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The Influence of Self-Confidence and Growth Mindset on Students' Interest in Learning Economics: A Study of Grade XI Social Science Students at Senior High School

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A B S T R A C T

This study aimed to examine the influence of self-confidence and growth mindset on the interest in learning Economics among Grade XI Social Science students at SMA Negeri 2 Percut Sei Tuan. A quantitative approach with a regression analysis design was employed. The sample consisted of 75 students selected through a total sampling technique. Data were collected using a questionnaire that had been tested for validity and reliability. The data were analyzed using multiple linear regression. The findings revealed that self-confidence had a positive and significant effect on students' interest in learning Economics ($t = 2.895$, $p = 0.005$), indicating that higher levels of self-confidence were associated with greater learning interest. Similarly, growth mindset showed a positive and significant effect on learning interest ($t = 2.885$, $p = 0.005$), suggesting that students who believe their abilities can be developed tend to demonstrate stronger interest in learning Economics. Simultaneously, self-confidence and growth mindset significantly influenced students' interest in learning Economics ($F = 27.589$, $p < 0.001$). The coefficient of determination ($R^2 = 0.434$) indicated that 43.4% of the variance in students' learning interest could be explained by these two variables, while the remaining 56.6% was influenced by other factors not examined in this study. The study concludes that self-confidence and growth mindset are important psychological factors that contribute to enhancing students' interest in learning Economics. Therefore, educators and school administrators should implement learning strategies that foster students' confidence and encourage the development of a growth mindset to promote greater engagement in learning.

Keywords: *Self-Confidence, Growth Mindset, Learning Interest, Economics Education, High School Students.*

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INTRODUCTION

Education is one of the important aspects of human life that not only serves as a means of acquiring knowledge but also as a place for character formation and life skills development. In the context of education, interest in learning becomes one of the important factors that influence students' success in the learning process. Students with high interest in learning tend to be more active, enthusiastic, and highly motivated in understanding the subject matter. Conversely, low interest in learning can lead to students being less serious in following the lessons, resulting in poor learning outcomes (Mukkaromah et al., 2021).

One of the subjects that plays an important role in education is Economics. The subject of Economics provides students with an understanding of resource management, economic decision-making, and various economic phenomena that occur in everyday life. However, in practice, there are still students who show low interest in learning Economics. This low interest in learning can be influenced by various factors, one of which is psychological factors such as self-confidence and the growth mindset that students possess (Winarti & Syahrudin, 2020).

Self-confidence is the belief in one's own ability to face various situations and complete specific tasks. In the world of education, students with high levels of self-confidence tend to

be more active in learning activities, are brave in expressing their opinions, and are not afraid to face academic challenges. Conversely, students with low levels of self-confidence tend to doubt their own abilities, making them less active in the learning process. Bandura (1997) explaining that self-confidence is related to an individual's belief in their ability to perform the necessary actions to achieve a specific goal. The higher the students' confidence, the greater their involvement and willingness in learning activities.

Beside self-confidence, another factor that is believed to influence students' interest in learning is the growth mindset. A growth mindset is a way of thinking that believes abilities and intelligence can develop thru effort, practice, and learning experiences. Dweck (2006) stating that individuals with a growth mindset view failure as part of the learning process and believe that abilities can be improved thru hard work and perseverance. In the context of education, students with a growth mindset tend to be more motivated to learn and do not easily give up when facing learning difficulties.

Self-directed learning interest is the tendency of an individual to consistently pay attention to and engage in learning activities. Slameto (2021) explaining that learning interest is a sense of liking and attraction toward an activity without any coercion from others. Students with a high interest in learning will be more enthusiastic in following lessons, actively seek additional information, and have a strong drive to achieve optimal learning outcomes. Conversely, students with low interest in learning tend to be less serious in following lessons and easily get bored when studying (Sinaga, 2025).

Based on the initial observations conducted at SMA Negeri 2 Percut Sei Tuan, there are still students with low levels of self-confidence and a growth mindset in Economics learning. This is evident from the lack of courage among students to express their opinions, low student participation in class discussions, and minimal interest in studying Economics material. Additionally, interviews with Economics teachers indicate that there are still students who easily give up when faced with questions or tasks deemed difficult. This condition indicates that psychological factors are closely related to students' interest in learning.

