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**STUDENTS' SELF-CONFIDENCE
IN ISLAMIC RELIGIOUS
EDUCATION SUBJECT: AN
EXPERIMENTATION OF THE
ASSURE LEARNING MODEL**

22

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Abstrak: Penelitian ini dilatarbelakangi rendahnya *self confidence* peserta didik dalam pembelajaran PAI di SMAN 12 Bandar Lampung akibat metode konvensional dan minimnya penggunaan media dan teknologi. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran ASSURE terhadap peningkatan *self confidence* peserta didik dalam mata pelajaran PAI. Penelitian menggunakan pendekatan kuantitatif dengan desain *quasi experimental* berupa *post-test only control group design*. Sampel penelitian diambil secara *simple random sampling* dari peserta didik kelas X, dengan pembagian dua kelompok: kelas eksperimen yang menggunakan model ASSURE, dan kelas kontrol yang menggunakan metode pembelajaran konvensional. Instrumen penelitian berupa angket *self confidence* yang telah divalidasi dan diuji reliabilitasnya. Teknik analisis data mencakup uji normalitas, homogenitas, dan uji hipotesis menggunakan *Independent Sample T-Test*. Hasil analisis menunjukkan bahwa terdapat perbedaan signifikan antara kedua kelompok, dengan nilai signifikansi 0,048 ($< 0,05$), yang mengindikasikan bahwa model ASSURE efektif dalam meningkatkan *self confidence* peserta didik. Model ASSURE yang sistematis, interaktif, dan berbasis teknologi efektif menciptakan suasana pembelajaran yang aktif, menyenangkan, dan meningkatkan *self confidence* peserta didik dalam menyampaikan pendapat, mengambil keputusan, serta menghadapi tantangan. Temuan ini mendukung teori-

teori sebelumnya mengenai efektivitas model ASSURE dan memberikan kontribusi baru dalam pengembangan aspek afektif peserta didik, khususnya *self confidence*. Penelitian ini menyarankan agar guru lebih kreatif dalam memilih model pembelajaran, serta mendorong pemanfaatan teknologi untuk meningkatkan kualitas pembelajaran PAI.

Keywords:

ASSURE Model, Self-Confidence, Islamic Education, Interactive Learning, Affective Development.

Abstract: This study is grounded in the issue of low student self-confidence in Islamic Religious Education (PAI) learning at SMAN 12 Bandar Lampung, attributed to the continued use of conventional teaching methods, the limited integration of media and technology. The aim of this study is to examine the influence of the ASSURE learning model on the enhancement of students' self-confidence in the Islamic Religious Education subject. The research adopts a quantitative approach with a quasi-experimental design, specifically utilizing a post-test only control group design. The research sample was selected using simple random sampling from Grade X students, divided into two groups: an experimental class utilizing the ASSURE learning model and a control class using conventional teaching methods. The research instrument was a self-confidence questionnaire that had been validated and tested for reliability. The data analysis techniques included tests of normality, homogeneity, and hypothesis testing using the Independent Samples T-Test. The analysis results indicated a significant difference between the two groups, with a significance value of 0.048 (< 0.05), suggesting that the ASSURE model is effective in improving students' self-confidence. The ASSURE model, which is systematic, interactive, and technology-based, has proven effective in creating an active and enjoyable learning environment, while also enhancing students' self-confidence in expressing opinions, making decisions, and facing challenges. This study suggests that teachers should be more creative in selecting instructional models and encourages the use of technology to enhance the quality of Islamic Religious Education.

INTRODUCTION

Education is the process of shaping intelligent individuals who are capable of facing the challenges of the times with wisdom and humanity (Akmal et al., 2025; BP et al., 2022; Miasari et al., 2022; Pitria et al., 2024; Pristiwanti et al., 2022). Moreover, education is a system composed of interconnected elements — goals, educators, learners, content, methods, media, and a supportive environment (Peramita et al., 2024). One of the key components of education is its objective, which serves as a guiding direction for teachers in supporting students' development in accordance with life values (Dahniar, 2021; Hasibuan, 2025; Jumrah et al., 2022). Teachers play a vital role in education, especially in Islamic Religious Education (PAI), as they help shape students' character and morals through the delivery of knowledge and constructive moral messages (Adiyono et al., 2022; Hidayati et al., 2024; Kabonu & Zasa, 2025; Nur'asiah et al., 2021; Putnarubun et al., 2024).

