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The Relationship Between Self-Esteem and Social Anxiety with the Self-Confidence of Students Participating in the Arts Extracurricular at Senior High School

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ABSTRACT

Self-confidence is an important aspect of adolescent development, particularly among students participating in art extracurricular activities that involve self-expression and public performance. This study aimed to examine the associations of self-esteem and social anxiety with self-confidence among students participating in art extracurricular activities at SMA Negeri 1 Kawali, Indonesia. A quantitative correlational design was employed, involving 107 students participating in marching band, theater, and vocal activities who were selected through proportionate stratified random sampling. Data were collected using three four-point Likert scales: a self-esteem scale (27 items, Cronbach's $\alpha = .672$), a social anxiety scale (25 items, Cronbach's $\alpha = .800$), and a self-confidence scale (25 items, Cronbach's $\alpha = .891$). Data were analyzed using multiple linear regression in IBM SPSS Statistics. The results indicated that self-esteem was positively associated with self-confidence ($B = 2.790$, $p < .001$), whereas social anxiety was negatively associated with self-confidence ($B = -4.355$, $p < .001$). The regression model was statistically significant ($F = 210.243$, $p < .001$), with an adjusted R^2 of .798. These findings suggest that self-esteem and social anxiety are associated with students' self-confidence in art extracurricular activities. The findings may inform guidance and counseling services that promote self-acceptance, address social anxiety, and foster self-confidence. Further research should examine additional factors associated with self-confidence and include students from more diverse school settings.

1. INTRODUCTION

Self-confidence is an important aspect of adolescent development, particularly in navigating social interactions and various activities within the school environment. Self-confidence refers to an individual's belief in their abilities to take action, express opinions, and establish positive relationships with others (Trimayati & Sholichah, Ima Fitri, 2016). Adolescents with good self-confidence tend to be more willing to demonstrate their potential, participate in activities, and express their thoughts. Conversely, adolescents with low self-confidence may doubt their abilities, fear making mistakes, and experience difficulties expressing their opinions (Mudzakir & Mubarok, 2020; Rais, 2022). According to Lauster, self-confidence comprises five aspects: independence, commitment, self-understanding, adaptability, and assertiveness in expressing opinions (Saputri et al., 2023). These aspects reflect how individuals recognize their abilities and demonstrate confidence when interacting with their surroundings. In the school environment, self-confidence is particularly relevant for students participating in extracurricular art activities, such as marching band, theater, and vocal. These activities provide opportunities for students to develop their abilities, express themselves, collaborate with others, and perform in front of an audience. Previous research by Raden and Hamid (2023) indicates that extracurricular art activities can support the development of students'

self-confidence by providing opportunities to explore their abilities and demonstrate their potential. Similarly, Danuarta (2024) found that theater extracurricular activities are related to the development of students' self-confidence through practice and performance experiences. Haafidzoh et al. (2026) also highlighted the role of extracurricular dance activities and public performances in supporting students' confidence. These findings indicate that art extracurricular activities provide valuable experiences for developing self-expression and self-confidence. However, participation in such activities does not necessarily mean that all students have the same level of confidence when interacting or performing in front of others. During adolescence, individuals become increasingly aware of social evaluations, particularly those coming from peers. Concerns about how others perceive and judge them may contribute to social anxiety (Rizky et al., 2024; Yudianfi, 2022). Social anxiety refers to feelings of fear, discomfort, and worry when individuals face social situations or anticipate negative evaluations from others. According to La Greca and Lopez (1998), social anxiety involves three aspects: fear of negative evaluation, social avoidance and distress in new situations or when interacting with unfamiliar people, and social avoidance and distress in general social situations. These experiences may affect students' willingness to participate, express opinions, and demonstrate their abilities. Azzahra and Nugraha (2025) explain that concerns about negative evaluations can make adolescents less confident in performing and participating in group activities. In the context of art extracurricular activities, such concerns may become particularly relevant because students are required to interact, collaborate, and sometimes perform in front of an audience.

