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Analysis of self-confidence with Ta'lim Muta'allim values based on Islamic student's career choices

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ABSTRACT

This study investigates the influence of self-confidence, cultivated through the internalization of Ta'lim Muta'allim values, on students' career choices. Ta'lim Muta'allim values, emphasizing discipline, respect, and the pursuit of knowledge, are hypothesized to significantly contribute to the development of students' self-confidence, a crucial determinant in career decision-making. The research aims to analyze how self-confidence, fostered by these values, impacts students' career preferences and pathways. A quantitative descriptive method was employed, with a sample of 242 students from Madrasah Aliyah Muallimat NW Pancor, Lombok, selected through purposive sampling. Data were collected using a questionnaire assessing self-confidence in the context of Ta'lim Muta'allim values and a career choice survey. Data were analyzed using descriptive statistics and the Kruskal-Wallis Test with the JASP application. Results indicate that students' self-confidence levels were generally high and moderate, influenced by Ta'lim Muta'allim values. Furthermore, no significant differences in self-confidence levels were found across different career choices. Among the nine career choice categories, the average self-confidence level of students was high, with some categories, such as business and finance and diplomacy and governance, falling within the moderate range. In conclusion, this study provides valuable insights into how Ta'lim Muta'allim values, by enhancing self-confidence, play a crucial role in shaping students' career trajectories

Keywords:

Self-confidence,
Ta'lim Muta'allim,
Islamic value,
career aspiration

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Introduction

Self-confidence assumes an indispensable role in determining students' career aspirations and selections, functioning as an essential conviction in their potential to pursue their chosen trajectories. In accordance with Bandura's theory individuals possessing elevated levels of self-confidence demonstrate a more robust belief in their ability to accomplish their objectives (Feltz & Öncü, 2014). Within the realm of Islamic education the assimilation of Ta'lim Muta'allim values which underscore discipline, accountability, and perseverance, is anticipated to considerably augment students' self-confidence and consequently affect their career decisions (Suhartiwi, 2020, 2023).

The assimilation of Ta'lim Muta'allim values not only facilitates character development but also furnishes a framework for students to approach their career selections with confidence (Tolchah & Mu'ammam, 2019). These values nurture vital attributes such as resilience and a sense of purpose, which empower students to confront challenges and pursue various career avenues with determination (Riskya, 2017; Shofwan, 2017). The correlation between self-confidence and career selections becomes particularly pronounced during adolescence, a pivotal phase for identity exploration and decision-making (Barron & Gravert, 2022). Empirical research suggests that self-confidence has a direct relationship with the types of careers students opt for, with those exhibiting heightened self-confidence being more inclined to assume leadership positions and undertake demanding professions (Defriyanto & Sugiharta, 2020; Hamzah, Sukenti, Tambak, & Tanjung, 2020; Sukenti & Tambak, 2019).

Despite the recognized significance of self-confidence in career selection, there persists a deficiency in comprehending how differing levels of self-confidence are manifested relative to students' career choices (Suhartiwi, 2020), particularly concerning the internalization of Ta'lim Muta'allim values. While extant studies frequently investigate external factors impacting career choices the particular influence of internalizing Ta'lim Muta'allim values on self-confidence (Suhartiwi et al., 2024) and subsequent career decisions remains inadequately explored. This research endeavors to bridge this gap by examining how self-confidence levels align with the internalization of Ta'lim Muta'allim values across various career selections, thereby providing insights into how these Islamic principles can inform educational practices and enhance students' preparedness to enter the labor market.

Previous investigations indicate that students who receive profound religious education exhibit elevated self-confidence concerning their career trajectories (Faturrahman, Fernadi, & Apriyani, 2023). Furthermore the internalization of religious values cultivates independent and responsible character traits (Huda, 2022; Sweeney & Fry, 2012), thus contributing to enhanced self-confidence. Nevertheless, direct studies establishing a link between the internalization of Ta'lim Muta'allim values and self-confidence along with career choices remain limited (Suhartiwi, 2023).

