



The Influence of Self-Confidence, Learning Habits, and Expressive Courage on English Learning Outcomes

Muhammad Aqil Al-Amin^{1*}, Rahul Ghazi Al Ghifari², Annisa Febriyanti³, Mella Disa⁴
Universitas Muhammadiyah Riau^{1,2,3,4}

*Email: aqilalamin.28@gmail.com

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Abstract

This study investigates the influence of self-confidence, learning habits, and courage to express opinions on students' English learning outcomes. Employing a quantitative correlational design, the research was conducted among 46 students of the English Education Study Program, Class of 2024, at Universitas Muhammadiyah Riau. Data were collected through structured questionnaires using a Likert scale and analyzed using multiple linear regression techniques. The findings reveal that learning habits have a significant positive effect on students' English learning outcomes, indicating that disciplined routines and consistent study practices play a central role in academic achievement. In contrast, self-confidence and courage to express opinions show negative coefficients, suggesting that these factors do not directly contribute to improved learning outcomes when not supported by effective learning behaviors. The regression model obtained is $Y = 88.334 - 0.340X_1 + 0.342X_2 - 0.091X_3$. These results highlight that psychological and expressive strengths alone are insufficient to ensure academic success without structured and sustained learning habits. The study concludes that effective English learning outcomes emerge from the balance between internal qualities and disciplined learning practices, offering important implications for educators in fostering both character development and academic rigor.

Keywords: self-confidence; learning habits; courage to express opinions; English learning outcomes; EFL students

INTRODUCTION

In the modern classroom, learning no longer depends solely on textbooks and teachers; it is shaped by invisible forces that live within the learner's mind and heart. Among these forces, self-confidence, learning habits, and the courage to express opinions quietly determine whether a student merely survives a lesson or truly thrives within it. Scholars have long emphasized that language learning is not only a cognitive process, but also an emotional and behavioral journey, where beliefs about one's own abilities strongly influence effort, persistence, and achievement (Nathir Ghafar & Ghafar, 2023). In the context of English learning, these internal factors become even more critical, as mastery is not simply about knowing rules, but daring to use them in real communication (Khaerati, 2021).

Self-confidence has consistently been identified as a central predictor of academic success. Students who trust their own capabilities tend to set higher goals, demonstrate stronger resilience, and show greater willingness to engage in challenging tasks (Hayat et al., 2020). In language classrooms, this confidence directly affects students' readiness to speak, listen, write, and interact with peers without fear of failure (Permadi Marhaeni et al., 2013). When learners believe that they can succeed, they approach English learning with curiosity rather than anxiety, seeing mistakes not as shameful scars but as stepping stones toward fluency (Leistyaning Pertiwi & Arifin, n.d.).



Learning habits, on the other hand, function as the quiet architecture of achievement. While motivation may light the spark, consistent habits sustain the flame over time. Research has shown that students who maintain structured study routines, effective time management, and active learning strategies tend to achieve significantly better academic outcomes (Gizachew, 2025). In English learning, habits such as regular vocabulary practice, listening exposure, and reflective reading create repeated contact with language, allowing knowledge to deepen and become more automatic (Han & Chen, 2010) Without healthy habits, even highly motivated learners may struggle to convert effort into measurable success (Luthfiah et al., 2025)

The courage to express opinions represents a different, yet equally vital, dimension of the learning process. Expressive courage refers to a student's willingness to communicate ideas, ask questions, and participate in discussions despite the risk of making mistakes or being judged by others. Previous studies have linked this trait to the concept of willingness to communicate, which has been shown to be a strong predictor of language development, particularly in speaking and interactive skills (Lee & Chiu, 2023). Learners who regularly voice their thoughts tend to develop higher levels of linguistic accuracy, fluency, and pragmatic awareness, because they practice language in meaningful social contexts (Shafira et al., 2021). When this courage is absent, knowledge often remains silent and unused, trapped behind a wall of fear.

Despite extensive research into individual psychological and behavioral variables, fewer studies have examined the combined influence of self-confidence, learning habits, and courage to express opinions on English learning outcomes. Most existing studies investigate these variables in isolation, focusing only on self-efficacy, study skills, or communication anxiety separately (Fitra et al., 2020) This fragmented approach has left a gap in understanding how these factors interact as a system, shaping students' overall performance in English. The complexity of language learning suggests that achievement is rarely the product of a single factor, but rather the harmonious interaction of belief, behavior, and bravery (Sukmawati & Mardhatillah Sabillah, 2021).

