

Research Article

A Self-acceptance and Body Image on Student Self-confidence

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Abstract.

Confidence plays a significant role for all individuals, especially in the field of education. Self-confidence can be influenced by several factors, including self-acceptance and body image. The purpose of this research is to determine the influence of self-acceptance and body image on students' self-confidence. The sampling technique used was non-probability sampling, specifically convenience sampling, with 369 students from various educational levels, ranging from D1 to S3. Data were collected using the Unconditional Self-Acceptance Questionnaire (USAQ), the 14-item version of the Body Shape Questionnaire (BSQ), and a self-confidence scale. Data analysis was done using multiple linear regression. The results of this study indicate that all hypotheses were accepted: (1) self-acceptance has an impact on self-confidence; (2) body image has an impact on self-confidence; and (3) self-acceptance and body image, when considered together, have an impact on self-confidence. The higher the levels of self-acceptance and body image, the higher the self-confidence of the students.

Keywords: body image, self-acceptance, self-confidence

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1. BACKGROUND

Students are human beings who, in their involvement with tertiary institutions, are educated and are expected to become intellectual candidates. Students are individuals who are in the early adult phase, which is in the age range of 18 to 40 years [1]. As a student studying at a tertiary institution, you should be able and ready to undergo any lecture activities in order to become a competent student. Student competence will be optimally explored if it is supported by self-confidence.

Confidence has an important role for all individuals and is very much needed, especially for students, in supporting lecture activities and existing social organizations [2]. Characteristics believe that self-made people feel that personality is in good condition [3]. Every student has a different level of self-confidence. There are individuals who have high self-confidence or who feel lacking; this level depends on the responses of others regarding their physical, moral, and social conditions [4].

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As a result, low self-confidence can cause obstacles in carrying out daily life. The attitude of someone who shows he is not confident, among others, in doing something important and full of challenges is always faced with doubts, is easily anxious, unsure, tends to avoid, has no initiative, is easily discouraged, does not dare to appear in front of many people, and has other psychiatric symptoms that prevent someone from doing something [5]. There are many things that students can do to increase their self-confidence, one of which is to buy various kinds of clothes and also *make-up tools*. In addition, various stigmas have developed among students that clothing models with the most *up-to-date trends* will make themselves more attractive, which will increase their self-confidence [6].

[7] suggests certain characteristics of people who have self-confidence, one of which is being able to have a mental and physical condition that is good enough to support individual appearance, so that if this is fulfilled, self-confidence will arise in the individual. Confidence is an attitude and belief in one's abilities and arises because of a positive attitude towards one's abilities, so there is no need to hesitate in making decisions and not be influenced by other people [8]. Confidence is one of the essential requirements for individuals to develop activity and creativity in an effort to achieve achievements [9].

As a student, it is not easy to feel high self-confidence. Confidence does not grow by itself. The formation of a person's self-confidence begins when the person can accept his situation. Self-acceptance is the extent to which a person can realize and acknowledge personal characteristics and use them in living their life. An attitude of self-acceptance is shown by a person's acknowledgment of all of his strengths while accepting his weaknesses, without blaming others, and having a continuous desire to develop himself [10]. Individuals who have self-acceptance will be more able to respect themselves and others, are not busy demanding themselves beyond the limits of their ability, are more realistic, have high tolerance for others, and are able to cope with emotional states without disturbing others [11].

The ability to accept the state of body shape will also increase self-confidence. As a student, you usually tend to pay attention to your body image. This happens because the body image model changes every year, so different beauty standards are created according to the times and technology. It will also make the physical appearance sensitive and can encourage a person to make various efforts to create a physical appearance according to what he wants. This situation can cause dissatisfaction with their body shape, bad moods, and an impact on decreasing perceptions of self-charm so that they reduce their self-confidence and feel that they do not have a body shape that is considered ideal [12].

Body image *is* an illustration of individual perceptions regarding the ideal body shape and the emergence of the desire to have a body as it is based on other people's perceptions [13]. [14], every individual has an ideal self-image of what he wants, including his body shape. The discrepancy between the body shape perceived by the individual and the ideal body shape, according to him, will lead to dissatisfaction with his body.

Students who evaluate their body and appearance negatively will certainly not feel comfortable and confident when interacting with other people. As expressed by [15], self-confidence is closely related to physical attractiveness, so individuals will make various efforts to appear attractive, healthy, and fit so that self-confidence arises in activities. In general, individuals who accept and are satisfied with their condition and physical appearance have higher self-confidence than those who do not [16]. According to [4] argue that body image is an evaluation or assessment of an individual's appearance toward himself.