The significance of this research extends to the curricular development of Islamic educational institutions, such as Madrasah Aliyah. By comprehending the differences level of self-confidence with internalization of Ta'lim Muta'allim value based on career choices. Educational institutions can devise pertinent programs that equip students to confront the challenges posed by the modern workforce (Burns, 2020; Wang, 2012). This research aims to analyze the students' self-confidences with Ta'alim Muta'allim values based on career choices. It will analyze the level of students' self confidence level in general and specific based on the career choices

Methods

Type of Research

The quantitative methodology was selected owing to the research objective of quantifying the self-confidence levels of students and examining the discrepancies in these levels relative to their career selections (Bloomfield & Fisher, 2019; Hanson, Creswell, Clark, Petska, & Creswell, 2005). The quantitative approach was chosen because the research aims to measure students' self-confidence levels and analyze the differences in these levels based on their career choices. This approach ensures that the research captures precise data on self-confidence variations among students which are then linked to their career preferences.

Population and Sample

The population in this study were all students of Madrasah Aliyah Muallimat NW Pancor in Lombok. The research sample was taken using purposive sampling (Bloomfield & Fisher, 2019; Rai & Thapa, 2015). The total number of samples utilized was 242 students. The determination of this sample size was predicated on inclusion criteria that encompassed students in grades XI and XII who had significantly received education grounded in the values of Ta'lim Muta'allim.

Data Collection

Data collection was executed through an instrument in the form of a questionnaire designed to assess student self-confidence levels in conjunction with the internalization of Ta'lim Muta'allim values (Suhartiwi, 2023). This questionnaire instrument was meticulously developed based on the primary indicators of the theory of self-confidence in relation to the internalization of Ta'lim Muta'allim values. The questionnaire employed has undergone validation and reliability testing to ensure the instrument's capability to accurately measure the research variables.

In this study, students' prospective careers were categorized into nine principal classifications, namely Health, Entrepreneurship, Education, Security and Defense, Diplomacy and Government, Creative and Media, Business and Finance, Engineering and Technology, and Other Professions (Reardon & Lenz, 1999). These classifications encapsulate a diverse array of fields that reflect students' vocational interests within the sector. For elucidation, the categorizations can be itemized as follows: 1) Health includes careers such as physician, pharmacist, midwife, medical laboratory technician, nurse, psychiatrist, and pediatrician; 2) Entrepreneurship comprises roles such as Entrepreneur and Director; 3) Education is represented by Teacher, Lecturer, Ustad/Ustadzah, Quran Reciter, and Public Speaker; 4) Security and Defense entails careers such as Police Woman, Soldier, and Prosecutor; 5) Diplomacy & Governance encompasses roles such as diplomat, president, and judge; 6) Creative and Media features career options including writer, journalist, actor/actress, reporter, and designer; 7) Business and Finance includes professions such as bankers, accountants, and customers; 8) Engineering and Technology presents options such as environmental engineers and architects; 9) Other Professions reflect students' interests in various fields, including chefs, psychologists, agribusiness experts, archaeologists, tourism workers, pilots, foreign students, and athletes. This categorization is derived from respondents' answers regarding their future aspirations. Such classification provides a comprehensive overview of the distribution of students' career interests and facilitates further examination of the correlation between their self-confidence levels and their career selections.

Data Analysis

The data analysis for this study employed Descriptive Analysis (Loeb et al., 2017) and Kruskal-Wallis Test (Junaidi, 2010). Descriptive analysis offers an overview of the self-confidence levels of students concerning Ta'lim Muta'allim values in a general context. Conversely, the Kruskal-Wallis Test was utilized due to the ordinal nature of the research data, which did not conform to the assumptions of normal distribution. The Kruskal-Wallis Test served to ascertain whether significant differences existed in students' self-confidence levels based on their chosen career categories. The JASP application was employed to streamline data processing and yield precise statistical analysis outcomes (Love et al., 2019).

Results and Discussion

The analysis of this study is aimed at analyze any differences in self-confidence among students who have chosen various career paths, and how the internalization of Ta'lim Muta'allim values in self-confidence may influence these outcomes. Through an investigation of these correlations, the study aspires to yield a more profound comprehension of the significance of self-confidence in influencing students' career selections.

Students' Self-Confidence Levels with Internalization of Ta'alim Muta'allim Values

This part elucidates the manner in which the internalization of Ta'lim Muta'allim values contributes to the development of students' self-confidence levels. The principles encapsulated within Ta'lim Muta'allim are posited to exert a beneficial influence on students' self-perception and their capacity to attain objectives. Through the internalization of these principles, it is anticipated that students will cultivate a more robust sense of self-confidence.

