THE IMPACT OF STUDENTS' ACADEMIC SELF-CONFIDENCE ON THE ENGLISH LEARNING PROCESS IN THE POST-PANDEMIC ERA

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Article Info	Abstract
Article History Received: October 2023 Revised: November 2023 Published: January 2024 **Keywords** Academic self-confidence; Self-confidence test; English learning process;	The pandemic has had a significant impact on education. Students' academic self-confidence has likely been affected as well. The transition to current onsite learning may have contributed to feelings of anxiety and decreased their self-confidence. This study aimed to measure student's academic self-confidence and its impact on their English learning process. It was a descriptive research design with quantitative questionnaires distributed to 100 male and female students of Islamic broadcasting communication study program of IAIN Kediri. The result revealed that few students had low academic self-confidence when they had to argue in English with their classmates. Most students had high academic self-confidence to carry out other activities in the class and outside the class in finding English learning goals. Furthermore, students' academic self-confidence highly affects their autonomous learning so that makes students able to work and learn English independently by using computers and the internet. It makes learning English more enjoyable for them as well. In addition, most of the students agreed that their self-confidence caused them to make regular plans to review English lessons, actively participate in English learning, ask English-related questions to classmates and lecturers, to share ideas and opinions in English group discussions, and also do English presentations well. The results of this study can be a consideration for English teachers to pay more attention to students who still have low confidence by applying teaching strategies that increase students' self-confidence.

INTRODUCTION

The Covid-19 pandemic has caused a very deep psychological trauma that has greatly affected students' self-confidence (Nazir, 2022). Due to government policies that require social distancing, many individuals do not interact and communicate with the world around them. Hearing news of death, unemployment, and self-isolation coupled with decreased exercise and communication with teachers, friends, family, and others outside the home resulted in psychological stress that poses a threat to Indonesians' physical and mental wellbeing (Abdullah, 2020). The fear of Covid-19 has affected the psychological well-being of university students (Yang et al., 2022). Many students were under Stress, anxiety, fear, and worry and having depressive thoughts (Azmi et al., 2022). Female students feel less secure and more pessimistic in the term new normal condition (López-Valenciano et al., 2021).

Self-confidence defined as one's own abilities to perform (Bandura, 1977; Clark et al., 2008). In addition, according to Rubio (Rubio, 2021) Self-confidence is a sense of self-competence necessary for happiness and handling everyday issues. Self-confidence is a person's opinion of themselves and self-esteem (Hamada & Idjhanine, 2017). In other words, self-confidence can be defined as self-esteem. Self-esteem is an emotion-based assessment

about one's worth or value (Erol & Orth, 2011). Academic engagement is favorably predicted by adolescent self-esteem. Adolescents' academic involvement can rise when they have high levels of self-esteem (Zhao et al., 2021). According to these concepts, self-confidence can be seen as a cognitive human view that is essential to achieving basic human needs like success and happiness. Self-confidence can be crucial for success at every stage of life, not just in education but also in one's personal and social interactions. It is clear that students who are confident in themselves are passionate, work more, are more motivated, and do not give up when challenges arise (Bong, 2008). People with good confidence will have a high sense of optimism to achieve their goals.

Despite the importance of self-confidence in education, the fact is that there are still many students who have low self-confidence or self-esteem. Students who are less self-confident will perform some behaviors such as shutting down, withdrawing from the environment, tending to avoid communication, engaging little in activities with a group of people, and being aggressive (Fitri et al., 2018). Poor academic performance is one consequence of low self-esteem in high school students. Students who lack self-confidence are more likely to perform poorly in class because they lack confidence in themselves. Because of the pessimistic thoughts that are always running through their minds, individuals often assume they will fail the examinations and quizzes their teachers will give them. Also, if a student feels uncomfortable speaking in front of the class or sitting in front of them, they are more likely to not participate in class. The low self-confidence of the students can be caused by some problems. Nguyen et al. (Nguyen et al., 2019) said that students' low self-esteem was caused by high educational stress and physical and emotional abuse by parents or other adults in the home. Besides, child poverty is also another factor leading to low self-esteem (Fujiwara et al., 2019).