In addition to social anxiety, students' self-confidence is also related to how they evaluate and appreciate themselves, which is reflected in self-esteem. Self-esteem refers to an individual's evaluation of their own worth, abilities, and acceptance of themselves (Zeigler-Hill, 2013). According to Coopersmith (1967), as cited in Setyawati et al. (2017), self-esteem consists of four aspects: power, significance, virtue, and competence. These aspects reflect individuals' perceptions of their ability to control themselves, their sense of acceptance and appreciation by others, their adherence to values, and their belief in their own competence. Individuals with positive self-evaluations tend to recognize their abilities and feel more capable of facing challenges, whereas individuals with low self-esteem may feel inadequate, insecure, and afraid of failure or rejection (Zeigler-Hill, 2013). Therefore, self-esteem is relevant to understanding students' confidence when expressing themselves and demonstrating their abilities in extracurricular activities. Self-esteem and social anxiety represent two psychological aspects that are relevant to understanding students' self-confidence. Self-esteem concerns how individuals evaluate and appreciate their own abilities and worth, whereas social anxiety relates to their concerns about negative judgments from others. Students who have positive self-evaluations may be more willing to express their abilities and interact with others. Conversely, concerns about negative evaluations may lead students to hesitate, avoid social interactions, and feel less confident when demonstrating their potential. Thus, self-esteem and social anxiety provide complementary perspectives for understanding students' self-confidence, particularly in activities involving social interaction, self-expression, and public performance. Previous studies have examined the relationships between self-esteem and self-confidence (Al Husna et al., 2022), self-confidence and social anxiety (Wardhana et al., 2024; Rahmawati, 2025), as well as self-esteem and social anxiety (Mi & Jiang, 2024). Other research has investigated the contribution of self-esteem, self-efficacy, social support, and self-concept to social anxiety among high school students (Najich et al., 2024). These studies provide an important foundation for understanding the relationships among the psychological variables. However, the studies have focused on different combinations of variables and research populations. Further empirical investigation is needed to examine self-esteem and social anxiety together in relation to self-confidence, particularly among high school students participating in art extracurricular activities. This context is important because students involved in marching band, theater, and vocal activities

face situations that require artistic skill development, social interaction, cooperation, self-expression, and the courage to perform in front of others. Therefore, studying these variables together may provide a more contextual understanding of the psychological aspects associated with students' self-confidence in performance-oriented extracurricular activities. Based on preliminary observations and interviews with guidance and counseling teachers and extracurricular supervisors at SMA Negeri 1 Kawali, variations in students' self-confidence were identified. Some students demonstrated confidence when performing, expressing opinions, and showing their abilities, while others appeared shy, nervous, and hesitant. Some students were also concerned about making mistakes, receiving negative judgments from peers, and comparing their abilities with those of other students. These conditions indicate phenomena related to both self-esteem and social anxiety. Students' doubts about their abilities and dissatisfaction with their achievements may reflect aspects of self-evaluation, while their fear of making mistakes and being judged by others may indicate concerns associated with social anxiety. Although these preliminary findings do not establish the students' psychological levels, they provide a contextual basis for examining the relationships among self-esteem, social anxiety, and self-confidence.

The contribution of this study lies in examining the relationships of self-esteem and social anxiety with self-confidence within the specific context of three art extracurricular activities: marching band, theater, and vocal at SMA Negeri 1 Kawali. Rather than examining these psychological aspects separately, this study investigates how students' self-evaluations and concerns about social judgments are individually and simultaneously associated with their self-confidence in activities involving artistic expression, social interaction, and performance. Empirically, this study provides evidence regarding the relationships of the two variables with students' self-confidence in a performance-oriented school context. The findings are expected to contribute to the understanding of students' self-confidence and provide contextual considerations for guidance and counseling services, particularly in supporting students' self-acceptance, addressing social anxiety, and developing confidence in expressing their abilities. Based on the description above, this study aims to examine the relationship between self-esteem and self-confidence, the relationship between social anxiety and self-confidence, and the simultaneous relationship of self-esteem and social anxiety with the self-confidence of students participating in art extracurricular activities at SMA Negeri 1 Kawali. The hypotheses are formulated as follows: (H1) self-esteem is positively associated with students' self-confidence; (H2) social anxiety is negatively associated with students' self-confidence; and (H3) self-esteem and social anxiety are simultaneously associated with students' self-confidence. The hypotheses are tested using multiple linear regression analysis.