One of the essential aspects that support the educational process is self-confidence — the inner belief that enables individuals to face challenges, achieve their goals, and develop their potential with optimism and responsibility (Diah Astuti et al., 2022; Masriani & Lisna, 2022; Moh Anang Zulqurnain & Mohammad Thoha, 2022; Pratiwi et al., 2025; Saputra et al., 2023). Self-confidence is important for students' personal growth because it helps them think positively, be independent, face reality, and trust that they can achieve success. (Hady, 2024; Rais, 2022; Zulfikar et al., 2025). Self-confidence encourages students to engage actively in learning and achieve positive outcomes, while a lack of confidence can hinder the learning process—especially in this era of globalization filled with challenges (Afifah et al., 2025; Maulidya & Nugraheni, 2021). Similarly, students who have high confidence usually think more critically and are better at reaching their full potential (Oktarisa et al., 2024; Santika et al., 2024; Yasmin & Negara, 2024).

From early observations and interviews at SMAN 12 Bandar Lampung, some problems were found related to students' confidence in learning Islamic Religious Education (PAI). Some of the observed challenges include: (1) Teaching still relies on traditional approaches—such as lectures and task assignments—which leaves students less active and overly dominated by the teacher, a situation believed to undermine their self-confidence, (2) The utilization of technology in learning has not been optimal, resulting in limited teaching methods and causing students to feel bored, and (3) The media used is still limited, thus providing insufficient support for student engagement and active participation.



Figure 1. Pie Chart Showing the Results of the Self-Confidence Survey

Based on Figure 1, the pie chart above indicates that students' self-confidence in Islamic Education subjects remains relatively low. This low level of self-confidence may be influenced by several factors, one of which is the continued use of conventional teaching models. Therefore, to enhance students' self-confidence, an effective and efficient learning model is needed—one that creates an enjoyable classroom atmosphere, particularly through the use of media and technology. One way to address challenges in the learning process and enhance students' self-confidence is by having creative and innovative teachers who can design Islamic Education lessons in an engaging and stimulating manner. An appropriate solution to this issue is the implementation of a suitable learning model. The ASSURE model is one learning method that can be used to move away from traditional teaching and focus more on using media and technology. This approach aims to make learning more active, interesting, interactive, and diverse.

The ASSURE model makes learning more organized, interesting, and effective, which helps keep students from getting bored easily (As'hari, 2024; Iskandar & F, 2020; Muzakki et al., 2021; Setyawan et al., 2024). The ASSURE learning model enables students to adapt well throughout the learning process. The ASSURE model has benefits because it carefully examines all parts of the learning process and uses media in an effective way (Iskandar & Wahab, 2023; Nani Prihatmi et al., 2021; Singgih Adi Nugroho et al., 2023; Syamsudin, 2021). Using the ASSURE model in teaching is expected to make the learning process work well and as planned.

The ASSURE instructional model offers several advantages that make it effective in creating a structured and learner-centered educational process. This model encompasses various essential components, including the analysis of learner characteristics, formulation of learning objectives, selection of strategies and media, delivery of instructional content, and continuous evaluation of the learning process. This method allows teachers to adjust their teaching and media to match students' needs and learning styles, making learning more meaningful and enjoyable. Through repeated instruction aimed at evaluation and improvement, students are given the opportunity to understand the material without pressure, thereby increasing their confidence in engaging with the lessons. Using the ASSURE instructional model regularly can help students feel more confident during the learning process (Mardin et al., 2023).

Several researchers, including Assyifa Amalia, have conducted studies that show these results (2023), Syukron Ma'mun (2021), Susi Marlinda (2025), Tuti Herawati (2024), & Neneng Darlis & Mega Adyna Movitaria (2021) show that the properly implemented ASSURE instructional model can enhance writing skills, learning outcomes, and the effectiveness of thematic learning across various subjects. However, the focus of existing research remains limited to learning outcomes and student interest, while the aspect of students' self-confidence has not been widely explored. This research is important because it focuses on improving students' self-confidence during learning. While the ASSURE instructional model has often been studied for its impact on learning results and student interest, its effect on self-confidence has not been explored enough. In fact, self-confidence is a crucial factor that can influence students' active participation, willingness to ask questions, and readiness to try new things during the learning process. This study aims to address the gap by using the ASSURE learning model, which is considered effective because it is interactive, structured, and uses technology.

This study aims to contribute to better learning experiences by helping students become more confident in themselves. By using the ASSURE instructional model, teachers can make learning more interesting and involve students more actively. This helps boost students' self-confidence and also improves their learning results. This study also motivates teachers to use technology and teaching media more effectively. Its results can be used as a guide to create better teaching methods that match the needs of modern students.