The body image that is formed in an individual will have an impact on several things. One example is self-confidence. This explanation is supported by research conducted by [17], who found that there is a very significant positive relationship between *body image* and the self-confidence of class X students at SMA Negeri 2 Bantul. The contribution of *body image* to self-confidence is 4.71%. [18] also said that individuals who are satisfied with their bodies and are aware of their ideal body shape will form a positive body image, which will indirectly shape the individual's self-confidence.

Research conducted by [19] showed that there was a significant relationship between self-acceptance and self-confidence, and the relationship between the two was positive. This means that if self-acceptance increases, there will be a tendency to increase self-confidence. Research conducted by [20] states that student self-confidence has a 24.8% influence on social interaction, meaning that a person will be able and dare to show his existence if he has good self-confidence.

Based on the description above, there is a formulation of the problem raised in this study, namely whether there is an effect of self-acceptance and body image on student self-confidence. The purpose of this study is to determine the effect of self-acceptance and body image on student self-confidence. This research, if carried out, will gain benefits, namely as supporting literature on the role of self-acceptance and body image on student self-confidence and as input for students to be able to accept themselves well, so that this will have an impact on their self-confidence. If students cannot accept themselves well, their social interaction will be disrupted, and of course, it will hinder students from developing and achieving their dreams. In addition, the benefits provided

by this research are to add to the repertoire of research on self-acceptance, body image, and self-confidence.

2. RESEARCH METHODS

2.1. Variables or concepts studied

The variables studied in this study are self-acceptance, body image, and self-confidence. The independent variable (X) in this study is self-acceptance and body image, while the dependent variable (Y) is self-confidence. The independent variable (X_1), self-acceptance, is an effort or attitude to accept all the weaknesses or strengths that exist in us. Then the independent variable (X_2) is body image, is the perception or thought of oneself regarding body shape, weight, or other physique. The dependent variable (Y) is self-confidence, which is a feeling of confidence or belief in one's abilities.

2.2. Sampling Method

The sampling technique used in this study was non-probability sampling, namely convenience sampling. Convenience sampling, or samples selected with consideration of convenience, is a sampling technique based on chance alone.

2.3. Research subject

Population members met by researchers and willing to be respondents are used as samples [21]. The sample of this study had the characteristics of early adults aged 18–25 who were currently at the higher education level (students), with a total of 369 students participating.

2.4. Research Instruments

The independent variable (X_1), self-acceptance, is an effort or attitude towards accepting all the shortcomings and strengths that exist within ourselves. The research instrument used to measure the independent variable (X_1) is self-acceptance, is *the Unconditional Self-Acceptance Questionnaire (USAQ)*. The original version was developed by [22] then translated by [23] with a total of 20 items using 7 answer choices, namely 1 (not

suitable) to 7 (very suitable). This scale measures aspects of (1) self-knowledge, (2) self-esteem, and (3) self-view positively. An example of an item is “My shortcomings are not an obstacle to keeping trying”. The Cronbach α value on the USAQ scale is 0.835.

The independent variable (X_2), body image, refers to one’s perception or thoughts about their own body shape, weight, or physical attributes. The research instrument used was the 14-item version of *the Body Shape Questionnaire* (BSQ) by [24], which was then translated by [25]. The BSQ scale uses six answer choices, namely 1 (never) to 6 (always). An example item would be, “You are so concerned about your body shape that you feel compelled to go on a diet.” The Cronbach α value on the BSQ scale is 0.93.

The dependent variable (Y), self-confidence, is the feeling of assurance or belief in one’s abilities. The research instrument used was the self-confidence scale developed by [26]. After testing the validity and reliability, the items that originally numbered 30 items were dropped, so the remaining 28 items. This scale uses aspects of: (1) belief in one’s abilities; (2) optimism; (3) objectiveness; (4) responsibility; (5) rationality; and (6) reality. An example of an item is, “I’m not worried about my life.” The Cronbach value α of the self-confidence scale in this study was 0.895.

2.5. Research design

This study uses a quantitative research method, which is a process of finding knowledge that uses data in the form of numbers as a tool to find information about what we want to know [21]. Meanwhile, the category of this research is causal associative, namely research that aims to determine the effect of one variable on other variables that have a causal relationship [27]. Through obtaining these data, it can be seen whether or not there is an effect of self-acceptance and body image on student self-confidence.

2.6. Data analysis technique

After scoring, the respondent’s data was collected, tested with assumptions, and then tested with multiple linear regression using *SPSS for Windows version 25 software*. Multiple linear regression analysis techniques were used to determine whether there was an effect of self-acceptance and body image on student self-confidence.

3. RESULT

The subjects in this study were early adults aged 18–25 who were in tertiary education. The total number of respondents in this study was 369. In Table 1, the demographic data of the respondents can be seen.

TABLE 1: Respondents' Demographic Data (N = 369).