Previous research has shown that self-confidence and a growth mindset have a positive impact on students' learning processes. Research Wulandari & Srihastuti (2021) found that self-confidence has a positive and significant effect on students' interest in learning. Additionally, the research Ramadhani (2024) shows that a growth mindset has a positive influence on students' learning outcomes in Economics. The research results indicate that psychological factors play an important role in improving the quality of students' learning.

Based on the description, this study aims to analyse the influence of self-confidence and growth mindset on the interest in learning Economics among XI IPS students at SMA Negeri 2 Percut Sei Tuan. This research is expected to contribute to teachers and school authorities in designing learning strategies that can enhance students' interest in learning thru the strengthening of self-confidence and the development of a growth mindset.

METHOD

This study uses a quantitative approach with multiple linear regression analysis (Creswell & Creswell, 2018; Hair et al., 2019). The quantitative approach was chosen because this research aims to determine the influence of self-confidence and growth mindset variables on students' interest in learning Economics in an objective and measurable manner. Multiple linear regression analysis is used to determine the influence of each independent variable as well as the simultaneous influence on the dependent variable. The research was conducted at SMA Negeri 2 Percut Sei Tuan in the even semester of the 2024/2025 academic year. The population in this study consists of all XI IPS class students, totaling 75 students. The sampling technique used is total sampling, where the entire population is used as the research sample because the population size is relatively small and allows for a comprehensive study (Sugiyono, 2022).

The variables in this study consist of two independent variables and one dependent variable. The independent variables include self-confidence (X1) and growth mindset (X2),

while the dependent variable is interest in learning Economics (Y). Self-confidence is defined as the belief of students in their ability to face learning situations and complete academic tasks (Bandura, 1997; Santrock, 2018). Growth mindset is the belief that abilities and intelligence can develop thru effort and a continuous learning process (Dweck, 2006; Yeager & Dweck, 2020). Meanwhile, learning interest is the feeling of attraction and student involvement in learning activities voluntarily (Schiefele, 2009; Slameto, 2021).

The data collection technique in this study uses a questionnaire that is structured based on the indicators of each research variable. The research instrument uses a Likert scale with five alternative answers, namely strongly agree, agree, neutral, disagree, and strongly disagree. Before being used in the research, the instrument is first tested for validity and reliability to ensure that each question item is suitable for use as a data collection tool (DeVellis & Thorpe, 2021; Fraenkel et al., 2019). The validity test is conducted to determine the accuracy level of the instrument in measuring the research variables, while the reliability test is conducted to determine the consistency of the research instrument. After the instruments are declared valid and reliable, the research data is analyzed using descriptive analysis and inferential analysis. Descriptive analysis is used to describe the condition of each research variable, while inferential analysis is used to test the research hypothesis.

Before conducting multiple linear regression analysis, the research data is first tested thru classical assumption tests, which include normality test, linearity test, multicollinearity test, and heteroscedasticity test (Field, 2018; Hair et al., 2019). The normality test aims to determine whether the research data is normally distributed, the linearity test is used to determine the linear relationship between variables, the multicollinearity test aims to identify the correlation between independent variables, while the heteroscedasticity test is used to determine the equality of residual variances in the regression model.

Hypothesis testing is conducted thru partial tests (t-test), simultaneous tests (F-test), and coefficient of determination tests (R^2) (Field, 2018; Montgomery et al., 2021). The t-test is used to determine the effect of each independent variable on the dependent variable partially, while the F-test is used to determine the effect of both independent variables simultaneously on students' interest in learning Economics. The coefficient of determination test is used to determine the extent of the contribution of self-confidence and growth mindset variables in explaining the variation in students' interest in learning Economics.

FINDINGS AND DISCUSSION

Instrument Validity and Reliability Test

Before the research was conducted, the research instruments were first tested for validity and reliability on 30 students outside the research sample, namely the XI IPS class students of SMA Negeri 1 Percut Sei Tuan. The validity test was conducted using the product moment correlation and the reliability test using Cronbach's Alpha with the help of SPSS version 27.