The development of self-confidence is essential for learning English. In order to learn a language, it is important to be motivated, persistent, and risk-taking (Yousefabadi & Ghafournia, 2023). High self-confidence learners are more likely to stay motivated and persevere in their efforts to advance their English language proficiency. Self-confidence plays a significant role in how well language learners succeed (Jabor et al., 2017). Student English proficiency and self-confidence are positively correlated (Marpaung, 2018). Higher levels of self-confidence increase the likelihood that students will succeed in their English language studies, while lower levels may make learning more difficult (Yousefabadi & Ghafournia, 2023). Self-confidence is a critical component that influences learners' willingness to speak in English when using a second language (Aoyama & Takahashi, 2020).

The trajectory of online learning over the past two years has been marked by a multitude of challenges, as evidenced by the findings of Muassomah and Abdullah (2021). This prolonged period of virtual education has given rise to various impediments, including heightened levels of student stress, reluctance to engage in learning activities, diminishing enthusiasm for academic pursuits, and a perceptible erosion of the structured temporal dimension. It is evident that the dynamics of long-distance teaching and learning markedly differ from traditional face-to-face instruction, with the latter fostering a climate of courage and confidence. Online learning, conversely, often results in diminished student enthusiasm, primarily attributable to a perceived lack of motivational influence emanating from both educators and peers. The dichotomy between face-to-face and online learning experiences underscores the nuanced psychological and social dimensions at play in the educational process. Undeniably, the pervasive impact of the pandemic has exerted a profound influence on the educational landscape, necessitating adaptive strategies to address the associated challenges. After nearly two years of exclusively online instruction, a pivotal shift in educational policy occurred with the government's decision to reintroduce face-to-face learning in 2022. This policy shift represents a deliberate response to the recognized

limitations of prolonged virtual education and seeks to reintegrate the invaluable elements of direct interaction, motivation, and structured temporal organization inherent in face-to-face learning environments. The decision to transition back to in-person instruction reflects a broader acknowledgment of the complex interplay between pedagogy and the socio-emotional well-being of students, emphasizing the importance of adapting educational strategies to meet the evolving needs of learners within the context of a dynamically changing global landscape.

IAIN Kediri started face to face learning in 2022/2023 academic year. This face-to-face learning aims to catch up with the material during online learning. It certainly has a good opportunity to build student confidence. During face-to-face learning, there are many students of the Islamic communication and broadcasting study programme who tend to be less active in class. They fear, anxiety, worry, and uncertainty about their abilities. It seems that they doubt their abilities and tend to close themselves off. The most visible thing in class is that students are unable to express their opinions. They tend to be passive and just follow what their friends say because they are afraid that their opinions cannot be accepted by others. They hesitate to respond to their classmates and lecturer English questions. They looked unconfident to deliver the presentation. So that this research was aimed to investigate the level of students' academic self-confidence in English learning process of students of Islamic Broadcasting Communication Study Program of IAIN Kediri in the post pandemic era and to investigate the impacts of students' academic self-confidence on their English learning process of students of Islamic Broadcasting Communication Study Program of IAIN Kediri in the post pandemic era, due to the limitation of study about the impact of academic self-confidence on the English learning process in the post Pandemic era in Indonesian context (Ss/1/12/2023).

Some previous studies conducted by some scholars in the field of academic self-confidence; a study was conducted by Akbari and Sahibzada (Akbari & Sahibzada, 2020) the impact of self-confidence on students' learning process which was conducted before the pandemic era. The result showed that students' self-confidence affected students in doing some tasks related to the learning process indoor and outdoor. Marianty (Marianty et al., 2021) conducted a research which was aimed to investigate the level of students' self-confidence of the faculty of Public health. It revealed that most of students' self-confidence was in the high category and none of them are in a low category. In addition, Febriani et al. in her study indicated that the students have a sufficient level of confidence in performing speaking skill. Students were confident in asking questions; expressing their ideas, appreciating others' opinions, being able to work in a team, being open to criticism, and being daring in delivering presentations. (Febriyani et al., 2020). However, Nadila (Nadila, 2021) investigated some factors influenced by self-confidence in speaking skill. The finding indicated that some factors that influenced students who lacked self-confidence in speaking English were feeling shameful and fear of classmates' responses, lack of English language competence, and lack of preparation. Cadiz- Gabejan suggested that (Cadiz-Gabejan, 2021) giving more speaking opportunities in the classroom led to learners feeling more confident. Encouraging students to work together with their peers increased their confidence as well. In other words, Self-confidence is an important factor affecting students' English achievement.