Furthermore, the gap between ideal learning conditions and classroom realities remains a persistent concern in educational research. Ideally, students would enter learning environments with strong self-belief, disciplined study routines, and fearless communication habits. In reality, many learners hesitate to speak, study inconsistently, and underestimate their own abilities, particularly in foreign language contexts where fear of error is amplified (Kianinezhad, 2024). Recent studies have highlighted that classroom environments often fail to systematically nurture these internal qualities, focusing instead on content coverage and assessment outcomes (Kusumawati, 2024). This mismatch between what learners need internally and what classrooms provide externally creates an urgent need for deeper investigation.

The present study is positioned to respond to this gap by examining the influence of self-confidence, learning habits, and courage to express opinions on students' English learning outcomes. By exploring these variables simultaneously, this research seeks to offer a more integrated perspective on the psychological and behavioral foundations of language achievement. Understanding these relationships is expected to provide practical insights for teachers, curriculum designers, and educational policymakers who wish to create learning environments that nourish not only intellectual growth, but emotional strength and communicative bravery (Khajavy et al., 2019)



Ultimately, this research hopes to gently illuminate the truth that successful English learning is not built solely upon grammar exercises and vocabulary lists, but upon the invisible pillars of belief, discipline, and courage. When students learn to trust themselves, practice with consistency, and speak with bravery, their learning outcomes rise naturally, like a tide guided by the quiet pull of the moon (Dakhalan, n.d.)

Previous Research

Previous research has long recognized that psychological and behavioral factors play a decisive role in students' academic achievement, particularly in language learning contexts. (Mardatillah, 2024) investigated the relationship between self-confidence and English speaking performance among university students and found a strong positive correlation between students' confidence levels and their oral achievement. The study revealed that learners who possessed higher levels of self-belief were more willing to participate actively and demonstrated better fluency and accuracy during presentations. This finding emphasizes that confidence does not simply influence performance emotionally, but also shapes tangible learning outcomes.

Another important study was conducted by (Safi, 2025), who performed a meta-analysis exploring the impact of learning habits on academic success. Their findings demonstrated that structured study habits, time management, and consistent rehearsal practices significantly predicted students' academic performance across disciplines, including language learning. In English learning environments, this suggests that students who develop regular reading, listening, and writing routines are more likely to achieve higher proficiency levels. Their work firmly positioned learning habits as a foundational pillar of academic success rather than a minor supporting factor.

(Hu & Wang, 2023) introduced the influential concept of Willingness to Communicate (WTC), which closely relates to the courage to express opinions. Their study found that learners with higher communicative willingness were more active in classroom interactions and demonstrated stronger language development over time. This research explained that communicative courage is not merely a personality trait, but a dynamic characteristic shaped by classroom environment, perceived competence, and emotional safety. Students who dared to speak more frequently benefited from richer opportunities for feedback and real-life language use.

More recent studies have begun to integrate these variables into more complex frameworks. (Rahayu et al., 2025) argued that language learning success emerges from the interaction of cognitive, emotional, and behavioral dimensions rather than isolated factors. Similarly, (Januaripin, 2024) found that students' self-confidence influenced both their learning behaviors and classroom participation, indirectly affecting their academic outcomes. These works demonstrate that confidence, habits, and expressive courage function as interconnected forces that jointly shape learners' performance.

Although these studies provide strong foundations, they often examine these variables separately or focus on general academic achievement rather than English learning outcomes specifically. Few studies have simultaneously explored self-confidence, learning habits, and courage to express opinions as combined predictors of English achievement. This gap underlines the necessity of the present study, which seeks to offer a more integrated and comprehensive perspective on how these internal factors influence students' English learning outcomes.



METHOD

This study employed a quantitative research approach using a correlational design. The research was conducted in a structured and systematic manner to collect, analyze, and interpret data in order to examine the influence of self-confidence, learning habits, and courage to express opinions on students' English learning outcomes. The correlational design was selected to identify the strength and direction of the relationships among the variables without manipulating them.

The research was carried out on students of the English Education Study Program, Class of 2024, at Universitas Muhammadiyah Riau.

Participants

The population of this study consisted of all students of the English Education Study Program, Class of 2024, at Universitas Muhammadiyah Riau, totaling 52 students. Population refers to the entire group of individuals that possess particular characteristics and become the target of a study (Jailani et al., n.d.).