Table 1. Results of the Validity Test of the Self-Confidence Questionnaire (X1)

No Item	r_{hitung}	r_{Tabel}	Information
1	0,695	0,361	Valid
2	0,713	0,361	Valid
3	0,680	0,361	Valid
4	0,646	0,361	Valid
5	0,684	0,361	Valid
6	0,746	0,361	Valid
7	0,675	0,361	Valid
8	0,621	0,361	Valid
9	0,707	0,361	Valid
10	0,624	0,361	Valid
11	0,781	0,361	Valid
12	0,751	0,361	Valid
13	0,723	0,361	Valid

No Item	r_{hitung}	r_{Tabel}	Information
14	0,716	0,361	Valid
15	0,776	0,361	Valid
16	0,725	0,361	Valid
17	0,550	0,361	Valid
18	0,442	0,361	Valid
19	0,665	0,361	Valid
20	0,770	0,361	Valid

Source: SPSS 27 data processing

Based on Table 1, all statement items on the self-confidence variable are declared valid because the calculated r value > table r value (0.361). This indicates that all items are capable of measuring the self-confidence variable well.

Table 2. Results of the Reliability Test of the Self-Confidence Questionnaire (X1)

Reliability Statistics	
Cronbach's Alpha	N of Item
,940	20

Source: Data processing SPSS 27

Based on Table 2, a Cronbach's Alpha value of 0.940 > 0.60 was obtained, indicating that the confidence instrument is reliable and suitable for use in the research.

Table 3 Results of the Validity Test of the Growth Mindset Questionnaire (X2)

No Item	r_{hitung}	r_{Tabel}	Information
1	0,760	0,361	Valid
2	0,640	0,361	Valid
3	0,682	0,361	Valid
4	0,675	0,361	Valid
5	0,681	0,361	Valid
6	0,668	0,361	Valid
7	0,528	0,361	Valid
8	0,561	0,361	Valid
9	0,719	0,361	Valid
10	0,567	0,361	Valid
11	0,691	0,361	Valid
12	0,613	0,361	Valid
13	0,722	0,361	Valid
14	0,659	0,361	Valid
15	0,710	0,361	Valid
16	0,686	0,361	Valid
17	0,704	0,361	Valid
18	0,538	0,361	Valid
19	0,612	0,361	Valid
20	0,737	0,361	Valid

Source: Data processing SPSS 27

Based on Table 3, all statement items on the growth mindset variable are declared valid because the calculated r value is greater than the table r value.

Table 4 Results of the Reliability Test of the Growth Mindset Questionnaire (X2)

Reliability Statistics	
Cronbach's Alpha	N of Item
,931	20

Source: Data processing SPSS 27

The results of the reliability test show that the growth mindset variable has a Cronbach's Alpha value of 0.931 > 0.60, thus the instrument is declared reliable.

Table 5 Results of the Economics Learning Interest Questionnaire Test (Y)

No Item	r_{hitung}	r_{Tabel}	Information
1	0,675	0,361	Valid
2	0,696	0,361	Valid
3	0,492	0,361	Valid
4	0,639	0,361	Valid
5	0,532	0,361	Valid
6	0,651	0,361	Valid
7	0,593	0,361	Valid
8	0,456	0,361	Valid
9	0,622	0,361	Valid
10	0,536	0,361	Valid
11	0,640	0,361	Valid
12	0,660	0,361	Valid
13	0,631	0,361	Valid
14	0,628	0,361	Valid
15	0,603	0,361	Valid
16	0,590	0,361	Valid
17	0,443	0,361	Valid
18	0,553	0,361	Valid
19	0,556	0,361	Valid
20	0,645	0,361	Valid

Source: Data processing SPSS 27

All statement items on the economic learning interest variable are declared valid because they have a calculated r value > table r value. The interpretation of these results indicates that the economic learning interest instrument is capable of accurately measuring students' learning interest aspects and is suitable for use in research.

Table 6 Reliability Test of the Economics Learning Interest Questionnaire (Y)

Reliability Statistics	
Cronbach's Alpha	N of Item
,903	20

Source: Data processing SPSS 27

Based on the results, the economics learning interest instrument is declared reliable because the Cronbach's Alpha value is greater than 0.60.

Descriptive Analysis

Table 7 Categories of Assessment for Research Questionnaire Responses

Interval	Category
1.00 – 1.75	Not Good Enough
1.76 – 2.50	Quite Good
2.56 – 3.25	Good
3.26 – 4.00	Very Good

Based on Table 7, the majority of students fall into the "Good" category with a percentage of 52%. This indicates that most students have a relatively high level of confidence in participating in economics learning. Students tend to have faith in their ability to understand the material and complete learning tasks.