Category	Frequency	Percentage
Gender		
Man	91	25%
Woman	278	75%
Age		
18	10	3%
19	40	11%
20	44	12%
21	110	30%
22	100	27%
23	37	10%
24	16	4%
25	12	3%
Education		
D1	3	1%
D2	0	0%
D3	27	7%
D4	23	6%
S1	294	80%
S2	20	5%
S3	2	1%

Based on the demographic data in Table 1, it can be seen that this study had 369 people, the majority of whom were female, for a total of 278 people (75%). Then, in terms of age, it was dominated by 21-year-olds, totaling 110 people (30%). Furthermore, most of the subjects in this study were students who were at the bachelor's level of education, as many as 294 people (80%).

Based on Table 2, it can be seen that the majority of subjects in the study had self-confidence in the high category of 200 people, with a percentage of 54%. Then, there are more subjects with low self-acceptance—as many as 202 people with a presentation of 55%. While the body image of the most subjects was in the high category, namely as many as 204 people with a percentage of 55%,

TABLE 2: Categorization of each variable.

Variable	Category	Frequency	Percentage	Means
Self-confidence	Low	169	46%	81
	Tall	200	54%	
Self-acceptance	Low	202	55%	82
	Tall	167	45%	
Body image	Low	165	45%	55
	Tall	204	55%	

Based on the results of the normality test, it can be seen that the variables of self-confidence, self-acceptance, and body image have a significance value of $0.200 > 0.05$, so it can be concluded that the residual values are normally distributed. Then a linearity test was carried out to determine the relationship between the independent variables and the dependent variable. The results of the linearity test show that the self-acceptance variable for self-confidence has a significant *deviation from the linearity value* of 0.177 and the body image variable for self-confidence has a significant *deviation from the linearity value* of 0.077, so there is a linear relationship between the self-acceptance variable for self-confidence and the image variable. Body for self-confidence. Apart from this, the researcher also conducted a multicollinearity test on the independent variables, which showed a VIF value of 1.118 ($p < 10$). Based on these results, it can be seen that there is no multicollinearity in the independent variables in this study. If multicollinearity occurs, it can cause the estimation of the regression parameters resulting from multiple linear regression analysis to be inefficient because it can cause multiple regression to have a large bias and variance [28].

The researcher tested the hypothesis using multiple linear regression techniques to find out whether there is an influence between self-acceptance (X1) and body image (X2) on self-confidence (Y). Table 3 presents the results of the analysis obtained:

TABLE 3: Results of Hypothesis Testing 1 and 2.

	Unstandardized	Standard Error	standardized	t	Sig
Constant	45,971	3,844		11,958	0.000
Self-acceptance	0.339	0.049	0.332	6,861	0.000
Body image	0.138	0.026	0.259	5,343	0.000

Based on Table 3, it can be concluded that the self-acceptance variable has a significant positive effect on self-confidence with a significance value of 0.000 ($p < 0.05$) and a regression coefficient of 0.339, thus it can be interpreted that the higher the self-acceptance of students, the more self-confidence will increase. Followed by the results

of the body image variable having a significant positive effect on self-confidence with a significance value of 0.000 ($p < 0.05$) and a regression coefficient of 0.138, it can be interpreted that the higher the body image students have, the more self-confidence increases.

TABLE 4: Hypothesis Test Results 3.

	Sum of Squares	Df	Mean square	F	Sig	R ²
Regression	8610.207	2	4305.104	55,588	0.000	0.233
residual	28345.403	366	77,446			
Total	36955610	368				

Based on Table 4 simultaneously, it can be seen that there is an influence between self-acceptance and body image on self-confidence, with a significance value of 0.000 (< 0.05) and a value of $F = 55.588$, $p < 0.05$. This shows that self-acceptance and body image have a significant influence on self-confidence. The variance of self-confidence that can be explained by the two predictors is 23.3% ($R^2 = 0.233$), thus explaining that self-acceptance and body image affect self-confidence by 23.3%, and the other 76.7% are influenced by factors outside the variable that have not been researched. In addition, the value of the effective contribution (SE) to the self-acceptance variable is 13.8%, and body image is 9.5%.

4. DISCUSSION

The purpose of this study is to answer the hypothesis regarding the influence of self-acceptance (X_1) on self-confidence (Y), the effect of body image (X_2) on self-confidence (Y), and the effect of self-acceptance (X_1) and body image (X_2). Together on self-confidence (Y). From the research that has been done, the results of the hypothesis test are accepted, which means that there is an effect of self-acceptance and body image on student self-confidence. This shows that the higher the level of self-acceptance and body image found in students, the higher their self-confidence will increase. The subjects in this study were students who were currently studying at any institution from D1 to S3 levels, and the sample used was 369 respondents.