The studies reviewed suggest that academic self-confidence is influenced by various factors, including language competence, preparation, fear of negative evaluation, and social support. To foster students' self-confidence, teachers can implement strategies such as providing opportunities for students to speak in a supportive and non-judgmental environment, using positive feedback and reinforcement, and creating a classroom culture that values risk-taking and experimentation. In addition, these studies highlight the importance of nurturing students' self-confidence in the classroom. Accordingly, the current

study departed from the idea that by creating a positive and supportive learning environment, teachers can help students build their confidence and develop the skills and knowledge needed to succeed academically. However, it still needs more exploration of the impact of academic self confidence in the English learning process in the post pandemic era. Therefore, this study concerns the student's academic self-confidence and its impact on their English learning process in the post pandemic era. The research questions in this study were the following. What is the level of students' self-confidence in the English learning process? What are the impacts of students' self-confidence in their English learning process?

RESEARCH METHOD

Research Design

This study used a descriptive research design which quantitative questionnaire was used to measure academic self- confidence on English language learning process and the impacts of academic self-confidence on the English learning processes of the first semester students of Islamic Communication and broadcasting study program of IAIN Kediri who took English subject in 2022/2023 academic year. Researchers use descriptive research design, a sort of methodology, to examine and record the behaviors and features of a population or phenomenon (Sirisilla, 2023). There were 40 male students and 60 female students participated in this study. Therefore, the total numbered 100 participants aged between 15-25 years who were selected by using a random sampling method.

Instrument and Data Collection Procedure

Instrument of this study was a quantitative questionnaire which was distributed to 100 participants via Google form. The participants were able to do the online questionnaire wherever they were. It took about 10 minutes to answer the questionnaire. It was designed in three parts. The first part was about the demographic information of the participants; the second part was to measure participants' academic self-confidence in the learning process. It consists of fifteen items. Each has five scales: 1. not confident at all, 2. less confident, 3. Confidence, 4. more confident, 5. Extremely Confident. Through this questionnaire, the participant can demonstrate their level of academic self-confidence in performing various tasks or activities both inside the class and outside the class. Its items are taken from Paul Sander and Lollaj Sanders Academic Confidence Scale which measures confidence in academic programs (Sander & Sanders, 2003). The pre-adapted ACS was tested for reliability by asking psychology students to complete the questionnaire twice (Sander & Sanders, 2003). The third part of the questionnaire had twelve items which are considered with the impact of academic self-confidence in students' English learning Process. It used five choice Linkert scales: 1. Strongly Disagree, 2. Disagree, 3. Undecided, 4. Agree and 5. Strongly agree. The items in this part were adapted from ACS (Sander & Sanders, 2003) and were drawn from a review of preview literature.

Data Analysis

In the initial phase of this research, potential participants were approached and formally invited to participate, with explicit inquiry into their willingness to engage in the study. Prior to the commencement of data collection through the administration of a structured questionnaire, participants were apprised of the confidentiality measures in place to safeguard their personal information. Subsequently, data collection ensued only upon securing the informed consent of the subjects. The Statistical Package for the Social Sciences (SPSS) version 27 served as the analytical tool for entering and processing the information garnered from the administered questionnaires, specifically focusing on the level of students' self-confidence and its impact on the English learning process. The survey data were analized using descritive statistic test to a comprehensive analytical assessment employing statistical

metrics such as percentage, frequency, and mean. The outcomes of this analysis were systematically presented through a combination of tables and verbal descriptions, facilitating a thorough examination of the acquired data.

RESEARCH FINDINGS AND DISCUSSION
Research Findings

The investigation conducted in this study encompassed the examination of two primary datasets: one pertaining to the levels of self-confidence among students and the other delineating the impact of such self-confidence on the process of learning English. In order to provide a comprehensive understanding of the participant demographics, key information was collected, including gender, age, and the specific academic program of study. The study enlisted a total of 100 participants, all of whom were affiliated with the Islamic Broadcasting Communication Study Program at IAIN Kediri. Notably, the gender distribution within the participant pool was delineated, with 60 female students constituting 60% of the sample and 40 male students representing the remaining 40%. Furthermore, the age distribution of the participants revealed that a substantial majority, encompassing 97 students, fell within the age range of 15 to 20 years, while a smaller cohort of 3 students fell within the 21 to 25 years age bracket. This demographic profiling serves as a foundational basis for subsequent analyses and interpretations within the study, providing valuable contextual information for the overall research framework.