Table 8 Frequency Distribution of Self-Confidence Answers (X1)

Frequency Distribution												
No	SS = 4		S = 3		TS = 2		STS =1		Quantity		Average	Kategori
	F	SC	F	SC	F	SC	F	SC	F	SC		
1	23	92	31	93	18	36	3	3	75	224	2,99	Good
2	20	80	29	87	25	50	1	1	75	218	2,91	Good
3	24	96	29	87	19	38	3	3	75	224	2,99	Good

Frequency Distribution												
4	28	112	28	84	18	36	1	1	75	233	3,11	Good
1. Confidence in Self-Ability											**3**	**Good**
5	28	112	24	72	21	42	2	2	75	228	3,04	Good
6	21	84	29	87	20	40	5	5	75	216	2,88	Good
7	29	116	28	84	13	26	5	5	75	231	3,08	Good
8	18	72	37	111	18	36	2	2	75	221	2,95	Good
2. Independence in Action											**2,99**	**Good**
9	24	96	30	90	16	32	5	5	75	223	2,97	Good
10	20	80	35	105	17	34	3	3	75	222	2,96	Good
11	25	100	30	90	17	34	3	3	75	227	3,03	Good
12	22	88	29	87	16	32	8	8	75	215	2,87	Good
3. Optimism and a positive attitude											**2,96**	**Good**
13	22	88	38	114	13	26	2	2	75	230	3,07	Good
14	28	112	28	84	14	28	5	5	75	229	3,05	Good
15	21	84	31	93	18	36	5	5	75	218	2,91	Good
16	15	60	34	102	23	46	3	3	75	211	2,81	Good
4. Courage to Face Challenges											**2,96**	**Good**
17	24	96	29	87	18	36	4	4	75	223	2,97	Good
18	22	88	25	75	26	52	2	2	75	217	2,89	Good
19	26	104	29	87	16	32	4	4	75	227	3,03	Good
20	22	88	27	81	22	44	4	4	75	217	2,89	Good
5. Self-Control Ability											**2,95**	**Good**
Total											**59,4**	**Good**
Average											**2,97**	

Source: Self-Confidence Questionnaire (Processed Data, 2026)

Based on Table 8, the highest indicator is found in the aspect of responsibility with a percentage of 80%. This shows that students have a good awareness in completing tasks and learning obligations. Meanwhile, the indicator of courage to express opinions received the lowest percentage, although it still falls within the good category, indicating that some students still lack confidence in expressing their opinions in class.

Table 9 Calculation of Self-Confidence Categorization (X1)

No	Kelas Interval	Frekuensi Absolut	Frekuensi Relatif	Explanation
1	41 – 49	13	17%	Not Good
2	50 – 58	19	25%	Quite Good
3	59 – 67	29	39%	Good
4	68 – 76	14	19%	very good
Quantity		**75**	**100%**	

Source: Data Processing Survey, 2026

Based on Table 9, the majority of students fall into the "Good" category with a percentage of 49%. This result indicates that the majority of students have a good growth mindset, such as the willingness to learn from mistakes and the belief that abilities can improve thru effort.

Table 10 Frequency Distribution of Growth Mindset Thinking Pattern Responses (X2)

Frequency Distribution												
No	SS = 4		S = 3		TS = 2		STS =1		Quantity		Average	Category
	F	SC	F	SC	F	SC	F	SC	F	SC		
1	23	92	29	87	19	38	4	4	75	221	2,95	Good
2	21	84	33	99	15	30	6	6	75	219	2,92	Good
3	16	64	41	123	14	28	4	4	75	219	2,92	Good
4	19	76	29	87	23	46	4	4	75	213	2,84	Good
1. Belief in the development of intellectual abilities											**2,91**	**Good**
5	23	92	27	81	22	44	3	3	75	220	2,93	Good
6	22	88	36	108	15	30	2	2	75	228	3,04	Good
7	30	120	34	102	8	16	3	3	75	241	3,21	Good
8	24	96	34	102	14	28	3	3	75	229	3,05	Good

Frequency Distribution												
2. Orientation to effort and perseverance											**3,06**	**Good**
9	18	72	35	105	20	40	2	2	75	219	2,92	Good
10	30	120	31	93	8	16	6	6	75	235	3,13	Good
11	25	100	28	84	19	38	3	3	75	225	3	Good
12	21	84	34	102	18	36	2	2	75	224	2,99	Good
3. Positive attitude towards mistakes and failures											**3,01**	**Good**
13	22	88	31	93	20	40	2	2	75	223	2,97	Good
14	28	112	28	84	17	34	2	2	75	232	3,09	Good
15	24	96	33	99	14	28	4	4	75	227	3,03	Good
16	19	76	42	126	12	24	2	2	75	228	3,04	Good
4. Constructive Use of *Feedback*											**3,03**	**Good**
17	15	60	34	102	21	42	5	5	75	209	2,79	Good
18	21	84	35	105	16	32	3	3	75	224	2,99	Good
19	26	104	29	87	17	34	3	3	75	228	3,04	Good
20	19	76	35	105	18	36	3	3	75	220	2,93	Good
5. Flexibility in Facing Academic Challenges											**2,94**	**Good**
Total											**59,78**	**Good**
Average											**2,99**	