The results of this research analysis of the influence of self-acceptance variables on self-confidence show a significant positive influence. This shows that hypothesis one is accepted, thus it can be interpreted that the higher the self-acceptance of students, the higher their self-confidence will also increase. Meanwhile, low self-acceptance in students can lead to decreased self-confidence, so existing tasks, activities, and

social organizations do not work properly. This is supported by previous research conducted by [19], where it can be concluded that there is a strong and significant positive correlation between self-acceptance and self-confidence.

Individuals with good self-acceptance are able to recognize themselves and are able to think realistically about their appearance and how others see them. How an individual sees himself well does not mean that the individual has a perfect picture of himself, but rather that the individual can do something and perceives the real him well. In line with the opinion of [19], an individual with a positive assessment of himself will like and accept his situation so that he will develop self-confidence and self-esteem and be able to carry out social interactions appropriately. However, if someone has low self-esteem, then the individual tends to close himself off, is easily frustrated when facing difficulties, is awkward in dealing with people, and has difficulty accepting his reality [29]. Low self-acceptance in individuals can also result in less self-confidence, so it will also indirectly affect interpersonal communication, which can make it easier to socialize [19]. This shows that self-acceptance is one indicator that determines the degree of one's self-confidence.

Furthermore, the results of the research analysis of the effect of body image variables on self-confidence show a significant positive influence. This shows that hypothesis two is accepted, and thus it can be interpreted that the higher the body image of students, the higher their self-confidence will also increase. This is in line with research conducted by [30] which shows that there is a significant correlation between body image and self-confidence. Research results by [17] also state that there is a relationship between body image and self-confidence, where a person with a positive body image will have positive self-confidence, accept their appearance, be able to communicate and interact with anyone, dare to express opinions, be able to face problems, and overcome failures.

Research results by [31] found that physical appearance has an effect on self-confidence based on how the individual sees how the physical condition can be in the form of body shape and an individual's assessment of the physique he has. In line with that, [17] found that physical appearance greatly influences self-confidence based on how the individual sees the physical condition, which can be in the form of body shape or body weight that he has, and how the individual's assessment of the physique he has and what shape he wants. When someone realizes that he owns a form body that is ideal and that he enjoys, he will have more faith in himself. Unlike the case with individuals who are not satisfied with their bodies and always think their bodies are lacking, they will form a negative body image so that their self-confidence will be

low. In this study, it was found that a person's body image can affect their level of self-confidence.

The contribution of the effect of self-acceptance and body image on student self-confidence is 23.3%, while the other 76.7% is influenced by other variable factors not examined. There are several factors that can affect self-confidence, namely parental social support [32] self-concept [33], body dissatisfaction [34], *self-efficacy* and parenting [35] *self-image*, and social acceptance [36]. Then simultaneously, the results of the three hypothesis tests are accepted, which means that there is a significant positive influence between the variables of self-acceptance and body image on student self-confidence. This can be interpreted as saying that the higher the level of self-acceptance and body image found in students, the higher their self-confidence will increase. Self-acceptance and body image become very important parts of the formation of self-confidence in early adulthood. Individuals who have self-confidence will enjoy life more and be more satisfied with themselves; if they lack self-confidence, they will feel worthless, meaningless, and small [17]. Confidence cannot appear by itself; many processes must be passed so that self-confidence appears. The formation of self-confidence is a process of learning how to respond to various stimuli from outside oneself through interaction with the environment [37].

The limitations of this study include the small effect of self-acceptance and body image variables on self-confidence. This is probably because the research instrument for measuring self-confidence has little to do with physical appearance. Besides that, a large number of items can lead to bias in filling out the scale (research instrument), so these two things can be of concern to researchers and should be taken into consideration in future research.

5. CONCLUSION

Based on the results of the research that has been done, it shows that the hypothesis in this study has been accepted, namely that there is an influence between self-acceptance and self-confidence, which means that the higher the self-acceptance, the higher the student's self-confidence, and there is an influence between body image and self-confidence, which means the higher the body image, the higher the student's self-confidence. There is also a significant influence between self-acceptance and body image on student self-confidence. So, it can be concluded that all hypotheses in this study can be accepted by all. Implication of this research is to create supporting literature regarding the role of self-acceptance and body image on student self-confidence as

input for students to be able to accept themselves well, so that this will have an impact on their self-confidence. If students cannot accept themselves well, their social interaction will be disrupted, and of course, it will hinder students from developing and achieving their dreams. In addition, the benefits provided by this research are to add to the repertoire of research on self-acceptance, body image, and self-confidence. Future researchers are expected to conduct research in different contexts or consider other factors beyond self-acceptance and body image that affect self-confidence, such as parental social support, self-concept, body dissatisfaction, self-efficacy, parenting, self-image, and social acceptance.

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