METHODS

This research uses a quantitative method by applying a quasi-experimental design (Creswell, 2012). This approach was selected to facilitate the collection of quantifiable data suitable for statistical analysis, thereby enabling the study to examine whether the ASSURE instructional model leads to a statistically significant improvement in students' self-confidence compared to conventional teaching methods.



Figure 2. Quasi eksperimental Design

This study uses a post-test only control group design, where one class is taught using the ASSURE learning model (experimental group), while the other class learns through traditional teaching methods (control group). The experimental research method was employed because it allows the researcher to directly administer treatment through the implementation of the ASSURE learning model, thereby enabling an objective and measurable assessment of its impact on improving students' self-confidence. The participants in this study are all 10th grade students from SMAN 12 Bandar Lampung. The researchers used simple random sampling so that every student had the same chance to be chosen (Khadriah & Azizah, 2025). Then, the researcher chose class X.KP.1.2 to be the experimental group and class X.KP.1.3 to be the control group.

Class A R - - - - X - - - - O
 Class B R - - - - - - - - O

Figure 3. Posttest-Only Control Group Design Scheme

Description:

- Class A : The class that received the treatment (ASSURE model).
- Class B : The class that did not receive the treatment (conventional instructional model).
- X : Treatment
- O : Post-test Results

Based on Figure 2, class X.KP.1.2 was given treatment before the post-test, while class X.KP.1.3 took the post-test without getting any treatment. After the post-test, the results of both classes were gathered and compared to find out if there was a difference between class X.KP.1.2 and class X.KP.1.3.

This study used a self-confidence questionnaire with 15 statements. The questionnaire was designed to measure five aspects of self-confidence, based on Tamsil's theory as cited in Mawaddah. The five aspects are: believing in one's abilities, being able to make decisions independently, respecting and valuing personal efforts, feeling confident when sharing opinions, and being brave in facing challenges (Mawaddah et al., 2020). Prior to its implementation, the questionnaire was validated by experts and piloted on students who were not part of the research sample. After the trial was conducted, the data were analyzed for validity and reliability, resulting in 10 valid items deemed suitable for use in the study. To check if the instrument was

valid, a validity test was done using the Pearson Product Moment correlation method. An item is valid if the significance value is below 0.05 and the r-value is higher than the r-table value. Out of 15 self-confidence questionnaire items, 10 items met the validity criteria and were deemed suitable for use in the study.

After the validity test was conducted, the self-confidence questionnaire was assessed for reliability using the Cronbach's Alpha formula. The reliability test showed a Cronbach's Alpha score of 0.614, which means the instrument is reliable and suitable for this study because it has a good level of internal consistency. The finalized questionnaire was subsequently distributed to two groups: the experimental and the control classes. Data from both groups were analyzed through normality tests, homogeneity tests, and hypothesis testing. The purpose of the hypothesis test was to find out if there was a meaningful difference in the increase of students' self-confidence between the two groups. This study used an Independent Samples T-test, analyzed with SPSS version 24 for Windows. The result was determined by looking at the significance value (p-value): if the p-value is less than 0.05, it means there is a significant difference between the groups; but if it is more than 0.05, it means there is no significant difference.

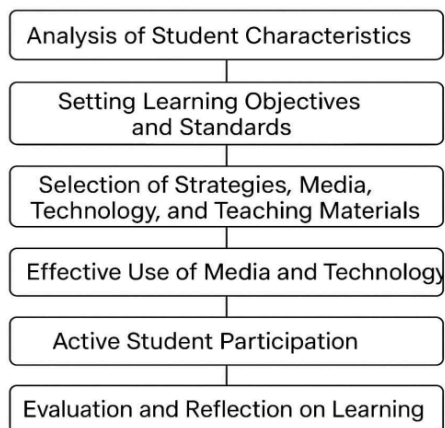


Figure 4. Research Process Design Using the ASSURE Learning Model

When using the ASSURE learning model, there are several key steps to follow: (1) the teacher identifies the learners' needs and characteristics, (2) sets clear goals and learning objectives, (3) chooses the right teaching methods, media, technology, and materials, (4) uses the selected tools effectively during lessons, (5) gets students actively involved in learning, and (6) evaluates and reflects on the process to make improvements (Darlis & Movitaria, 2021).