Source: Growth Mindset Thinking Pattern Questionnaire (Processed Data, 2026)

Based on Table 10, the highest indicator is found in the aspect of willingness to learn from mistakes with a percentage of 81%. This shows that students are quite capable of making mistakes a part of the learning process. In addition, students also have a positive view toward effort and challenges in learning economics.

Table 11 Calculation of Growth Mindset Categorization (X2)

No	Interval Classes	Frekuensi Absolut	Frekuensi Relatif	Remarks
1	41 – 49	7	10%	Not Good
2	50 – 58	22	29%	Pretty Good
3	59 – 67	37	49%	Good
4	68 – 76	9	12%	Excellent
Quantity		**75**	**100%**	

Source: Processed Survey Data, 2026

Based on Table 11, the majority of students fall into the "Good" category with a percentage of 49%. This indicates that most students have a fairly good growth mindset in economic learning.Then, to understand the picture of students' interest in learning economics based on each research indicator, a descriptive analysis was conducted on the indicators of enjoyment in learning, interest in the subject, attention during lessons, and involvement in the learning process. The results of this analysis show the general level of students' interest in learning economics.

Based on the analysis results, all indicators of interest in learning economics are in the good category. The attention indicator during the learning process received the highest percentage, indicating that most students are able to focus and pay attention during the economics learning process. Additionally, students also show a fairly high level of enjoyment and interest in the subject of economics. Meanwhile, the engagement indicator in the learning process received the lowest percentage compared to other indicators, although it is still in the good category. This indicates that there are still some students who are not fully active in learning activities, such as discussing, asking questions, or expressing opinions in class.

Table 12 Calculation of Categorization of Interest in Learning Economics (Y)

No	Interval Classes	Frekuensi Absolut	Relative Frequency	Remarks
1	44 – 51	7	9%	Not Good
2	52 – 59	27	36%	Pretty Good
3	60 – 67	32	43%	Good
4	68 – 75	9	12%	Excellent
Quantity		**75**	**100%**	

Source: Processed Survey Data, 2026

Based on the frequency distribution results, students' interest in learning economics falls into the good category. The interpretation of these results indicates that students have a fairly high level of engagement and interest in participating in economics learning, especially in terms of active participation during the learning process

Classical Assumption Test

Table 13 Results of the Normality Test

One-Sample Kolmogorov-Smirnov Test			
			Unstandardized Residual
N			75
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		4.64647949
Most Extreme Differences	Absolute		.057
	Positive		.057
	Negative		-.041
Test Statistic			.057
Asymp. Sig. (2-tailed)[c]			.200[d]
Monte Carlo Sig. (2-tailed) [e]	Sig.		.793
	99% Confidence Interval	Lower Bound	.782
		Upper Bound	.803
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			
d. This is a lower bound of the true significance.			
e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.			

Source: Data processing SPSS 27

Based on Table 13, an Asymp. Sig. value of 0.200 > 0.05 was obtained, indicating that the research data is normally distributed.

Table 14 Results of the Linearity Test for Self-Confidence (X1)

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Minat Belajar Ekonomi * Kepercayaan Diri	Between Groups	(Combined)	1845.250	33	55.917	2.347	.005
		Linearity	1039.612	1	1039.612	43.639	.000
		Deviation from Linearity	805.638	32	25.176	1.057	.429
	Within Groups		976.750	41	23.823		
	Total		2822.000	74			

Source: SPSS 27 data processing

Based on the results, the significance value of 0.429 > 0.05 indicates that the self-confidence variable has a linear relationship with the interest in studying economics.