The sample in this study was determined using the Slovin formula to identify the minimum number of participants required. Using a margin of error of 0.05, the sample size was calculated as follows:

$$n = N / (1 + N \cdot e^2)$$

$$n = 52 / (1 + 52 \times 0.05^2)$$

$$n = 52 / 1.13$$

$$n = 46.01 \approx 46 \text{ students}$$

Thus, the final sample consisted of 46 students selected from the population.

Instruments

Data were collected using structured questionnaires designed to measure four main variables:

1. self-confidence,
2. learning habits,
3. courage to express opinions, and
4. English learning outcomes.

The questionnaire items were developed using a Likert scale format ranging from strongly disagree to strongly agree. The instruments were adapted to suit the research context and were reviewed to ensure clarity and content validity before distribution.

Data collection procedures

Data collection was conducted in January 2025 at Universitas Muhammadiyah Riau. The questionnaires were distributed directly to the selected participants. Before filling out the questionnaires, participants were informed about the purpose of the study and assured of the confidentiality of their responses. Participants were given sufficient time to complete the questionnaires independently and honestly.



Data analysis

The collected data were analyzed using statistical techniques. Descriptive statistics were used to describe the characteristics of the data, while inferential statistics were applied to examine the relationships between self-confidence, learning habits, courage to express opinions, and English learning outcomes. Correlation and regression analyses were used to determine the strength, direction, and significance of the influence among the variables.

FINDINGS AND DISCUSSION

Before addressing each research question, it was necessary to ensure that the collected data were of high quality and suitable for statistical analysis. The preliminary tests revealed that the research instruments were both valid and reliable. All questionnaire items measuring self-confidence, learning habits, and courage to express opinions obtained r-count values higher than the r-table value of 0.290, indicating strong construct validity. Additionally, the reliability test using Cronbach's Alpha showed coefficients within the high category, confirming that the instruments were internally consistent and dependable.

Normality testing was conducted using the Shapiro–Wilk test through SPSS. The results indicated that all variables were normally distributed, with significance values greater than 0.05: self-confidence ($p = 0.256$), learning habits ($p = 0.102$), courage to express opinions ($p = 0.527$), and English learning outcomes ($p = 0.071$).

These findings confirmed that the data met the assumptions required for multiple linear regression analysis. With these foundational checks complete, the study proceeded to examine the specific influences of each independent variable on English learning outcomes.

The Influence of Self-Confidence on English Learning Outcomes

The first research question explored whether self-confidence significantly influences students' English learning outcomes. Statistical testing revealed that the data met the assumptions required for further analysis. The regression analysis produced a regression coefficient of -0.340 , as described in the following model: $Y = 88.334 - 0.340X_1 + 0.342X_2 - 0.091X_3$

This result indicates that self-confidence did not show a positive direct influence on English learning outcomes in this study. Higher levels of reported confidence were slightly associated with lower achievement scores. This unexpected pattern may suggest that some students relied more on perceived ability than structured effort, which reduced their focus on consistent learning strategies.

The Influence of Learning Habits on English Learning Outcomes

The second research question analyzed the effect of learning habits on English learning outcomes. The regression results showed a positive regression coefficient of 0.342 , indicating that learning habits significantly improved students' academic performance.

Students who developed structured routines, effective time management, and consistent exposure to English demonstrated better outcomes. This confirms that disciplined practice is a central pillar of language mastery and academic success.



The Influence of Courage to Express Opinions on English Learning Outcomes

The third research question examined the influence of courage to express opinions on English learning outcomes. The analysis showed a regression coefficient of -0.091 , suggesting that this variable did not contribute positively to learning outcomes in this study.

Although the ability to express opinions strengthened classroom participation, it did not directly improve test-based performance. This highlights the difference between communicative activity and academic assessment, where expressive courage must be balanced with focused academic practice.

Taken together, the results show that learning habits exerted the strongest positive influence on English learning outcomes, while self-confidence and courage to express opinions did not show direct positive effects in this research context. These findings suggest that psychological readiness and expressive strength must be supported by disciplined behavioral patterns to yield measurable academic success.

CONCLUSION

This study sought to examine the influence of self-confidence, learning habits, and courage to express opinions on students' English learning outcomes, and the findings offer a clear and meaningful pattern. Among the three variables, learning habits emerged as the strongest positive influence, showing that structured routines, consistent practice, and effective study strategies play a central role in shaping students' academic success in English. This result confirms that achievement in language learning is not formed by chance, nor by talent alone, but by the quiet discipline of repeated effort.