Table 1. The Decriptive Data about Students Self Confidence with Ta'alim Muta'alim Values

	Self-confidence	
	High	Moderate
Valid	215	17
Missing	0	0
Median	215	194
Mean	214.5	194.1
Std. Deviation	8.994	2.9
Coefficient of variation	0.042	0.015
MAD	7.000	2.000
Minimum	198.000	187.000
Maximum	239.000	197.000

Based on the data on Table 1, it shows that in general the self-confidence of students who have internalized the values of Ta'alim Muta'allim is categorized as high, with an average score of 214.5. This finding suggests that students who have effectively assimilated the values articulated in the Ta'alim Muta'allim text are inclined to exhibit elevated levels of self-confidence. Further particulars are illustrated in Figure 1.

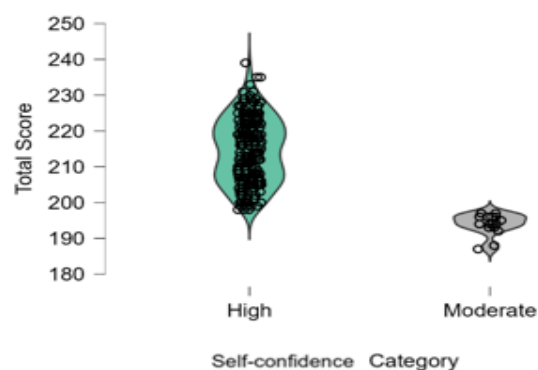


Figure 1. Data Visualization of Students' Self-Confidence Levels with Internalization of Ta'alim Muta'allim Values

Based on Figure 1, the distribution data of the total score of students' self-confidence level with internalization of the values of Ta'alim Muta'allim is obtained. The figure illustrates that a predominant majority of students' self-confidence levels, associated with the internalization of Ta'alim Muta'allim values, are categorized as high, with total scores ranging from 200 to 240. Additionally, the moderate self-confidence group is characterized by a lower total score, spanning from 180 to 200. This observation indicates that the internalization of Ta'alim Muta'allim values exerts a favorable influence on the enhancement of students' self-confidence. Students who have successfully internalized these values are inclined to demonstrate superior performance and possess heightened confidence in their capabilities.

Students' Self-Confidence Levels with Internalization of Ta'alim Muta'alim Values Based on Career Choices

Table 2. Kruskal-Wallis Test Result

Factor	Statistic	df	p
Career Choices	3.623	8	0.889

Table 2 shows that the outcomes derived from the Kruskal-Wallis analysis concerning the Career Choices variable yielded a statistical value of 3.623, with a degree of freedom (df) of 8, and a p-value of 0.889. The Kruskal-Wallis test was employed to compare the medians across several groups, specifically nine distinct groups pertinent to career choices in relation to the self-confidence variable. The p-value exceeding 0.05 signifies the absence of a statistically significant difference among the groups concerning self-confidence in association with the internalization of Ta'lim Muta'allim values. Consequently, the variance in career choices across the groups is not deemed significant relative to the level of self-confidence. Therefore, the level of self-confidence concomitant with the internalization of Ta'lim Muta'allim values remains consistent.

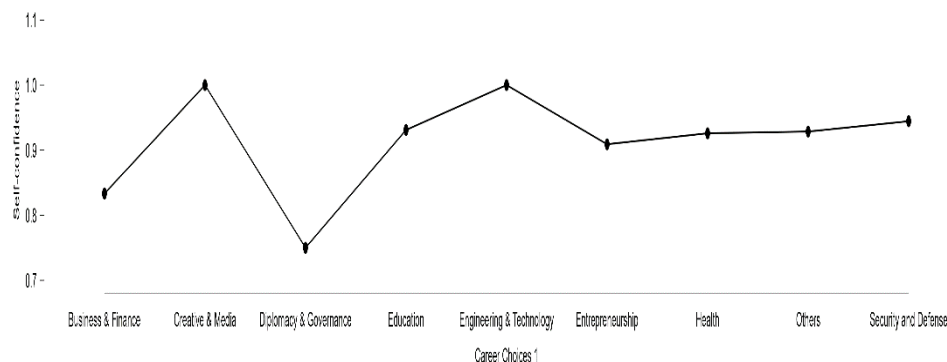


Figure 2. Graphic Visualizes Levels with Internalization of Ta'alim Muta'alim Values Based on Career Choices

Figure 2 provides a more comprehensive overview of each self-confidence level correlated with the internalization of Ta'lim Muta'allim values across various career choices. The graph reveals a variety of career paths exhibiting differing levels of confidence; however, it predominantly demonstrates stability, with self-confidence categorized as high in the fields of creative and media, education, engineering and technology, entrepreneurship, health, security and defense, as well as other career options. There exist only two career choices that exhibit a tendency towards moderate self-confidence, namely business and finance, and diplomacy and governance.

