree | 9 | 10.8% |
| Agree | 59 | 71.1% |
| Neutral | 14 | 16.9% |
| Disagree | 1 | 1.2% |
| Strongly disagree | 0 | 0% |
| Total | 83 | 100% |

Based on Table 6, it can be seen that 9 (10.8%) respondents answered strongly agree, 59 (71.1%) respondents answered agree, 14 (16.9%) respondents answered neutral, 1 (1.2%) respondent answered disagree, and none answered strongly disagree. Based on this information, it can be understood that the lecturer understood and appreciated the various students' interests in the learning process.

Table 7. Lecturers' Understanding and Appreciation of Students' backgrounds and experiences

| Responses | Frequency | Percentage |
|---|---|---|
| Strongly agree | 11 | 13.3% |
| Agree | 50 | 60.2% |
| Disagree | 17 | 20.5% |
| Disagree | 5 | 6% |
| Strongly disagree | 0 | 0% |
| Total | 83 | 100% |

Based on Table 7, it can be understood that 11 (13.3%) respondents answered strongly agree, 50 (60.2%) respondents answered agree, 17 (20.5%) respondents answered disagree, 5 (6%) respondents answered strongly disagree, and none answered strongly disagree. From this information, it can be inferred that the lecturer understood and appreciated students' diverse background experiences in the learning process because most students agreed with this statement.

The humanistic approach variable consisted of 32 statement items, with each statement item ranging from 1 to 5. From the questionnaire results, the maximum score obtained was 153, and the minimum score was 112. The range (R) obtained was 153–112 = 41. We use the formula $k = 1+3.3 \log n$ to find the class interval, where $k$ represents the number of class intervals, and $n$ is the number of data points. Thus, the value was $k =$

1+3.3 *log* 83 = 7.33, rounded to 7. The length of each class interval was obtained by dividing the range by the number of class intervals, 41:7 = 5.85, rounded up to 6.

Table 8. The Interval Class of Variable X (Humanistic Approach)

|  | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
|---|---|---|---|---|
| Valid  112-117 | 2 | 2.4 | 2.4 | 2.4 |
| 118-123 | 12 | 14.5 | 14.5 | 16.9 |
| 124-129 | 13 | 15.7 | 15.7 | 32.5 |
| 130-135 | 18 | 21.7 | 21.7 | 54.2 |
| 136-141 | 26 | 31.3 | 31.3 | 85.5 |
| 142-147 | 7 | 8.4 | 8.4 | 94.0 |
| 148-153 | 5 | 6.0 | 6.0 | 94.0 |
| Total | 83 | 100 | 100 | 100 |

Table 9. Humanistic Approach

| Valid | 83 |
|---|---|
| N Missing | 0 |
| Mean | 133.24 |
| Median | 135.00 |
| Mode | 136 |
| Std. Deviation | 8.815 |
| Variance | 77.697 |
| Minimum | 112 |
| Maximum | 15 |

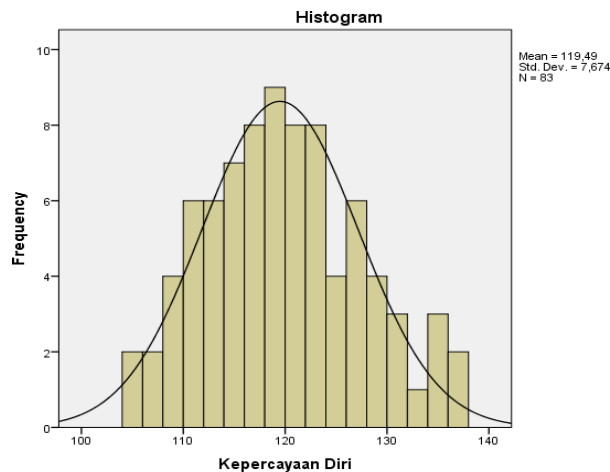Figure 1. Histogram of Variable X (Humanistic approach)

Table 8 shows that the lowest score was obtained in the interval class (112-117), 2.4% or only 2 respondents. On the other hand, the highest score was obtained in the interval class (136-141), which was 31.3% or 26 respondents. Table 9 provided information that the valid data consisted of 83 respondents, with no missing or lost data. Therefore, the mean was 133.24, the median was 135, the mode was 136, the standard deviation was 8.815, and the data variation was 77.697.

Determining the tendency of the humanistic approach variable was analyzed through a sequence process. After the minimum and maximum values were known, the ideal average value (Mi) was analyzed by using the formula Mi = 1/2 (ideal highest score + ideal lowest score), resulting in the ideal mean of the humanistic approach variable, which was 1/2 (32x5+32x1) = 96. To find the ideal standard deviation, it used the formula SDi = 1/6 (ideal highest score - ideal lowest score), the ideal standard deviation was gained, 1/6 (32x5-32x1) = 21.3, rounded to 21.