The findings also revealed that self-confidence and courage to express opinions did not demonstrate positive direct effects on English learning outcomes within the context of this study. Although these qualities are generally viewed as supportive factors in learning, the results suggest that when they are not balanced with structured learning behaviors, they may not contribute effectively to measurable academic achievement. In some cases, high self-confidence may reduce students' sense of urgency to study, while the courage to speak may be expressed more in participation than in mastery of tested skills.

The significance of this study lies in its integrated perspective. It shows that psychological strength and expressive ability must be guided by strong learning habits to produce optimal academic outcomes. Confidence without discipline may drift, and courage without direction may scatter, but well-formed habits provide the steady bridge between potential and performance.

This study contributes to the field of English education by providing empirical evidence that supports the prioritization of effective learning habits in language teaching. Future research is encouraged to explore these relationships using larger samples, experimental designs, and different educational contexts in order to deepen understanding and expand the practical implications of these findings.

FIGURE AND TABLES



Regression analysis is one of the analytical techniques used to determine the effect between a dependent variable and one or more independent variables. In simple linear regression, there is only one independent variable used to predict the dependent variable, whereas in multiple linear regression, more than one independent variable is used to predict the dependent variable. This test also produces a significance value to determine whether the relationship between the variables is statistically significant or not.

NO	NAMA	Kepercayaan Diri	Kebiasaan Belajar	Keberanian Berpendapat	Nilai
1	Zahra Raihanah	114	104	114	83
2	Kadya Daniel	112	115	106	87
3	Aniza Mardela	110	102	104	87
4	Hairi Yahulla	99	95	87	87
5	Ligita Magdalena	116	117	99	80
6	Annisa Fitria	104	105	99	80
7	Amanda Nafifa	120	119	115	93
8	Alia Andini	96	93	96	97
9	Nayla Syakira	106	103	111	90
10	Taati Lima Riang Hulu	104	102	107	83
11	Taufik Ibrar	99	95	89	90
12	Najwa Nayli Itqiyana	86	86	84	77
13	Muhammad Habib Wildan	106	105	100	80
14	Adhya Tahani R.F	112	106	113	73
15	Masikinodrat Sinawang	97	90	89	87
16	Putri Ulandari	116	111	95	76
17	Muhammad Nazril Ilham	112	106	113	76
18	Silvia Dotay	122	115	113	83
19	Rieva Zahra Yuloka	103	101	112	83
20	Hanifa Mardha Wafda	113	111	103	80
21	Chefinda Zalfanty	141	140	129	76
22	Adinda Aprianti Sendja Siah	103	98	118	70
23	Widy Yolanda	111	108	105	90
24	Natara bila carela	106	105	96	60
25	Siti Mardatillah	110	107	104	73
26	Kecia Elzabhet	106	102	115	73
27	Riska Ramadhani Oktavia	108	105	85	73
28	Rahma Dea	110	106	102	70
29	Mittahul Jannah	107	103	87	90
30	M.Khoiril	112	108	106	83
31	Vini Apriyani	103	102	95	63
32	Puteri Amanda SHRIP	118	114	103	47
33	Anggi Nila Fauziyah	108	103	111	53
34	Sarah Murniati	102	101	105	77
35	Dzunirain Salzabila	78	71	91	70
36	Dzaki Hilmi Zufar	98	94	97	70
37	Elmiatyra Khoirunnisa	114	115	119	63
38	Mutiara Fitria Rahman	112	112	113	63
39	Tati Riana	100	101	100	67
40	Salzabila Nooraisyah	97	97	96	83
41	M Rifal Pratama	91	90	92	53
42	Fabio Rifaldi	93	92	93	60
43	Hanif Taufiqur R	88	87	99	83
44	Ewi Noviana	119	119	114	33
45	Atika Hazirah	122	122	103	63
46	Azzahra Aidi Fitri	108	108	84	83

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	88.334	18.675		4.730	.000
	KepercayaanDiriX1	-.340	.631	-.338	-.539	.593
	KebiasaanBelajarX2	.342	.602	.353	.568	.573
	KeberanianBerpendapat X3	-.091	.191	-.089	-.480	.634

a. Dependent Variable: NilaiY

Based on the results of the data analysis, the following regression model can be formulated:



$$Y = 88.334 - 0.340X_1 + 0.342X_2 - 0.091X_3$$

Therefore, it can be concluded that learning habits have a positive effect on students' learning outcomes, while self-confidence and courage to express opinions have a negative effect on students' learning outcomes.