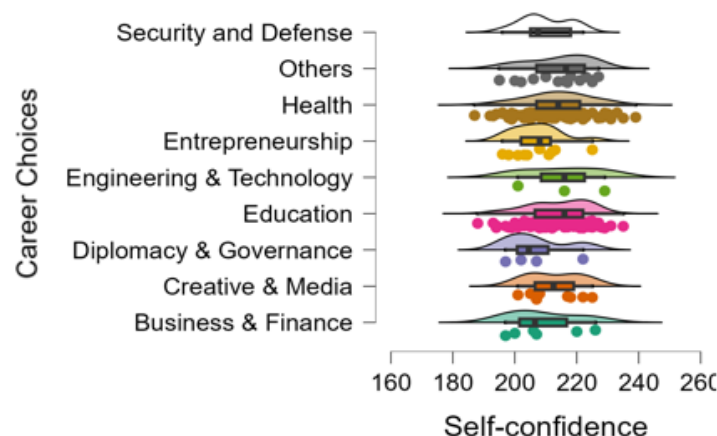


Figure 3. Variability of Self-Confidence Levels Based on Career Choices

The raincloud plot effectively illustrates the distribution of self-confidence levels across various career choices, showcasing a blend of data visualizations that enhance the understanding of the data. Each career category displays a unique distribution, with wider sections in the violins indicating more frequent self-confidence scores. This suggests that fields like Health and Entrepreneurship have a broader range of self-confidence levels among students, while categories like Security and Defense show less variability, pointing to a more uniform confidence level within that career choice.

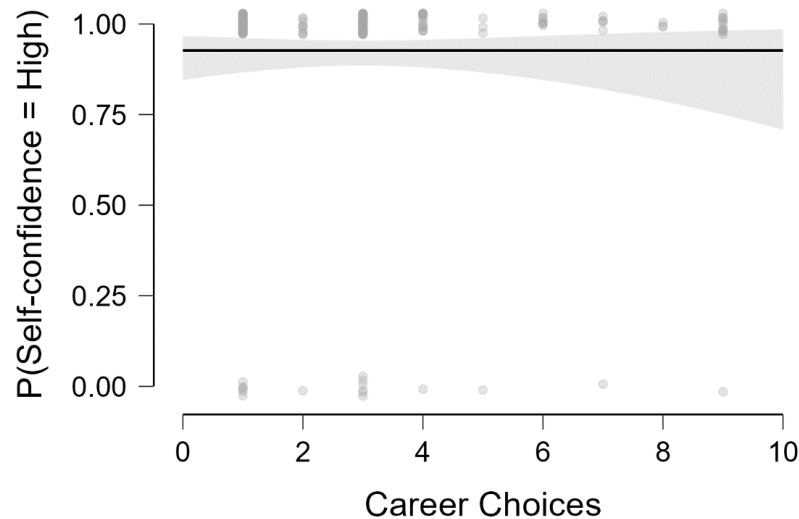


Figure 4. Plot Probability Prediction in Career Choices

Figure 4 illustrates a graphical representation of the predicted probability (P) that a category possesses a value of 1 (or high) based on the career choices of students. The horizontal axis (x-axis) delineates the career choice categories, which extend from 0 to 10, while the vertical axis (y-axis) represents the probability that a category attains a value of 1. The graph reveals a distribution of points that are predominantly concentrated around a probability value of 1 (or in close proximity to 1) for the majority of career selections. This indicates that a significant proportion of students across the diverse career categories exhibit a high likelihood of being classified as high in self-confidence. The predicted line demonstrates a relatively flat relationship with a slight decline on the right side; however, the effect remains comparatively minor.

