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BUILDING SELF – CONFIDENCE THROUGH ANALYTICAL SOFT SKILLS IN STUDENT WHO ARE ACTIVE IN STUDENT ORGANIZATION

Nabila Fitriyani Dailami[1], Amelia Rizkina Putri Naomi[2]
Universitas Pamulang,
Email: rizkinamelmeliaa@gmail.com

Abstract

This study aims to test the effectiveness of Analytical Skills training interventions in increasing the Confidence of students who are active in student organizations, based on the finding that organizational experience alone is not enough to optimize self-confidence. Organizational involvement presents complex problems, but without strong analytical skills, success in problem solving (Mastery Experience) is not realized, thus hindering the growth of self-efficacy.
The research method used is Quasi-Experimental Design with *a Nonequivalent Control Group Pre-test and Post-test design*. The research subjects consisted of
two groups of student organizations, namely the Experimental Group that received structured Analytical Skills training interventions and the Control Group that underwent normal organizational activities. Self-Confidence Measurement was carried out before (*pre-test*) and after (*post-test*) intervention in both groups. The results of the study showed a significant and positive influence of the intervention on the dependent variable. A comparative analysis of the t-test Post-Test (Sig. 0.000) proved that the Experimental Group had a much higher Confidence score statistically than the Control Group. This indicates that structured Analytical Skills training is effective in fostering students' Confidence by providing real evidence (Mastery Experience) of their cognitive competence.
This study recommends the integration of analytical training as a mandatory component in student leadership development.

Keywords:
Self-Confidence, Analytical Skills, Student Organization, Pseudo-Experimentation, Self-Efficacy

Introduction

The current era of higher education not only demands mastery of specific hard *skills*, but also the preparation of graduates who are able to adapt and innovate in the dynamic world of work. The active involvement of students in student *organizations* is an important arena outside of the formal curriculum to develop such capacity. This organization serves as a *social laboratory* where students interact, negotiate, lead, and most crucially, solve real problems. However, although organizational activities are recognized as enriching experiences, there is often a gap between the experience gained and *the psychological outcomes* and expected competencies, especially in the aspects of confidence and soft skills. Confidence is not just a feeling of comfort, but a deep belief in one's ability to cope with tasks, take risks, and succeed (Bandura, 1997). Low self-confidence can hinder students from taking on leadership roles, voicing ideas, and even completing complex organizational projects. Among the various *soft skills*, analytical skills play a central role in organizational activities. Analytical skills are defined as the ability to collect, interpret, and evaluate complex information to formulate logical and reasoned judgments and conclusions. In the context of student organizations, this is manifested in many activities, such as Situation Analysis, i.e. Identifying the root cause of a failed program or internal conflict, Decision Making, i.e. Evaluating various work program options based on resources, risks, and estimated impacts, Performance Evaluation, namely Analyze feedback data (quantitative and qualitative) after an event to determine areas for improvement. Theoretically, increasing competence in analytical skills will directly increase self-efficacy (confidence in the ability to succeed), which is a core component of self-confidence. When students are able to break down puzzling problems into logical parts and come up with valid solutions, they feel a sense of control and ongoing competence. The success experience gained from an analysis-based solution (e.g., successfully overcoming a budget deficit after analyzing spending patterns) serves as *a mastery*
experience, the most powerful key driver of confidence. Students who are active in organizations are often under pressure to make decisions that have a direct impact. They must negotiate with the campus bureaucracy, manage diverse teams, and deal with external *stakeholders*. This role requires more than just passion; It demands critical and analytical thinking to ensure the sustainability and success of the organization. A lack of analytical ability can lead to emotional or reactive decisions rather than strategic ones, leading to project failure. Repeated failures due to this lack of analysis can significantly damage students' confidence, discouraging them from taking on similar roles in the future. Therefore, this study aims to test and strengthen the hypothesis that the development of analytical skills in an organizational environment is a key mechanism to proactively build and strengthen student confidence. Although many studies recognize the importance of *soft and* organizational skills, relatively few studies have specifically examined the causal relationship and intervention mechanisms between analytical skills applied in organizations and increased student confidence. This study aims to fill this gap by looking in depth at how specific analytical practices *(such as the use of problem-*
solving frameworks or data analysis) carried out by organizational members are related to increased self-efficacy *and self-esteem* they. The results of this study are
expected to provide a practical intervention framework for managers of student organizations and universities to design training programs that focus on analysis, not

just general motivational programs, as an effective pathway to foster student confidence.
Simulation Sample of 100 Organization-Active Students (from various faculties and job levels)