By following these steps, the ASSURE learning model helps students reach their learning goals and build self-confidence through active involvement and positive learning experiences. The indicators of self-confidence according to Tamsil as cited in Mawaddah (2020) The points include: (1) believing in your own skills, (2) making decisions on your own, (3) appreciating yourself and the hard work you've done, (4) speaking up with interest during discussions, and (5) being brave when dealing with different challenges.

RESULTS AND DISCUSSION

A. RESEARCH RESULTS

This research was conducted at SMAN 12 Bandar Lampung to examine the effect of the ASSURE learning model on students' self-confidence in Islamic Religious Education (PAI). Prior to the distribution of the self-confidence questionnaire, the instrument was first validated by experts and then pilot-tested outside the sample group. Subsequently, the questionnaire underwent validity and reliability tests. Once the instrument was deemed valid and reliable, it was distributed to both the experimental and control classes for comparison. Based on the data analysis obtained from the students in both groups regarding the variable under study, namely self-confidence, the interpretation of the results is as follows.

I. Normality Test

The normality test in this study was conducted to determine whether the collected data were normally distributed. This test was carried out by examining the significance value, where the data were considered normally distributed if the significance level exceeded 0.05. The test compared the self-confidence of students in the experimental class, which employed the ASSURE learning model, with that of the control class, which used a conventional learning model.

Table 1. Normality Test Results from the Experimental and Control Classes

Tests of Normality							
Data	Kelompok	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Data	1.00	.118	33	.200 [*]	.980	33	.788
	2.00	.231	33	.000	.842	33	.000

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the normality test in the table above, the final data were analyzed using the Shapiro-Wilk test. The results indicate that the significance value in the experimental class. The data are not normally distributed in the experimental group, as indicated by a significance value of 0.000. In contrast, the data in the control group are normally distributed, with a significance value of 0.788. Therefore, a non-parametric analysis was conducted using the Mann-Whitney test, as follows.

Table 2. Description of Mann-Whitney U**Uji Mann Whitney U****Test Statistics^a**

Data	
Mann-Whitney U	229.000
Wilcoxon W	790.000
Z	-4.064
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable:
Kelompok

II. Homogeneity Test

In this study, a homogeneity test was also conducted. This test aims to determine whether the data variation among several groups in the study is consistent or not. The data is considered homogeneous if the significance value is greater than 0.05. The following table presents the results of the homogeneity test.

Table 3. Description of Homogeneity of Variances**Test of Homogeneity of Variances**

Data			
Levene Statistic	df1	df2	Sig.
2.021	1	66	.160

The homogeneity test has criteria, if the significance value (Sig.) > 0.05 then the data is assumed to have the same variance or homogeneous, while if the significance value < 0.05 then the data is assumed to have unequal or inhomogeneous variance. Based on the

results of homogeneity testing in the table above, a significance value of $0.160 > 0.05$ is obtained, so it can be concluded that the data has the same variance and is homogeneous.

III. Hypothesis Test

In testing this hypothesis, the T test is used. The T test is conducted to determine whether the independent variable has an influence on the dependent variable.

Table 4. Independent Samples Test Results from the Experimental and Control Classes

Independent Samples Test							t-Test for Equality of Means			
		Levene's Test for Equality of Variances					Mean Difference		95% Confidence Interval of the Difference	
Data		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed		2.021	.160	2.015	66	.048	3.38235	1.67822	.03168	6.73303
Equal variances not assumed				2.015	61.998	.048	3.38235	1.67822	.02763	6.73707

Based on the results of the independent samples t-test, it is known that the significance value in the Levene test is $0.160 (> 0.05)$, so it is assumed that the variances of the two groups are the same (homogeneous). Thus, the analysis uses the "Equal variances assumed" line. The T-test results show a significance value (2-tailed) of $0.048 (< 0.05)$, which means there is a significant average difference between the two groups. The mean difference is 3.38235 with a 95% confidence interval between 0.03168 and 6.73303 , which does not include zero. This indicates that the mean difference is not due to chance, so it can be concluded that there is a real difference between the two groups tested.

The Mann-Whitney test was used to test the hypothesis. Based on the results of the normality test, the final data were analyzed using the Shapiro-Wilk test. The results indicated that the data in the experimental group were not normally distributed, as shown by a significance value of 0.000 . In contrast, the data in the control group were normally distributed, with a significance value of 0.788 . Therefore, a non-parametric analysis was conducted using the Mann-Whitney test, as follows.