Islamic students, aligning with previous studies that emphasize the importance of self-confidence in academic and vocational decision-making (Abdullah, Hussin, Shonubi, Ghazali, & Talib, 2018; Mahadi, Abdullah, Ph'ng, Hasan, & Ariffin, 2016; Yi, Wang, & Li, 2024). Within your specific context, the students' assimilation of Ta'lim Muta'allim principles, which emphasize reliance on Allah and individual accountability (Dalimunthe & Siregar, 2023; Faturrahman, et al., 2023). This values likely plays a significant role in fostering this overall heightened self-confidence. Within the domain of Islamic education, particularly pertaining to the values of Ta'lim Muta'allim, self-confidence is often correlated with the concept of tawakkal (Suhartiwi, et al., 2024). Furthermore, through these values, students derive assurance not solely from their personal capabilities but also from their firm belief that Allah will extend support in their endeavors (Ningsih, Srinanda, & Nursalim, 2024).

It is noteworthy that the career sectors of Business & Finance and Diplomacy & Governance exhibit moderate levels of self-confidence, which may be interpreted through the lens of professional expectations. These vocational areas generally require heightened levels of public interaction, leadership, and decision-making under pressure (Watters, 2019), which may present challenges to students' confidence in comparison to other fields such as Education or Creative & Media. Previous studies have indicated that career selections that demand greater risk-taking and visibility, such as entrepreneurship or public service, frequently correlate with variable self-confidence (Sollarova & Kaliska, 2019), particularly among youth who are in the process of forming their identities (Ronkainen, Ryba, & Selänne, 2019).

Moreover, the impact of Islamic educational principles, as articulated by Al-Zarnuji (Razali & Mamat, 2024), assumes a critical role in shaping self-confidence. The aims of Islamic education are centered on cultivating learners into well-rounded individuals endowed with esteemed character and knowledge that serves both worldly and spiritual aspirations. For students, the understanding that their educational endeavors are intrinsically linked to broader life objectives, such as seeking Allah's pleasure and contributing to societal welfare, may instill a profound sense of purpose (Tayob,

2015). Consequently, this approach nurtures self-confidence across a variety of career trajectories (Siani & Harris, 2023).

Nevertheless, the varying degrees of self-confidence noted across distinct career trajectories may also stem from the specific societal expectations and challenges that are intrinsic to these professions (Akbari & Sahibzada, 2020; Perry, 2011; Uglanova, 2024). For instance, professions in Business & Finance and Diplomacy & Governance demand a substantial level of interpersonal and strategic skills, which may lead students to perceive themselves as insufficiently equipped or lacking in self-assurance due to perceived inadequacies in their education or experience. Such observations are consistent with the perspective that educational institutions should provide more specialized training to aid students in developing career-specific competencies.

This assertion is corroborated by research (Barron & Gravert, 2022) indicating that a majority of students possess a robust confidence in their abilities and exhibit greater audacity in making career decisions. This aligns with one of the indicators established in the study, namely the possession of high ideals. This phenomenon may occur as the values of Ta'lim Muta'allim, which are internalized by students, play a pivotal role in influencing their self-confidence, enabling them to feel adequately prepared to confront future career challenges (Suhartiwi, et al., 2024).

In conclusion, while self-confidence in conjunction with the internalization of Ta'lim Muta'allim values, is predominantly pronounced among Islamic students, the moderate levels of confidence observed within certain vocational categories highlight the imperative for more tailored guidance and counseling services. Addressing these discrepancies through career-oriented educational initiatives, particularly within Islamic frameworks, could facilitate the bridging of the gap and ensure that all students feel equally empowered to pursue their chosen paths with conviction.

Conclusion

The examination of self-confidence in relation to Ta'lim Muta'allim values based on students' career selections revealed that the majority of students demonstrate self-confidence levels within the medium to high spectrum, as evidenced by the descriptive test outcomes. Nevertheless, the comparative analysis indicated only minimal and non-significant differences in self-confidence across various career paths. This implies that while students generally exhibit strong self-confidence, this finding substantiates that the level of self-confidence intertwined with the internalization of Ta'lim Muta'allim values can assist students in aspiring to high ideals and embracing other religious values. Consequently, students can confidently select specific career options. Thus, the internalization of Ta'lim Muta'allim values appears to contribute positively to overall self-confidence. However, it is evident that there is no significant disparity in self-confidence based on students' career choices. Furthermore, it is recommended that subsequent researchers undertake further investigations into the internalization of Ta'lim Muta'allim values in life and explore the relationship between self-confidence variables and students' career pathways.

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