2. METHOD

This study employed a quantitative approach with a correlational design. The research was conducted at SMA Negeri 1 Kawali during the odd semester of the 2026/2027 academic year. The predictor variables were self-esteem (X_1) and social anxiety (X_2), while the criterion variable was self-confidence (Y). This study aimed to examine the relationship between self-esteem and social anxiety and the self-confidence of students participating in art extracurricular activities. The initial population consisted of 246 students from grades X, XI, and XII who participated in art extracurricular activities, comprising 80 marching band students, 60 vocal students, and 106 theater students. Before the main data collection, an instrument trial was conducted involving 30 students, with 10 students selected from each extracurricular activity. Students who participated in the instrument trial were excluded from the main study. Therefore, the remaining population for the main study consisted of 216 students, comprising 70 marching band students, 50 vocal students, and 96 theater students. The sample size was determined using G*Power version 3.1.9.7 through an a priori power analysis for multiple linear regression (Linear multiple regression: Fixed model, R^2 deviation

from zero). The parameters included an effect size (f^2) of 0.15, a significance level of 0.05, a statistical power of 0.95, and two predictors. The calculation indicated that the minimum required sample size was 107 students. The sampling technique used was proportionate stratified random sampling, with proportional allocation based on extracurricular activity: 35 marching band students, 24 vocal students, and 48 theater students. Respondents from each group were selected randomly through a lottery involving the names of students in the main research population. The characteristics of the respondents based on age, gender, and class are presented in Table 1.

Table 1. Characteristics of Research Respondents

Chracteristic	Category	Frequency	Percentage
Age	16 years	45	42.1
	17 years	26	24.3
	18 years	9	8.4
	19 years	27	25.2
Gender	Female	86	80.4
	Male	21	19.6
Class	X	48	44.9
	XI	40	37.4
	XII	19	17.8
Total Respondent		107	100

Based on Table 1, a total of 107 students participated as respondents in the study, with an age range of 16–19 years. The majority of respondents were 16 years old, totaling 45 students (42.1%). In terms of gender, the respondents were predominantly female, with 86 students (80.4%). Meanwhile, based on class, the majority of respondents were from class X, with 48 students (44.9%). Data were collected using three psychological scales: self-esteem, social anxiety, and self-confidence. The initial instruments consisted of 112 items, comprising 32 items for the self-esteem scale, 36 items for the social anxiety scale, and 44 items for the self-confidence scale. Each scale was developed based on the theoretical aspects and indicators of its respective variable, using a four-point Likert scale with four response options: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The instruments included both favourable and unfavourable statements, with different scoring procedures for each type of statement. Before the instrument trial, the items were reviewed by the academic supervisor to assess their relevance and suitability to the indicators of each variable. Several statements were revised based on the feedback provided. The instruments were then tested on 30 students who were not included in the main research sample. Empirical item validity was examined using the Pearson Product Moment correlation. Based on the validity testing results, 77 items were retained, consisting of 27 self-esteem items, 25 social anxiety items, and 25 self-confidence items. Meanwhile, 35 items that did not meet the validity criteria were excluded. Reliability testing was conducted using Cronbach's Alpha after the invalid items had been removed. The results showed reliability coefficients of 0.672 for the self-esteem scale, 0.800 for the social anxiety scale, and 0.891 for the self-confidence scale. These results indicate that the three instruments had varying levels of internal consistency, with the self-esteem scale showing a comparatively lower reliability coefficient Data were analyzed using IBM SPSS Statistics through descriptive statistics and prerequisite tests such as normality and linearity tests. Next, multiple linear regression analysis is used to examine the relationship between self-esteem and social anxiety with the confidence of students participating in art extracurricular activities.