Table 5. Description of Mann-Whitney U
Uji Mann Whitney U

Test Statistics ^a	
	Data
Mann-Whitney U	229.000
Wilcoxon W	790.000
Z	-4.064
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable:
Kelompok

Based on the results in the table the Mann-Whitney U value was 0.001 , which is less than the significance level of 0.05 . The Mann-Whitney test (also known as the Mann-Whitney U Test or Wilcoxon rank-sum test) is used to compare two independent groups in order to determine whether there is a statistically significant difference between them in a variable measured on an ordinal or interval scale that does not follow a normal distribution.

B. DISCUSSION

This study reveals that the ASSURE learning model significantly contributes to boosting students' self-confidence in the Islamic Religious Education (PAI) subject at SMAN 12 Bandar Lampung. This was evidenced by a series of statistical analyses, including tests for normality and homogeneity, as well as hypothesis testing through an independent samples T-Test, which revealed a significant difference between the experimental group that applied the ASSURE model and the control group that followed a conventional teaching approach. This means that the use of the ASSURE learning model is significantly able to increase students' self-confidence.

The findings suggest that students' self-confidence is shaped not only by their own dispositions, but also significantly by the teacher's instructional approach. The ASSURE model, which incorporates the use of media and clearly defined teaching steps, creates a learning environment that encourages greater student participation. By implementing the ASSURE learning model, students are able to adapt effectively throughout the learning process, gain the confidence to voice their opinions, make independent decisions, and confront academic challenges without the fear of making mistakes. (Mardin et al., 2023; Umami et al., 2025). By applying the ASSURE learning model, it is expected that the learning process can run effectively and meaningfully as desired. The findings of this study are relevant to the theory and results of previous research by Fatan A. Zahran (2023), Farah Aizar (2024), Wiku Aji Sugiri (2020), who noted that the ASSURE model, through its interactive and technology-integrated approach, fosters a more engaging and participatory classroom atmosphere. When students take an active role in the learning process, they tend to feel more acknowledged and are given the freedom to express themselves—factors that ultimately help build their self-confidence. This is in line with the opinion of Nani (2021), who states that the ASSURE learning model is effective in designing learning as a whole and helping students adapt actively during the learning process. Previous research by Amalia (2023) and Ma'mun (2021) also supports that this model has a positive effect on learning outcomes, although it has not examined the self confidence aspect explicitly. However, this research makes a new contribution with a more in-depth focus on increasing students' self-confidence, which has not been thoroughly researched before.

Nonetheless, this study presents certain limitations that should be taken into account. To begin with, the research was carried out in a single school with a relatively small sample size, making the findings less generalizable to broader populations. Secondly, the scope of the study is limited to a single subject Islamic Religious Education (PAI) which means the effectiveness of the ASSURE learning model in other academic subjects remains uncertain. Thirdly, although the questionnaire employed in this study has been validated for reliability and accuracy, there remains the possibility that participants may have provided responses that do not fully reflect their actual circumstances.

In summary, the findings of this study affirm that the ASSURE learning model serves as a strategic alternative for designing effective instruction, particularly in subjects with a normative nature such as Islamic Religious Education (PAI) (Fiandra et al., 2022). Learning that is interesting, varied, and in accordance with the needs of the times is proven to be able to increase learner engagement, which directly impacts on strengthening their self-confidence (Iskandar & F, 2020). This finding provides a foundation for educators to innovate their

teaching methods and serves as a useful reference for future studies aiming to further investigate the connection between contemporary learning models and the growth of students' affective development.

CONCLUSION

The research at SMAN 12 Bandar Lampung shows that the ASSURE learning model can effectively boost students' self-confidence in PAI classes. Unlike traditional methods, the ASSURE model uses media and technology to make learning more engaging, interactive, and encourages students to participate more actively. This is proven by the results of the hypothesis test using the Independent Samples T-Test, where the significance value of $0.048 < 0.050$ shows a significant difference between the ASSURE model and conventional learning methods. The ASSURE model creates a learning environment that is interactive, well-organized, and supported by media, which helps students become more actively involved. Even though this study is limited in terms of the school and subject areas, the results still contribute to the development of teaching methods that support students' emotional growth, especially in building their self-confidence.

Future studies are encouraged to be carried out in other schools and subject areas to see whether the ASSURE model remains effective in improving students' self-confidence. Using mixed-method or qualitative research approaches could also offer a deeper understanding of the factors and processes that affect students' self-confidence, as well as the long-term effects of using this model in different learning environments.

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