Table 1
Students' academic self confidence in English learning Process

No	Students' self-confidence on	NC	LC	C	MC	EC	Mean	SD
		N or %	N or %	N or %	N or %	N or %		
1	Receiving high mark in English assignment	2	5	40	30	23	3,67	,954
		2	5	40	30	23		
2	Performing well in English Examinations	-	10	46	29	15	3,49	,870
		-	10	46	29	15		
3	Preparing upcoming English class well	1	7	33	29	30	3,80	,985
		1,0	7,0	33,0	29,0	30,0		
4	Debate using English with classmates	14	33	38	9	6	2,60	1,035
		14,0	33,0	38,0	9,0	6,0		
5	Understanding the English materials explained by the lecturer	2	6	47	28	17	3,52	,915
		2,0	6,0	47,0	28,0	17,0		
6	Looking for help for English unclear concepts	1	3	38	37	21	3,74	,860
		1,0	3,0	38,0	37,0	21,0		
7	Doing English assigment according to the requirements	1	5	28	36	30	3,89	,931
		1,0	5,0	28,0	36,0	30,0		
8	Delivering an English Presentation to a	5	21	37	21	16	3,22	1,106
		0,5	21,0	37,0	21,0	16,0		

No	Students' self-confidence on	NC	LC	C	MC	EC	Mean	SD
		N or %	N or %	N or %	N or %	N or %		
	select group of classmates or acquintances							
9	Looking from help from lecturers in understanding English material	1	9	42	22	26	3,63	1,002
		1,0	9,0	42,0	22,0	26,0		
10	Planning proper revision schedules for English assignment	2	9	48	28	13	3,41	,900
		2,0	9,0	48,0	28,0	13,0		
11	Solving English exam questions	-	6	42	33	19	3,65	,857
		-	6,0	42,0	33,0	19,0		
12	Answering to English from the lecturer	2	16	51	20	11	3,22	,917
		2,0	16,0	51,0	20,0	11,0		
13	Managing workload to meet English coursework deadline	1	8	34	32	25	3,72	,965
		1,0	8,0	34,0	32,0	25,0		
14	Studying English effectively independently	-	21	38	20	21	3,41	1,045
		-	21,0	38,0	20,0	21,0		

Table 1 showed the data of students' academic self-confidence in the English Learning Process. 93 (93%) students were confident in getting good grades in their English assignments. It can be seen on the table that 23 (23%) students were extremely confident, 30 (30%) students were more confident, and 40 (40%) students were more confident. While, 5 students (5%) were less confident and 2 (2%) students were not confident at all. Item 2 indicates 90 % students were confident in performing well in English exams. 15 % of students were extremely confident, 29% of students were more confident, 46 % of students were confident in performing well in English exams, and 10 % students were less confident. Item 3 above shows that 30% students were extremely confident, 29% students were more confident and 33% students were confident which makes a total of 92% confident students of being able to be prepared for their upcoming English class. Otherwise, 7 (7%) students were less confident and 1 (1%) students were not confident at all.

Item 4 on the table illustrates students' self-confidence on performing debate in English with their classmates. 53 (53%) students in total had high self-confidence; 6 (6%) students were extremely confidents, 9 (9%) students were more confident, and 38 (38%) students were confident. However, the students with low self confidence in performing debate in English with their classmates were 47 (47%) students. The number of students with low self-confidence is more than those with high self-confidence. 33 (33%) students were less confident and 14 (14%) students were not confident at all. The numbers of students with highly self-confidence in being able to understand the English material delivered by lectures were 92 (92%) participants. 17 (17%) students were extremely confident, 28 (28%) students were more confident, and 47 (47%) students were confident. Besides, 6 (6%) students were less confident and 2 (2%) students were not confident at all.

94 (94%) Students showed their self-confidence in seeking help for unclear English concepts. 30 (30%) students were extremely confident, 36 (36%) students were more confident, and 28 (28%) students were confident. Besides, 5 (5%) students were less confident and 1 (1%) students were not confident at all. In addition, the table illustrates that 21 (21%) students were extremely confident, 37 (37%) students were more confident, and 38 (38%) students were confident. Besides, 3 (3%) students were less confident and 1 (1%) student was not confident at all in completing the English assignment based on required criteria. Students with high self-confidence were 96 (96%) students in total. Besides, 74 (%) students in total had high self-confidence in performing presentations in English to a small group of fellow students or friends. 16 (16%) students were extremely confident, 21 (21%) students were more confident, and 37 (37%) students were confident. Besides, 21 (21%) students were less confident and 5 (5%) students were not confident at all.