3. RESULTS AND DISCUSSION

The research results were obtained through data analysis of 107 students participating in the art extracurricular at SMA Negeri 1 Kawali. The analysis was conducted to understand the depiction of students' self-esteem, social anxiety, and self-confidence, as well as to examine the relationship

between self-esteem and social anxiety with self-confidence. Data analysis in this study includes descriptive statistics, prerequisite analysis tests consisting of normality and linearity tests, as well as multiple linear regression analysis. The results of these analyzes are subsequently used as a basis for discussing the conditions of each variable and the relationships between the research variables.

3.1 Descriptive Statistics

Descriptive statistics were conducted to illustrate the measurement results of self-esteem, social anxiety, and self-confidence variables among 107 students participating in the art extracurricular at SMA Negeri 1 Kawali. Descriptive analysis is presented based on each aspect of each variable.

Table 2. Descriptive Statistics Self-Esteem, Social Anxiety, and Self-Confidence

Variabel	N	Minimum	Maximum	Mean	Std. Deviation
Self-Esteem	107	62.00	88.00	73.8879	4.64865
Social Anxiety	107	58.00	82.00	67.4860	4.22116
Self-Confidence	107	34.00	100.00	63.2710	14.12984
Valid N (listwise)	107	–	–	–	–

Based on the table, the self-esteem variable has a minimum score of 62 and a maximum of 88, with an average value of 73.89 and a standard deviation of 4.65. The social anxiety variable has a minimum score of 58 and a maximum of 82, with an average value of 67.49 and a standard deviation of 4.22. Meanwhile, the self-confidence variable has a minimum score of 34 and a maximum of 100, with an average value of 63.27 and a standard deviation of 14.13. The standard deviation values indicate variations in scores among respondents for each variable. Self-confidence has the highest standard deviation, indicating a greater score variation compared to self-esteem and social anxiety.

3.2 Prerequisite Analysis Test

The prerequisite analysis test is conducted before hypothesis testing using multiple linear regression. This testing includes a normality test to determine the data distribution and a linearity test to determine the form of the relationship between the independent and dependent variables.

3.2.1 Normality Test

Table 3. Results of the One-Sample Kolmogorov-Smirnov Normality Test

Explanation	Self-Esteem	Social Anxiety	Self-Confidence
N	107	107	107
Mean	73.8879	67.4860	63.2710
Std. Deviation	4.64865	4.22116	14.12984
Absolute	0.078	0.071	0.077
Positive	0.078	0.070	0.077
Negative	-0.069	-0.071	-0.050
Test Statistic	0.078	0.071	0.077
Asymp. Sig. (2-tailed)	0.106	0.200	0.138
Monte Carlo Sig. (2-tailed)	0.110	0.203	0.128
99% Confidence Interval – Lower Bound	0.102	0.193	0.119
99% Confidence Interval – Upper Bound	0.118	0.213	0.137

Based on the results of the normality test, the self-esteem variable obtained a significance value of 0.106, the social anxiety variable 0.200, and the self-confidence variable 0.138. All three significance values are greater than 0.05, so it can be concluded that the data for all three variables are normally distributed. Thus, based on the test results, the normality assumption for each variable has been met.

3.2.2 Linearity Test

Table 4. Results of the Linearity Test X1 with Y

Source of variation		Sum of Squares	df	Mean Square	f	Sig
Between Groups	(Conbined)	4430.266	21	210.965	1.072	0.393

	Linearity	19.023	1	19.023	0.097	0.757
	Deviation from Linearty	4411.243	20	220.562	1.120	0.345
Within Groups		16732.874	85	196.857	-	-
Total		21163.140	106	-	-	-

Based on the results of the linearity test, a Deviation from Linearity significance value of 0.345 > 0.05 was obtained. Thus, there is no significant deviation from linearity between self-esteem and confidence.