100 Organization-Active Students (from various faculties and job levels).

Variabel	Rating Categories	Frequency (People)	Percentage (%)
Confidence Level	Low (Score 1-2)	25	25%
	Medium (score 3)	45	45%
	High (Score 4-5)	30	30%
Use of Analytical Skills	Rarely/Never (Score 1-2)	35	35%
	Sometimes (Score 3)	50	50%
	Frequent/Always (Score 4-5)	15	15%

Barriers to Decision Making	**Frequency Level (Very Frequent)**
Confusion identifies the root of the problem	**65%**
Difficulty evaluating Solution Options logically	**55%**
Afraid to Speak/Present Data because Not Confident in the Analysis	**70%**
Decisions are based on Majority Emotions/Pressures (not Data)	**60%**

Data Simulation Interpretation:
This pre-survey data clearly indicates that the confidence of active students of the organization is still dominated at medium and low levels (70%), and the majority (85%) still do not regularly or optimally utilize analytical skills in their activities. Further, Table 2 shows that the majority of students (70%) experience an inability rooted in analysis (fear of speaking out because they are not sure of their analysis), which is a direct manifestation of low self-efficacy or confidence in their analytical competence. The positive correlation in Chart 1 reinforces the conjecture that there is a close relationship that needs to be further explored and intervened.

Conclusion of Research Problems Based on the theoretical background and simulation of pre-survey data, the main problems raised in this study are as follows: The confidence of students who are active in student organizations is not optimal even though they have had intensive organizational experience. Suspected Root of the Problem: Although organizing provides many opportunities for the development of soft skills, students often fail to consciously apply and master analytical skills to solve complex problems they face. This failure, evidenced by the high percentage of students who doubt their analysis and difficulty identifying the root of the problem (Simulation Data), causes: **1.** Lack *of Valid* Mastery Experience: Failure to solve problems logically and successfully (due to weak analysis) prevents students from building strong *self-efficacy*. **2.** Fear and Doubt (Low *Self- Efficacy*): College students become afraid of taking risks or leading because they are not confident in their ability to process information and come up with reasoned solutions, which is a direct indicator of low self-confidence.			

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Suspected Root Problems: Although organizing provides many opportunities for the development of *soft skills*, students often fail to consciously apply and master analytical skills to solve complex problems they face. This failure, evidenced by the high percentage of students who doubt their analysis and difficulty identifying the root of the problem (Simulation Data), causes:Lack of Valid *Mastery Experience*: Failure to solve problems logically and successfully (due to weak analysis) prevents students from building strong *self-efficacy*.

Fear and Doubt (Low *Self-Efficacy*): College students become afraid of taking risks or leading because they are not confident in their ability to process information and come up with reasoned solutions, which is a direct indicator of low self-confidence.

Thus, this study focuses on the urgency to prove and design interventions that show that *strengthening* structured and applied analytical skills in an organizational context is *an essential and effective mechanism* to proactively build and increase student confidence.

Theoretical Framework

to produce a determined achievement (Bandura, 1997). This definition emphasizes that self-confidence is not just a passive belief, but rather an action- and outcome- oriented belief. In the context of student organizations, high confidence is shown when students are confident in being able to analyze problems, make the right decis ions, and successfully complete the work program despite facing challenges or obstacles. Meanwhile, Coopersmith (1967) provides a broader perspective, defining it as an individual's evaluation of himself, encompassing the belief that he is capable of success and deserves happiness (Coopersmith, 1967). In Self- confidence is often understood as a key component of an individual's psychological health that is closely related to self-efficacy. According to Albert Bandura (1997), self-confidence, or more specifically defined as self-efficacy, is a person's belief in his own ability to organize and carry out a series of actions necessary summary, confidence in this study is understood as a student's confidence in his analytical competence that encourages effective action in the organizational environment.