Table 1 above represents 26 (26%) students were extremely confident, 22 (22%) students were more confident, and 42 (42%) students were confident. Besides, 9 (9%) students were less confident. And 1 (1%) student was not confident at all in seeking help from their lecturers when they had difficulty understanding English material. So, 90 (90%) students in total had high self-confidence and 10 (10%) students had low self-confidence. In addition, 89 (89%) students had high self-confidence and 11 (11%) students had low self-confidence in planning proper revision schedules for English assignments. 13 (13%) students were extremely confident, 28 (28%) students were more confident, and 48 (48%) students were confident. Besides, 9 (9%) students were less confident and 2 (2%) students were not confident at all. Moreover, 19 (19%) students were extremely confident, 33 (33%) students were more confident, and 42 (42%) students were confident. Besides, 6 (6%) students were less confident and students were not confident at all in solving English exam questions.

Table 1 indicates that 82 (82%) students in total had high self-confidence and 18 (18%) had low self-confidence in responding to English questions asked by the lecturer. 11 (11%)students were extremely confident, 20 (20%) students were more confident, and 51 (51%) students were confident. Besides, 16 (16%) students were less confident and 2 (2%) students were not confident at all. Furthermore, 25 (25%) students were extremely confident, 32 (32%) students were more confident, and 34 (34%) students were confident. Besides, 8 (8%) students were less confident and 1 (1%) student was not confident at all in being able to manage their workload to meet English coursework deadline. The last item on the table shows that 79 (79%) students in total had high self-confidence and 21 (21%) had low self-confidence in studying English effectively and independently. 21 (21%) students were extremely confident, 20 (20%) students were more confident, and 38 (38%) students were confident. Besides, 21 (21%) students were less confident and the students were not confident at all.

Table 2
The Impact of Academic Self-Confidence on English Learning Process

No	Students' self confidence	SD	D	U	A	SA	Mean	SD
		N or %	N or %	N or %	N or %	N or %		
1	Increase their enthusiasm in pursuing English goals		3 / 3,0	23 / 23,0	42 / 42,0	32 / 32,0	4,03	,822
2	Openly express their viewpoints in English dialogues	- / -	9 / 9,0	34 / 34,0	34 / 34	23 / 23	3,71	,924
3	Influence their level of participation in English Class	1 / 1,0	4 / 4,0	32 / 32,0	42 / 42,0	21 / 21,0	3,78	,860
4	lead to effective English presentations	1 / 1,0	9 / 9,0	30 / 30,0	38 / 38,0	22 / 22,0	3,71	,946

No	Students' self confidence	SD	D	U	A	SA	Mean	SD
		N or %	N or %	N or %	N or %	N or %		
5	Assist them in completing their English assignments depending on the required	-	2	24	44	30	4,02	,791
		-	2,0	24,0	44,0	30,0		
6	May confide in their classmates and ask them private questions about their English classes.	1	6	30	41	22	3,77	,897
		1,0	6,0	30,0	41,0	22,0		
7	Increase their enjoyment of the English lesson.	1	4	22	41	32	3,99	,893
		1,0	4,0	22,0	41,0	32,0		
8	May confide in their lecturer and ask them questions about English leassons	2	14	36	28	20	3,50	1,030
		2,0	14,0	36,0	28,0	20,0		
9	Help them do better on English tests and experience less exam-related anxiety.	1	11	30	37	21	3,66	,966
		1,0	11,0	30,0	37,0	21,0		
10	Motivate them to work harder and acquire English more independently.	-	8	28	41	23	3,79	,891
		-	8,0	28,0	41,0	23,0		
11	Facilitate using computers and the internet for English study	1	3	21	40	37	4,05	,880

Table 2 represents the data of the impact of students' academic self-confidence on the English learning process. From the table, it indicates that 74 (74%) students agree that their self-confidence makes them have attention in looking for the goal of English Learning. Besides, 23% of students answered undecided, and 3% of students disagreed. Additionally, 62 (62 %) students agree that self- confidence is the reason for them to make a regular plan for reviewing their English lessons. Furthermore, 32 (32%) students responded and 6 (6%) students disagreed. Self-confidence encouraged students to share their ideas and opinions in English group discussion. The table illustrates that 57 (57%) students in total agreed. Otherwise, 34 (34%) students were undecided and 9 students disagreed. Self-confidence supports students to be active in English class participation. It is proved that 63 (63%) students agreed. However, 32 (32%) students were undecided, and 4 (4%) students' disagreed and only 1 (1%) students strongly disagreed. Moreover, 60 (60%) students agreed that self-confidence makes students perform a good English presentation. Although, 30 (30%) students were undecided, 9 (9%) students disagreed, and only 1 (1%) students strongly disagreed.