Table 10. The Category of the Humanistic Approach

| No. | Score | Frequency | Percentage | Category |
|-----|-------|-----------|------------|----------|
| 1. | X > 120 | 35 | 42.2% | Excellent |
| 2. | 100 < X ≤ 120 | 48 | 57.8% | Good |
| 3. | 80 < X ≤ 100 | 0 | 0% | Fair |
| 4. | 60 < X ≤ 80 | 0 | 0% | Poor |
| 5. | X ≤ 60 | 0 | 0% | Very poor |
| | Total | 83 | 100% | |

Table 10 shows the humanistic approach implemented by lecturers. Out of 83 respondents, 35 (42.2%) respondents were categorized as excellent. The humanistic approach was considered good by 48 (57.8%) respondents, and there were no respondents in the fair, poor, or very poor categories. Therefore, it can be concluded that the tendency of the lecturers' humanistic approach was classified as good.

The results of this research explained that in the learning process, lecturers not only convey knowledge to students but also pay attention to and develop human dimensions, including individual, social, sociability, and religious dimensions. Lecturers also developed the social dimensions of students, which include the ability to interact, communicate, socialize, collaborate, and build good relationships with others. Thus, students became more aware of themselves as social beings who always needed to establish relationships with others within the campus environment and in society.

Regarding moral ethics, lecturers developed individuals' fundamental ability to appreciate something within a specific range of assessment. They taught students to possess moral values and internalized and implemented moral values. In every activity, individuals were governed by values that indicated whether their actions were good or bad. It was hoped that through the development of the moral ethics dimension, students

could be guided towards actions that align with moral values and steer clear of actions that violate moral principles.

The lecturer's religious dimension development had been excellent, as seen from the high average scores of the students' responses. The results indicated that the lecturer had developed the spiritual dimension, which consisted of religious beliefs, practices, experiences, knowledge, and implementation or consequences. There was a need to enhance the religious dimension so that students were aware that they, as religious beings, are governed by the values of Islamic teachings. This enables them to understand their religious teachings better and improve the quality of implementing them in their daily lives.

**Factors that can enhance self-confidence in learning activities for students of Islamic Education Study Program at the Faculty of Tarbiyah at State Institute of Bone**

The description of students' self-confidence in learning activities was obtained from the survey results of 30 statement items filled out by respondents. The data is then processed and analyzed for each item using percentages, presented in the form of the following table:

Table 11. Students' Confidence of Completing Assignments

| Responses | Frequency | Percentage |
|---|---|---|
| Strongly agree | 31 | 37.3% |
| Agree | 51 | 60.2% |
| Neutral | 2 | 20.4% |
| Disagree | 5 | 6% |
| Strongly disagree | 0 | 0% |
| Total | 83 | 100% |

Table 11 shows the students' confidence in completing their assignments. The results revealed that there were 32 (37.3%) respondents answered strongly agree, 50 (60.2%) respondents answered agree, 2 (20.4%) respondents answered neutral, 5 (6%) respondents answered disagree, and none answered strongly disagree. This result indicated that in the learning activities, students could complete the tasks assigned by the lecturer, as shown by the majority of students answering agree.

Table 12. Students' Confidence of Completing Tasks in Group (Team)

| Responses | Frequency | Percentage |
|---|---|---|
| Strongly agree | 15 | 18.1% |
| Agree | 64 | 77.1% |
| Neutral | 3 | 3.6% |
| Disagree | 1 | 1.2% |

| | | |
|---|---|---|
| Strongly disagree | 0 | 0% |
| Total | 83 | 100% |

Table describes students' confidence in teamwork. The results revealed that there were 15 (18.1%) respondents answered strongly agree, 64 (77.1%) respondents answered agree, 3 (3.6%) respondents answered neutral, 1 (1.2%) respondent answered disagree, and none strongly disagree. The results indicated that the students can complete assignments on time as 77.1% of them agreed.

Table 13. Students' Confidence of Participating in Learning Activities

| Responses | Frequency | Percentage |
|---|---|---|
| Strongly agree | 11 | 13.3% |
| Agree | 62 | 74.7% |
| Neutral | 10 | 12% |
| Disagree | 0 | 0% |
| Strongly disagree | 0 | 0% |
| Total | 83 | 100% |

Table 13 revealed that there were 12 (13.3%) respondents answered strongly agree, 62 respondents (74.7%) answered agree, 10 (12%) respondents answered neutral, and none answered strongly disagree. The result indicated that students were confident in their physical abilities to actively participate in learning activities, as evidenced by the highest percentage, 74.7%, who answered agree.