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APPENDIX

1. Angket

**PENGARUH KEPERCAYAAN DIRI, KEBIASAAN BELAJAR DAN
KEBERANIAN BERPENDAPAT TERHADAP HASIL BELAJAR BAHASA
INGGRIS
MAHASISWA PENDIDIKAN BAHASA INGGRIS ANGKATAN 2024**



PETUNJUK PENGISIAN

Bacalah setiap pernyataan atau pertanyaan dalam angket dengan saksama sebelum memberikan jawaban. Pastikan Anda memahami maksud pertanyaan agar jawaban yang diberikan sesuai dengan kondisi atau pendapat Anda. Berikan tanda (✓) pada jawaban yang Anda pilih dengan keterangan sebagai berikut:

- **SS** : Sangat setuju
- **S** : Setuju
- **N** : Netral
- **TS** : Tidak setuju
- **STS** : Sangat tidak setuju

IDENTITAS

Nama :
Jenis Kelamin :
Program studi :

**Angket Kepercayaan Diri**

No.	PERNYATAAN	SS	S	N	TS	STS
1	Saya yakin mampu menyelesaikan setiap tugas yang diberikan.					
2	Saya merasa tidak mampu menyelesaikan tugas dengan baik.					
3	Saya percaya bahwa saya bisa mencapai tujuan saya dengan usaha keras.					
4	Saya merasa bahwa usaha saya tidak akan menghasilkan perubahan yang signifikan.					
5	Saya merasa nyaman mencoba hal-hal baru dalam belajar.					
6	Saya mudah terpengaruh oleh pendapat orang lain tentang diri saya.					
7	Saya tidak ragu mengambil keputusan sendiri tanpa meminta bantuan orang lain.					
8	Saya merasa gagal saat hasil kerja saya tidak sesuai dengan ekspektasi orang lain.					
9	Saya optimis menghadapi ujian meskipun materinya sulit.					
10	Saya tidak yakin bahwa saya bisa mencapai tujuan saya.					
11	Saya percaya pada kemampuan saya meskipun orang lain meragukan.					
12	Saya selalu membutuhkan bantuan orang lain dalam mengambil keputusan.					
13	Saya mampu mempertahankan pendapat meskipun berbeda dengan mayoritas.					
14	Saya sering merasa minder ketika harus tampil di depan kelas.					
15	Saya selalu merasa tenang saat berbicara di depan kelas.					
16	Saya tidak yakin bahwa saya bisa menjawab pertanyaan dari guru.					
17	Saya tetap semangat belajar meskipun menghadapi kegagalan sebelumnya.					
18	Saya cenderung menghindari tugas yang saya anggap sulit.					
19	Saya tidak takut untuk menampilkan hasil kerja saya kepada orang lain.					
20	Saya tidak percaya bahwa saya memiliki kemampuan yang cukup untuk bersaing.					
21	Saya merasa mampu mengatasi semua tantangan yang muncul dalam belajar.					
22	Saya sering gugup saat harus berbicara dengan orang yang tidak saya kenal.					
23	Saya yakin dapat menjawab pertanyaan guru di kelas dengan benar.					
24	Saya mudah menyerah jika hasil kerja saya tidak dihargai.					
25	Saya merasa bisa memberikan solusi saat teman meminta bantuan.					
26	Saya sering ragu untuk menyelesaikan tugas baru yang belum pernah saya kerjakan sebelumnya.					
27	Saya percaya bahwa saya memiliki potensi yang belum sepenuhnya tergali.					
28	Saya merasa bahwa orang lain selalu lebih baik dari saya.					
29	Saya tidak mudah menyerah meskipun menemui banyak kesulitan.					
30	Saya sering merasa tidak pantas mendapatkan pujian atas hasil kerja saya.					