Self- confidence also makes students be able to ask questions confidentially related to their English lesson from their classmates. It is seen on the table that 63 (63%) students agreed. Even though 30 (30%) students were undecided, 6 (6%) students disagreed, and only 1 (1%) students strongly disagreed. Next, self- confidence makes English lessons more enjoyable for the students. The table illustrates that 73 (73%) students agreed. Conversely, 22 (22%) students were undecided, 4 (4%) students disagreed, and only 1 (1%) students strongly disagreed. Besides, self-confidence confidentially asks English lesson related questions from their lecturers. 58 (58%) students agreed. Meanwhile, 36 (36%) students were undecided, 14 (14%) students disagreed, and only 2 (2%) students strongly disagreed. 58 (58%) students agreed that self-confidence decreases students' anxieties in doing English exams and makes them do their English exams better. Students also need self- confidence to work and learn English more independently. The table shows that 64 (64%) students agreed, 28 (28%) were undecided, 8 (8%) students disagreed. Finally, students' self-confidence makes students use

computers and the internet easier for their English learning objective. 75 (75%) students agreed, 21 (21%) students were undecided, 3 (3%) students disagreed, and 1 (1%) students strongly disagreed.

Discussion

The current study aimed to investigate the level of students' academic self-confidence and its impact on their English learning process of Islamic Broadcasting Communication Study Program of IAIN Kediri in the post pandemic era. Many students in the Islamic communication and broadcasting study program have a tendency to be less engaged in class during in-person instruction. They feel concern, fear, anxiety, and insecurity regarding their skills. They hesitate to respond to their classmates and lecturer English questions. In this section, the result of the data analysis on the level of students' academic self-confidence and its impact on their English learning process are discussed below.

Students' Academic Self Confidence In English Learning Process

Based on the data collected in the research results, most students of the Islamic Communication and Broadcasting Study Program of IAIN Kediri have high self-confidence in performing activities in the English learning process. Although there are still some students who have low self-confidence in their performance**.** this finding is also supported by previous research conducted by Akbari and Sahibzada (Akbari & Sahibzada, 2020) that the majority students of Kandahar University had highly self- confidence in doing some activities inside the class and outside the class, however, they were few students had low self-confidence in participating activities in their learning process. Marianty et al. (Marianty et al., 2021) found in their study that students who have high self-confidence are more than those who have low self-confidence in the learning process. Obviously, students who have low self-confidence need special attention from their lecturers even though the number is only a few.

Students with highly self-confidence in performing some activities in English learning process such as; completing English assignment (96% of participants), solving English exam question (94% 0f Participant), seeking help for English unclear concepts (94% of participant), getting good grades in their English assignment (93% of Participant), being well prepared for the upcoming English and being able to understand the material discussed by the lecturer (98% of participants), managing workload to meet English coursework deadline (91% of Participant), performing well in English exams and seeking help from lecturers in facing difficulty in understanding English material (90% of participant). planning proper revision schedules for English assignment (89 % of Participant) It is similar to a study by Marianty et al (Marianty et al., 2021) that the students of faculty of Public Health of Nusa Cendana University had highly self-confidence in attending the class, facing exam, getting good grades in exam. This result also was supported by David McClelland's Human motivation theory which is called the three needs theory. It states that every individual has the need for achievement, affiliation, and power (McClelland, 1999). Students with high academic confidence drive themselves to succeed. Students who are confident in their academic abilities feel more at ease and secure during the learning process, which enables them to express themselves and take responsibility for finishing their coursework.

Students' self-confidence decreases when they are involved in activities that cause them to show their English skills such as speaking skills in the context of answering questions from the lecturer, performing English presentation, participating in English debate, as well as being able to study English effectively and Independently. Students' may lack confidence in speaking for some reasons. These include lack of practice, fear of public speaking, lack of mastery of vocabulary, and lack of preparation (Nadila, 2021). Students' self-confidence greatly affects their speaking performance and achievement (Marpaung, 2018), since it is able

to decrease students' anxiety and fear in speaking (Tridinanti, 2018). Teachers plays a significant role in improving students' confidence levels by giving more attention to their confidence and using a variety of teaching strategies.