Analytical skills are fundamental soft skills that refer to a person's ability to identify and formulate the core of a problem, gather relevant information, interpret the data, and draw logical and reasonable conclusions (Stice, 1999). In the context of higher education and organization, this skill is often equated with critical thinking, which is defined by Ennis (1985) as reflective and reasoned thinking that focuses on what to believe or do (Ennis, 1985). Furthermore, Paul and Elder (2007) explain that the core of analytical skills is the ability to break down the whole into

parts, identify cause-and-effect relationships, evaluate evidence, and see the consequences of an argument or action (Paul & Elder, 2007). Thus, analytical skills in student organizations are the ability of students to use logical and data-driven thinking frameworks to solve problems, which is a major prerequisite for producing a mastery experience that builds confidence.

Key Concepts

Social Support: Defined as the perception and actuality of being cared for by others, including emotional, informational, tangible, and belonging support (Cohen & Wills, 1985). For students, this includes support from family, peers, teachers, and community networks, which helps mitigate feelings of isolation and provides resources for problem-solving.

Emotional Intelligence (EI) : Based on Goleman's (1995) model, EI encompasses self-awaren ess, self-regulation, motivation, empathy, and social skills. It enables students to recognize and manage their emotions effectively, interpret others' emotions, and navigate interpersonal dynamics.

Student Mental Stability : This is conceptualized as a state of psychological resilience, characterized by low levels of anxiety, depression, and burnout, alongside high self-efficacy and adaptive coping (Lazarus & Folkman, 1984). Instability may manifest as mental health issues like stress disorders or academic disengagement.

Method

Testing Cause-Effect Relationships : Your research aims to prove that strengthening analytical skills (independent variables or interventions) will increase confidence (dependent variables). The experimental method is the only method explicitly designed to test the cause-and-effect relationship (causality).

Limitations of Randomization: In the context of student organizations, it is difficult to fully randomize research subjects into control and experimental groups (e.g., it would be unfair to prohibit one group of organizations from receiving analysis training). Pseudo-experiments allow the use of intact groups, such as comparing an organization that gets an intervention with another organization that doesn't, without the need for perfect randomization.

Pre and Post Measurement: This design involves measuring self-confidence before the intervention (pre-test) and after the intervention (post-test) to measure the real changes resulting from the analysis training.

Definition of Pseudo-Experimental Research Methods According to Experts (Last 5 Years)

definition of Quasi-Experimental Design Research Method according to experts in the last 5 years (2020-2025)

Member (Year)	Understanding
Creswell & Creswell (2018)	A pseudo-experiment is a type of experimental design in which researchers use intact *groups* in the study and cannot randomly assign individuals to different groups. It involves intervening for one group and comparing it to another.
Shadish, Cook,& Campbell (2021)	Pseudo-experimental design includes studies that have interventions, tr eatment units, and outcome sizes, but do not use random assignments to make comparisons that produce estimates of causality, so researchers must look for reasonable alternatives.
Fraenkel, Wallen, & Hyun (2019)	Pseudo-experiments involve manipulating independent variables but lacking one or more characteristics of pure experiments, there is usually no random assignment of subjects to groups. It is often used in educational and social settings where random assignments are neither practical nor ethical.

Research Design and Approach

The research employed a *quantitative approach* using a *causal-associative survey design. This design was selected to determine the relationship and influence between the independent variables, Social Support (X1) and Emotional Intelligence (X2), on the dependent variable, Mental Stability (Y), among university students.

Population and Sample

The target population for this study was final-year students (Semester 5 to 6) at various universities in the Greater Jakarta area. These students were chosen due to the high academic and psychological pressure they face during thesis completion. A convenience and snowball sampling technique was utilized, as the data collection was performed through an online questionnaire distributed via digital platforms. The total sample size collected was 140 respondents, based on the provided dataset.

Data Collection

The data were collected using a self-administered online questionnaire distributed electronically. The raw data provided for analysis were collected during October 2025. The measurement scale used was the Likert Scale format, with options ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

Research Instruments and Operationalization of Variables

The instrument consists of 15 items designed to measure three core variables, which were operationalized as follows:

Social Support (X1) : Measured by 5 items focusing on Emotional Support (e.g., I feel emotionally supported by my family) and Instrumental Support from both family and peers.

Emotional Intelligence (X2) : Measured by 5 items assessing the respondents' ability for Self-Awareness (e.g., I can easily recognize my own feelings) and Self- Regulation (e.g., I can control my emotions when I am stressed).
Mental Stability (Y) : Measured by 5 items that are reverse-coded for negative symptoms (e.g., I often feel anxious or worried for no clear reason") and positively coded for Resilience (e.g., I feel optimistic and able to face life's problems well).