Angket Kebiasaan Belajar

No.	PERNYATAAN	SS	S	N	TS	STS
1	Saya selalu mencatat poin-poin penting selama belajar.					
2	Saya sulit berkonsentrasi karena sering terganggu oleh media sosial saat belajar.					
3	Saya mampu mengatur waktu belajar tanpa gangguan dari kegiatan lain.					
4	Saya tidak memiliki tempat khusus yang nyaman untuk belajar.					
5	Saya memastikan untuk belajar dengan intensitas tinggi selama waktu-waktu produktif saya.					
6	Saya belajar dengan tergesa-gesa tanpa memperhatikan kualitas pemahaman.					
7	Saya lebih mudah memahami materi dengan membaca ulang catatan.					
8	Saya jarang menyelesaikan tugas atau belajar sesuai rencana.					
9	Saya belajar di tempat yang minim gangguan untuk meningkatkan fokus.					
10	Saya mudah menyerah ketika menemukan materi yang sulit dipahami.					
11	Saya menggunakan teknik belajar seperti membuat ringkasan atau mind map.					
12	Saya merasa malas untuk belajar setelah aktivitas yang melelahkan.					
13	Saya menetapkan target harian untuk menyelesaikan tugas atau belajar.					
14	Saya sering menunda-nunda belajar hingga mendekati batas waktu.					
15	Saya mampu memprioritaskan pelajaran yang lebih sulit terlebih dahulu.					
16	Saya hanya menghafal materi tanpa memahami maknanya.					
17	Saya sering berdiskusi dengan teman untuk memperdalam pemahaman.					
18	Saya tidak memanfaatkan waktu luang untuk belajar secara efektif.					
19	Saya memanfaatkan sumber belajar tambahan seperti buku, video, atau artikel.					
20	Saya merasa tidak perlu mengevaluasi hasil belajar saya.					
21	Saya selalu mengevaluasi hasil belajar saya untuk mengetahui kekurangan.					
22	Saya lebih sering belajar sambil melakukan aktivitas lain, seperti menonton TV.					
23	Saya merasa termotivasi untuk belajar demi mencapai tujuan saya.					
24	Saya merasa sulit menetapkan target belajar yang realistis.					
25	Saya berusaha memahami materi dengan menghubungkannya pada kehidupan sehari-hari.					
26	Saya mengabaikan sumber belajar lain yang dapat membantu pemahaman saya.					
27	Saya tidak menunda-nunda waktu belajar yang sudah direncanakan.					
28	Saya cenderung mengabaikan tugas belajar ketika tidak ada batas waktu pengumpulan.					
29	Saya menjaga kesehatan dengan tidur cukup agar tetap konsentrasi saat belajar.					
30	Saya sering belajar hanya ketika ada ujian atau tugas mendesak.					

**Angket Keberanian Berpendapat**

No.	PERNYATAAN	SS	S	N	TS	STS
1	Saya berani menyampaikan pendapat saya di depan kelas tanpa rasa takut.					
2	Saya sering merasa takut menyampaikan pendapat di depan orang banyak.					
3	Saya merasa nyaman saat berdiskusi dengan teman-teman.					
4	Saya menghindari berbicara saat diminta pendapat oleh guru.					
5	Saya selalu memberikan masukan dalam diskusi kelompok.					
6	Saya cenderung mengikuti pendapat mayoritas meskipun saya tidak setuju.					
7	Saya tidak takut menyampaikan ide meskipun berbeda dari pendapat orang lain.					
8	Saya tidak takut menyampaikan ide meskipun berbeda dari pendapat orang lain.					
9	Saya mampu menjelaskan pendapat saya dengan alasan yang logis.					
10	Saya sering memilih diam karena takut pendapat saya salah.					
11	Saya tidak ragu untuk memberikan saran kepada teman yang membutuhkan.					
12	Saya merasa pendapat saya tidak penting dibandingkan dengan pendapat orang lain.					
13	Saya bersedia menerima kritik atas pendapat yang saya sampaikan.					
14	Saya menghindari bertanya kepada guru meskipun tidak paham materi.					
15	Saya merasa senang berpartisipasi dalam debat atau diskusi kelompok.					
16	Saya takut memberikan saran karena khawatir tidak diterima oleh kelompok.					
17	Saya percaya bahwa pendapat saya penting dalam sebuah diskusi.					
18	Saya sering merasa malu ketika harus menjelaskan pandangan saya.					
19	Saya berani mengajukan pertanyaan kepada guru jika tidak memahami materi.					
20	Saya tidak berani mengoreksi pendapat teman meskipun tahu itu salah.					
21	Saya selalu siap menjelaskan pandangan saya kepada orang lain.					
22	Saya lebih suka mendengar daripada berbicara dalam diskusi.					
23	Saya merasa percaya diri untuk berbicara dalam forum formal atau informal.					
24	Saya sering merasa tidak mampu menjelaskan ide saya dengan baik.					
25	Saya berani mengoreksi kesalahan orang lain dengan cara yang sopan.					
26	Saya takut menghadapi pertanyaan atau kritik atas pendapat saya.					
27	Saya selalu memanfaatkan kesempatan untuk berbicara saat rapat kelompok.					
28	Saya menghindari debat karena takut menyinggung orang lain.					
29	Saya yakin bahwa pendapat saya dapat memberikan sudut pandang baru dalam diskusi.					
30	Saya merasa terintimidasi oleh orang lain yang lebih vokal dalam diskusi.					