Table 5. Results of the Linearity Test X2 with Y

Source of variation		**Sum of Squares**	**df**	**Mean Square**	**f**	**Sig**
Between Groups	(Conbined)	5168.314	20	258.416	1.389	0.150
	Linearity	29.512	1	29.512	0.159	0.691
	Deviation from Linearty	5138.802	19	270.463	1.454	0.124
Within Groups		15994.826	86	185.986	-	-
Total		21163.140	106	-	-	-

Based on the results of the linearity test, a Deviation from Linearity significance value of 0.124 > 0.05 was obtained. Thus, there is no significant deviation from linearity between social anxiety and self-confidence.

3.3 Multiple Linear Regression Analysis

3.3.1 Coefficient of Determination

Test The coefficient of determination test is conducted to determine the extent of the contribution of self-esteem and social anxiety variables simultaneously to the self-confidence variable. The results of the coefficient of determination test are presented in Table 6 below.

Table 6. Results of the Coefficient of Determination Test

Model	**R**	**R Square**	**Adjusted R Square**	**Std.Error of the Estimate**
1	0.895	0.808	0.798	6.35218

Predictors: (Constant), Social Anxiety, Self-Esteem

It is known that the Adjusted R Square value is 0.798, which can be concluded that the contribution of the independent variables (self-esteem and social anxiety) to the dependent variable (self-confidence) simultaneously is 79.8%. Meanwhile, the remaining 20.2% is related to other factors outside the research model.

3.3.2 F Test (Simultaneous)

The F test is conducted to determine whether self-esteem and social anxiety simultaneously have a significant relationship with the confidence of students participating in the art extracurricular at SMA Negeri 1 Kawali. The test was conducted by examining the F value and significance in the results of the multiple linear regression analysis. The F test results are presented in Table 7 below.

Table 7. Multiple Linear Regression ANOVA

Model	**Sumof Squares**	**dt**	**Mean Square**	**F**	**Sig.**
Regression	16966.717	2	8483.358	210.243	0.000
Resodual	4196.424	104	40.350	-	-
Total	21163.140	106	-	-	-

The calculated F value is 210.243 with a significance value of p<0.001, so it can be concluded that the independent variables (self-esteem and social anxiety) simultaneously have a significant relationship with the dependent variable (self-confidence). This is because the significance value is less than 0.05.

3.3.3 T-Test (Hypothesis Test)

The t-test is conducted to determine the relationship of each independent variable, namely self-esteem and social anxiety, with the dependent variable, namely self-confidence, partially. The testing is conducted by examining the significance value (Sig.) in the results of the multiple linear regression analysis. If the significance value is less than 0.05, then the independent variable has a significant relationship with self-confidence.

Table 8. Result T-Test

Variable	B	Std. Error	Beta	t	Sig.
(Constant)	151.055	6.063	-	24.914	0.000
Self-Esteem	2.790	0.661	1.668	4.222	0.000
Social Anxiety	-4.355	0.679	-2.534	-6.414	0.000

Dependent Variable: Self-Confidance

Based on the t-test results, the self-esteem variable obtained a significance value of 0.01, indicating a significant relationship with self-confidence. This relationship is positive, meaning that the higher the self-esteem, the higher the students' self-confidence tends to be. Meanwhile, the social anxiety variable also obtained a significance value of $p < 0.001$, indicating a significant relationship with self-confidence. This relationship is negative, meaning that the higher the social anxiety, the lower the students' self-confidence tends to be. Thus, self-esteem and social anxiety each have a significant relationship with the self-confidence of students participating in the art extracurricular at SMA Negeri 1 Kawali.