Table 14. Students' Confidence of Their skills

| Responses | Frequency | Percentage |
|---|---|---|
| Strongly agree | 13 | 15.7% |
| Agree | 46 | 55.4% |
| Neutral | 23 | 27.7% |
| Disagree | 1 | 1.2% |
| Strongly disagree | 0 | 0% |
| Total | 83 | 100% |

Table 14 showed that there were 13 (15.7%) respondents answered strongly agree, 46 (55.4%) respondents answered agree, 23 (27.7%) respondents answered neutral, 1 (1.2%) respondent answered disagree, and no one answered strongly disagree. This result indicated that students had skills in learning, such as the ability to ask questions, answer proficiently, and present effectively in front of the class, as shown by the majority of respondents who answered agree. However, there were 27.3% disagreed or had less proficiency in those skills.

Table 15. Students' Confidence of Problem Solving Skill

| Responses | Frequency | Percentage |
|---|---|---|
| Strongly agree | 17 | 20.5% |
| Agree | 52 | 62.7% |
| Neutral | 14 | 16.9 % |
| Disagree | 0 | 0% |
| Strongly disagree | 0 | 0% |
| Total | 83 | 100% |

Based on Table 15, it can be understood that 17 (20.5%) respondents answered strongly agree, 53 (62.7%) respondents answered agree, 14 (16.9%) respondents answered neutral, and there were no respondents who answered disagree and strongly disagree. The result indicated that if students experience a problem in their learning, they can handle it well, as the response of 62.7% of the respondents who answered agree.

The variable Y (self-confidence) consists of 30 statement items, each with alternative answers ranging from a score of 1 to 5. From the questionnaire results, the maximum score obtained is 136, and the minimum score is 105. The range (R) obtained is 136 - 105 = 31. The interval class is determined using the formula $k = 1 + 3.3 \log n$, where k represents the number of interval classes and n is the amount of data. Thus, we obtain 7.33, rounded to 7. Therefore, the length of each interval class is 31/7 = 4.42, rounded to 4.

Table 16. The interval class off variable Y (Self Confidence)

| | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
|---|---|---|---|---|
| 105-108 | 4 | 4.8 | 4.8 | 4.8 |
| 109-112 | 12 | 14.5 | 14.5 | 19.3 |
| 113-116 | 15 | 18.1 | 18.1 | 37.3 |
| 117-121 | 21 | 25.3 | 25.3 | 62.7 |
| Valid | | | | |
| 122-126 | 14 | 16.9 | 16.9 | 79.5 |
| 127-131 | 11 | 13.3 | 13.3 | 92.8 |
| 132-136 | 6 | 7.2 | 7.2 | 100.0 |
| Total | 83 | 100.0 | 100.0 | |

Table 17. Statistics Self Confidence

| | | |
|---|---|---|
| N | Valid | 83 |
| | Missing | 0 |
| Mean | | 119,49 |
| Median | | 119,00 |
| Mode | | 118 |
| Std. Deviation | | 7,674 |
| Variance | | 58,887 |
| Minimum | | 105 |
| Maximum | | 136 |

Figure 2. Histogram of Variable Y (Self-Confidence)
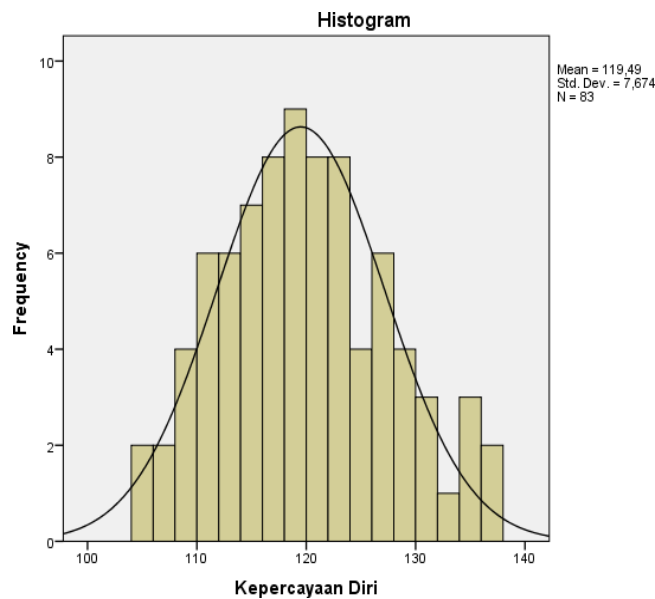