The Impact of Academic Self-Confidence on English Learning Process

Most of the students agreed that academic self-confidence has an impact on their English learning process, especially in finding English learning goals. Self-confidence also makes students able to work and learn English independently by using computers and the internet. It increased the students' learning autonomy since they can take the lead in their own English learning process by actively engaging with many resources and practicing their skill as well (Wang et al., 2023). Learning English became more enjoyable for them. In addition, most of the students 60%-63% agreed that their self-confidence caused them to make regular plans to review English lessons, actively participate in English learning, ask English-related questions to classmates and lecturers, and also do English presentations well. some studies showed that there was a significant correlation between self-confidence and speaking ability (Gurler, 2015). In line with this Al-Hebaish stated that The most important individual component that supports learners' English speaking performance is self-confidence (Al-Hebaish, 2012). Additionally, 57% of the students agreed that their self-confidence caused them to be able to share ideas and opinions in English group discussions.

The current study's findings align with the outcomes of prior research, notably that of Akbari and Sahibzada (2020), which posited that academic self-confidence plays a pivotal role in enhancing students' active engagement in the learning process. This concordance underscores the recurrent theme in scholarly literature affirming the positive correlation between academic self-confidence and heightened student participation. Importantly, the salience of self-confidence extends beyond its impact on participation, as it has been consistently associated with improved academic achievement, as elucidated by Al-Hebaish (2012). The recognition of self-confidence as a determinant of academic success underscores its multifaceted influence on diverse facets of the educational experience. Moreover, the established link between self-confidence and academic achievement is corroborated by the research conducted by Sharma and Sharma (2021). Their findings, akin to those of Al-Hebaish (2012), reinforce the proposition that self-confidence not only contributes to academic success but also exerts a positive influence on students' self-esteem. The interconnectedness of academic self-confidence, active participation, academic achievement, and self-esteem emphasizes the holistic impact that cultivating self-confidence can have on students' overall academic and personal development. This convergence of research findings underscores the robustness of the association between academic self-confidence and various dimensions of the educational experience, thereby validating the significance of fostering self-confidence as an integral component of effective pedagogical strategies.

The results of this study have some limitations as it has limited sample size. It used a relatively small sample size of 100 participants. This may not be representative of the entire population and may limit the generalizability of the findings. In addition, the data collection also refers to limited geographical scope, only taking the students in IAIN Kediri from a study program. Accordingly, the findings may not be applicable to other institutions or regions. Therefore, it is expected that further research can involve a larger area to confirm the result. As the data relied on questionnaires that deal with self-report measures may be subject to response bias or social desirability bias. This could affect the accuracy of the results. It also relied on a single measurement to measure academic self-confidence and its impact on the English learning process. This may not capture the complexity of the factors that affect language learning, and other measures such as interviews or observations could have provided a more comprehensive understanding. Thus, follow-up research still needed to

support the finding in this study that academic self-confidence impacts the student's English learning process in the post pandemic era.

CONCLUSION

The level of students' self-confidence in some areas of English learning has high self-confidence. In addition some of them have low self- confidence. Self-confidence also has impacts on the English learning process. For instance, the study discovered that students with self-confidence are more likely to participate more actively in class, have less test anxiety, be more motivated to pursue their goals, and feel more at ease around their teachers and peers. Moreover, self-confidence makes students able to work and learn English independently using computers and the internet, enjoy the English learning process, make regular plans to review English lessons, ask English-related questions to classmates and lecturers, do English presentations well, and be more open to share ideas and opinions in English group discussion. The results of this study can be a consideration for English teachers to pay more attention to students who still have low confidence by applying teaching strategies that increase students' self-confidence. Since, some students are not confident in their speaking skills. This study still has limitations, including the participants involved in this study came from the same study program. For the next study, it can be done on a larger population. Another implication of this study is that it highlights the importance of nurturing self-confidence in students as it can positively impact their English language learning process. English teachers could consider incorporating activities that focus on building self-confidence in their lesson plans to help students overcome their fear of speaking and improve their overall language proficiency. Additionally, the findings of this study can be used to develop training programs for English teachers, which can equip them with the necessary skills and knowledge to identify and address the self-confidence issues faced by their students. This can ultimately lead to better learning outcomes and greater success for students in their English language studies.

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