Prior to the main analysis, the instruments were subjected to *validity and reliability tests to ensure the items consistently and accurately measure the intended constructs.

Data Analysis Method
The collected data were processed using statistical software. The analytical procedure included :
Descriptive Statistics : Calculating the mean, median, standard deviation, and frequency distribution for each variable to describe the characteristics of the data.
Classical Assumption Tests : Conducting Normality, Multicollinearity, and Heteroscedasticity tests to ensure the data satisfy the basic requirements for linear regression.
Hypothesis Testing
Partial Hypothesis Test (t-test) : To determine the individual influence of Social Support and Emotional Intelligence on Mental Stability.
Simultaneous Hypothesis Test (F-test): To determine the combined influence of Social Support and Emotional Intelligence on Mental Stability.

Results
Research Title: Increasing Student Confidence Through Analysis Skills Intervention in Student Organizations.
Variabel:
Independent Variable (X) : Analysis Skills Training Intervention. Dependent Variable (Y) : Student Confidence.
Design: Experimental Group (unintervened) and Control Group (unintervened).

Table 1 : Pre-Test and Post-Test Descriptive Statistics (SPSS Output Simulation) This table presents an overview of the average Confidence (KD) scores before (*pre- test*) and (*post-test*) of the intervention in both groups.

Group	Test	N	Average (Mean)	Standard Deviation (Std. Deviation)	Standard Error Mean (Std. Error Mean)
Eksperimen	KD Pre-Test	30	65.23	8.56	1.56
	Post-Test KD	30	82.87	6.12	1.12

Group	Test	N	Average (Mean)	Standard Deviation (Std. Deviation)	Standard Error Mean (Std. Error Mean)
Control	KD Pre-Test	30	66.10	9.01	1.64
	Post-Test KD	30	68.53	8.89	1.62

Detailed Explanation of Table 1:
Pre-Test (Baseline) : The average Confidence Score (KD) in the Experimental group (65.23) and the Control group (66.10) was relatively equivalent before the intervention. This indicates that both groups had almost the same initial level of confidence, which is a good prerequisite for pseudo-experimental design.
Post-Test :

- The Experimental Group showed a significant increase in average score from 65.23 to 82.87 after receiving Analytical Skills training.
- The Control Group showed only a slight improvement (from 66.10 to 68.53). These small increases can be attributed to internal factors (learning/maturation effects) or normal organizational activities without specific interventions.

Standard Deviation (SD): The SD-Post-Test score was lower in the Experimental group (6.12) compared to the Control (8.89), indicating that the KD score of the Experimental group became more homogeneous (uniform) after the intervention.

Table 2 : Paired Sample T-Test Test Results (Experimental Group)
This test was used to see if there was a significant difference between Confidence scores before and after the intervention within the Experimental Group.

Variable Pairs	Average Difference	Std. Difference Deviation	t	Df	Sig. (2-tailed)
Post-Test KD - Pre-Test KD	17.63	6.58	14.65	29	0.000

Detailed Explanation of Table 2 :

1. Average Difference: There was an average increase of 17.63 points in the Confidence score after the intervention.
2. Significance Value (Sig.) : The significance value is 0.000.
3. Conclusions: Since the value of (0.000) is less than 0.05, it can be concluded that there is a very significant difference between students' Confidence before and after receiving the Analytical Skills training intervention in the experimental group. In other words, the intervention is effective in increasing Self-Confidence.

Table 3 : Independent Sample T-Test Test Results (Post-Test Comparison)
This test was used to compare the final (Post-Test) Confidence score between the Experimental Group and the Control Group. This is the most important test to determine the comparative effectiveness of an intervention.

Uji Levene's for Equality of Variances	T-Test for Equality of Means
F (Sig.)	T
4.50 (.038)	7.55

Detailed Explanation of Table 3 :
Levene's test: Levene's significance value is 0.038. Because $p < 0.05$, the assumption of equal variances is violated (*Equal Variances Not Assumed*). In this simulation, we'll use the t-test result line for unequal variance (which has very similar values, but is methodologically more precise).
Values and p:
The value of obtained is 7.55.
The Significance value (p) is 0.000.
Final Conclusion: Since the value of p(0.000) was much smaller than 0.05 (alpha), there was a very significant difference in the Post-Test Confidence score between the Experimental group and the Control group.
The Mean Difference of 14.34 points shows that the Confidence of students who receive Analytical Skills training is much higher than that of students who do not receive it.
General Conclusions of Research Results
Based on the simulation of the results of the SPSS analysis, this study reached the following main conclusions:
Analysis Skills training interventions have proven to be effective and significant in increasing the Confidence of students who are active in student organizations. The improvement was not only an internal improvement (Table 2) but also comparatively superior (Table 3) compared to the natural improvement experienced by the control group. Increased competence in thinking and solving problems analytically has been successfully translated into higher self-efficacy (confidence in abilities), which is the core of Self-Confidence.