Table 18. Categorization of Students' Confidence

| No. | Score | Frequency | Percentage | Category |
|---|---|---|---|---|
| 1. | X > 120 | 35 | 42.2% | Excellent |
| 2. | 100 < X ≤ 120 | 48 | 57.8% | Good |
| 3. | 80 < X ≤ 100 | 0 | 0% | Fair |
| 4. | 60 < X ≤ 80 | 0 | 0% | Poor |
| 5. | X ≤ 60 | 0 | 0% | Very poor |
| | Total | 83 | 100% | |

Table 18 shows students' self-confidence from 83 individuals. There were 35 (42.2%) respondents in the excellent category and 48 (57.8%) were in the good category. None is in the fair, poor, and very poor categories. Therefore, it can be concluded that the tendency of students' self-confidence in learning activities is in the "good" category.

A student who has confidence in themselves, including their abilities, strengths, and skills, can handle problems effectively, provide something enjoyable for others, achieve desired goals, be rational and realistic, and possess good self-confidence in their learning activities. A student's confidence can be observed through their ability to accept reality, develop self-awareness, think positively, exhibit independence, and maintain objectivity. These attitudes can enhance self-confidence in learning activities. For instance, students diligently participate in classes even if they dislike the subject, take pride in their learning achievements, complete assignments given by professors, maintain consistency in their studies, and so on.

**The Humanistic approach influences self-confidence in the learning activities of students in the Islamic Education Study Program of the Faculty of Tarbiyah at the State Islamic Institute of Bone**

The normality test determines whether the data follows a normal distribution. Data normality is necessary for conducting subsequent statistical tests. In this research, the normality test is performed using the Kolmogorov-Smirnov test, with the decision criterion being that if the p-value > 0.05, it can be stated that the data follows a normal distribution. Conversely, if the p-value < 0.05, the data does not follow a normal distribution.

Table 19. The result of the Normality Test for Variable X-Y Using the One-Sample Kolmogorov-Smirnov Test

|  |  | Unstandardized Residual |
|---|---|---|
| **N** |  | **83** |
| Normal Parameters[a,b] | Mean | 0E-7 |
|  | Std. Deviation | 7.16389662 |
| Most Extreme Differences | Absolute | .046 |
|  | Positive | .046 |
|  | Negative | -.034 |

The normality test results using SPSS for Windows version 20 in Table 19 indicated that the significance value of variables X and Y was 0.995. Therefore, it can be concluded that the sig value > 0.05 meant that the residual values were normal.

The linearity test was conducted to determine whether the research data obtained was linear. Identifying the linearity property in the relationship between variables X and Y was necessary as it affected the validity of the resulting regression. The criteria for the test are as follows: if the significance value is greater than 0.05 or if the calculated F-value is less than the tabled F-value, then the regression follows a linear pattern. The results of the linearity test are presented in Table 20.

Table 20. The Linearity Test Result of Variable X-Y

| | | | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|---|
| Self Confidence* Humanistic Approach | Between Groups | (Combined) | 1938.247 | 29 | 66.836 | 1.226 | .256 |
| | | Linearity | 620.391 | 1 | 620.391 | 11.375 | .001 |
| | | Deviation from Linearity | 1317.856 | 28 | 47.066 | .863 | .657 |
| | Within Groups | | 2890.500 | 53 | 54.538 | | |
| | Total | | 4828.747 | 82 | | | |

Table 21. The Coefficients of the Simple Linear Regression Test Results

| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 77.916 | 12.058 | | 6.462 | .000 |
| | Humanistic Approach | .312 | .090 | .358 | 3.456 | .001 |

The results indicated that the humanistic approach influenced self-confidence in learning activities. The research findings demonstrated that the humanistic approach could explain or predict the dependent variable (self-confidence) by 12.8%. Based on the output of the significance test, a significance value of 0.001 was obtained, which meant that the research data was significant and met the criteria because the p-value was < 0.05. Therefore, the humanistic approach significantly influenced self-confidence.

The humanistic approach the lecturers applied determined the students' self-confidence level. The better the humanistic approach carried out by the lecturers, the more it supported students' self-confidence in participating in learning activities. The importance of the humanistic approach in the learning process is that it can guide students in self-actualization. One of the self-actualizations referred to is self-confidence, and research findings can prove that the humanistic approach implemented by the lecturer influences students' self-confidence.

## CONCLUSION

This research discusses the influence of a humanistic approach on self-confidence in students' learning activities. The findings from this study revealed that the humanistic approach used by lecturers was in the good category (57.8%). Likewise, students' self-confidence in their learning activities was also within the positive category (57.8%). Furthermore, it was evident that utilizing a humanistic approach impacts students' self-confidence during their learning experiences.

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