DISCUSSION

The Relationship Between Self-Esteem and Self-Confidence

The results indicate that self-esteem has a positive and significant relationship with the self-confidence of students participating in art extracurricular activities. Higher self-esteem tends to be associated with higher self-confidence, while controlling for social anxiety. In marching band, theater, and vocal activities, positive self-evaluation is related to students' ability to appreciate their abilities and express themselves during performances. These findings are consistent with Zeigler-Hill (2013) and Husna (2022), who discuss the relationship between self-esteem, psychological adjustment, and adolescent self-confidence. The present study provides further insight into this relationship in the context of art extracurricular activities.

The Relationship Between Social Anxiety and Self-Confidence

The results show that social anxiety has a negative and significant relationship with self-confidence, with a regression coefficient of -4.355 and a significance value of $p < 0.001$. Higher social anxiety tends to be associated with lower self-confidence when self-esteem is controlled. Concerns about making mistakes and receiving negative evaluations from others may be related to students' hesitation when performing in front of an audience. These findings are consistent with La Greca and Lopez (1998), as cited in Elfariani and Anastasya (2022), who discuss social anxiety in relation to adolescents' social functioning.

The Relationship Between Self-Esteem and Social Anxiety Together with Self-Confidence

The results indicate that self-esteem and social anxiety simultaneously have a significant relationship with students' self-confidence ($F = 210.243$; $p < 0.001$). The Adjusted R Square value of 0.798 indicates that the regression model explains 79.8% of the variation in self-confidence, while the remaining 20.2% is associated with factors outside the research model. These findings suggest that self-evaluation and concerns about social evaluation are relevant aspects in understanding students' self-confidence. However, this result does not establish a causal relationship between the variables.

Implications of Research Results for Guidance and Counseling

The findings may serve as considerations for Guidance and Counseling services in supporting students' self-confidence. Guidance counselors may conduct initial assessments and

provide classical guidance on self-acceptance and social anxiety. Group guidance can facilitate students in sharing experiences and practicing self-expression, while individual counseling may be considered for students experiencing difficulties related to social anxiety. Collaboration with extracurricular instructors is also important in creating a supportive rehearsal environment. These recommendations represent potential applications of the findings and have not been tested for effectiveness in this study.

4. CONCLUSION

Based on the research findings, it can be concluded that self-esteem has a positive and significant relationship with self-confidence, whereas social anxiety has a negative and significant relationship with the self-confidence of students participating in art extracurricular activities at SMA Negeri 1 Kawali. Simultaneously, self-esteem and social anxiety have a significant relationship with self-confidence. The Adjusted R Square value of 0.798 indicates that the regression model involving both variables explains 79.8% of the variation in students' self-confidence, while the remaining 20.2% is not explained by the research model. These findings contribute to understanding the relationship between individuals' self-evaluations and concerns about social judgments in the context of art extracurricular activities involving social interaction and public performance. The results may also serve as a consideration for guidance and counseling services in supporting the development of students' self-confidence. This study has several limitations. First, the research was conducted at only one school, SMA Negeri 1 Kawali, which may limit the generalizability of the findings to students in other schools. Second, the respondents were predominantly female, consisting of 86 students (80.4%), while male respondents accounted for 21 students (19.6%). Third, the study only involved three types of art extracurricular activities: marching band, theater, and vocal. In addition, the self-esteem instrument had a Cronbach's Alpha coefficient of 0.672, indicating that its internal consistency still requires attention and improvement in future research. This study also examined only self-esteem and social anxiety in relation to self-confidence; therefore, other factors were not included in the research model. Based on these limitations, future research is recommended to involve respondents from multiple schools with more diverse characteristics and a more balanced gender distribution. The scope of extracurricular activities may also be expanded to obtain more varied findings. Furthermore, future researchers may examine other factors that could be associated with self-confidence, such as self-efficacy, social support, and self-concept, while also improving the self-esteem instrument to achieve better internal consistency.

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