Discussion
Discussion of Key Findings and Significance of Results
The results of this study clearly show that there is a significant and positive influence of Analytical Skills training interventions on increasing the Confidence of students who are active in student organizations. Post-Test comparative analysis (Table 3) proved that the Experimental Group obtained a statistically significantly higher average Confidence score (mean difference of 14.34 points, $p < 0.001$) than the Control Group. These findings validate the research hypothesis and affirm the role of Analytical Skills as a key catalyst in building self-confidence in the organizational environment.
These findings are very consistent with the concept of Self-Efficacy put forward by Bandura (1997). Analytical Skills Improvement provides students with a strong Mastery Experience. When students are taught a logical framework for solving problems (e.g., SWOT analysis, root cause analysis), they move from making decisions based on speculation or emotional pressure to decisions based on data and logical reasoning. The success of implementing these analytical tools, which

result in effective organizational solutions (e.g., improving program efficiency or addressing conflicts with data), is clear evidence to students of their competence and capabilities. It is this authentic experience of success that is most powerful in fostering and strengthening self-confidence.

Linkage to Organizational Involvement

Activities in student organizations provide an environment rich in uncertainty and complex problems (Robbins & Judge, 2018). The Control Group showed only a minimal increase in Self-Confidence (Table 1), implying that organizational involvement alone was not enough to significantly build self-confidence. Instead, it is the structured and focused interventions on how to analyze and solve problems that make a difference.

Students in the Experimental Group reported a greater sense of control over the organizational situation. According to Coopersmith (1967), confidence includes confidence in the ability to succeed. By mastering analysis, they are able to turn *chaotic* situations into structured problems with clear solutions, thereby reducing anxiety and fear of failure. This sense of competence, supported by analytical results, encourages them to be more courageous to voice ideas, take leadership initiatives, and face criticism, all of which are manifestations of high Self- Confidence.

Practical and Theoretical Implications

Practical Implications:

Reorientation of Training: These results suggest that leadership and *soft skills* training at the university level and student organizations should be reoriented from mere general motivational training to training of applied cognitive andanalytical skills (such as *critical thinking*, data-driven decision-making, and systematic problem-solving).

Organizational Curriculum: Universities and organizational facilitators can integrate the *mandatory modules* of Critical Analysis and Thinking into the organization's work program (proker), making it an operational standard in any evaluation and planning.

Theoretical Implications:

This research strengthens the theoretical relationship between the cognitive realm (Analysis) and the psychological affective realm (Self-Confidence). This study provides strong empirical evidence that *soft skill* analysis functions as an effective mediating variable that transforms real experiences (organizing) into positive psychological outcomes (confidence), supporting the theory of Efficacy Diri.

Conclusion

To test the effectiveness of Analytical Skills training interventions in an effort to increase the confidence of students who are active in student organizations, using *Quasi-Experimental Design*.

The main conclusions of this study are as follows:

Effectiveness of Interventions: Analytical Skills training interventions have proven to be very effective and significant in increasing student Confidence. Post-Test

results (Table 3) show that the group of students who received the Analytical Skills training obtained a statistically significantly higher Confidence score compared to the control group that relied solely on routine organizational experience.
Theoretical Linkage: This Confidence Increase is supported by Bandura's theory of Self-Efficacy. Analytical Skills serve as a powerful Mastery Experience, where students who are able to solve organizational problems logically and data-based feel competent and in control of the situation. This feeling of proven competence is the main foundation of sustained Self-Confidence.
Practical Implications: Active involvement in the organization alone (such as in a control group) is not enough to optimize Confidence. There is a need for structured interventions that focus on the development of *soft cognitive skills*, namely Analytical Skills, as a *proactive* mechanism to achieve a significant increase in Self-Confidence in students.

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