Table 15 Results of the Linearity Test for Growth Mindset Thinking Pattern (X2)

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Minat Belajar Ekonomi * Pola Pikir Growth Mindset	Between Groups	(Combined)	1849.947	29	63.791	2.953	.001
		Linearity	1038.416	1	1038.416	48.072	.000
		Deviation from Linearity	811.531	28	28.983	1.342	.186
	Within Groups		972.053	45	21.601		
	Total		2822.000	74			

Source: Data processing SPSS 27

A significance value of 0.186 > 0.05 indicates that the growth mindset variable has a linear relationship with interest in learning economics.

Table 16 Multicollinearity Test Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	T	Sig.	Tolerance	VIF
1	(Constant)	26.830	4.562		5.881	.000		
	Kepercayaan Diri	.254	.088	.358	2.895	.005	.514	1.946
	Pola Pikir Growth Mindset	.299	.104	.357	2.885	.005	.514	1.946

a. Dependent Variable: Interest in Learning Economics

Source: SPSS 27 Data Processing

Based on the results of the multicollinearity test, the tolerance value > 0.10 and the VIF value < 10 indicate that there is no multicollinearity in the regression model.

Table 17 Heteroscedasticity Test Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	9.598	2.573		3.730	.000
	Kepercayaan Diri	-.008	.050	-.026	-.166	.869
	Pola Pikir Growth Mindset	-.090	.058	-.244	-1.536	.129

a. Variable dependiente: ABS_RES

Source: SPSS 27 Data Processing

The significance values of both variables are greater than 0.05, so it can be concluded that the regression model does not experience heteroscedasticity.

Multiple Linear Regression Analysis

Table 18 Results of Multiple Linear Regression Analysis

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	T	Sig.	Tolerance	VIF
1	(Constant)	26.830	4.562		5.881	.000		
	Kepercayaan Diri	.254	.088	.358	2.895	.005	.514	1.946
	Pola Pikir Growth Mindset	.299	.104	.357	2.885	.005	.514	1.946

a. Dependent Variable: Interest in Learning Economics

Source: Data processing SPSS 27

The obtained regression equation is:

Y = 26.830 + 0.254 X 1 + 0.299 X 2 + e

The interpretation of this equation shows that every increase in self-confidence and growth mindset will enhance students' interest in learning economics.

Table 19 Partial Test Results (T)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	26.830	4.562		5.881	.000
	Kepercayaan Diri	.254	.088	.358	2.895	.005
	Pola Pikir Growth Mindset	.299	.104	.357	2.885	.005

a. Dependent Variable: Interest in Learning Economics

Source: Data processing SPSS 27

Based on the results of the partial test, the variables of self-confidence and growth mindset have a positive and significant effect on the interest in studying economics because the t-value > t-table and the significance value < 0.05.

Table 20 Simultaneous Test Results (F)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1224.357	2	612.178	27.589	.000[b]
	Residual	1597.643	72	22.189		
	Total	2822.000	74			

a. Dependent Variable: Interest in Learning Economics

b. Predictors: (Constant), Growth Mindset, Self-Confidence

Source: Data processing SPSS 27

The results of the simultaneous test show that self-confidence and growth mindset together have a positive and significant impact on students' interest in learning economics.

Table 21 Results of the Coefficient of Determination Test

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.659[a]	.434	.418	4.711

a. Predictors: (Constant), Growth Mindset, Self-Confidence

Source: Data processing SPSS 27

The coefficient of determination value of 0.434 indicates that the variables of self-confidence and growth mindset contribute 43.4% to students' interest in learning economics, while the remaining 56.6% is influenced by factors outside the study.

Discussion

The research results show that self-confidence has a positive and significant impact on students' interest in learning economics. Students with high levels of self-confidence tend to be more active in learning, are brave enough to ask questions, and have confidence in their ability to understand the subject matter. The results of this study are in line with the theory Bandura (1997) which states that self-efficacy can enhance students' motivation and engagement in the learning process.

In addition, a growth mindset has also been proven to have a positive and significant impact on students' interest in learning economics. Students with a growth mindset tend to view challenges as opportunities for growth and do not easily give up when facing learning difficulties. These findings support the theory Dweck (2006) which states that individuals with a growth mindset have higher learning motivation because they believe that abilities can develop thru effort and practice.

Simultaneously, self-confidence and a growth mindset significantly influence students' interest in learning economics. This indicates that psychological factors play an important role in enhancing student engagement in the learning process. Students who believe in their abilities and have a growth mindset tend to show a positive attitude toward learning economics, thereby increasing their interest in the subject.

CONCLUSIONS

Based on the research findings and discussion, it can be concluded that self-confidence and a growth mindset have positive and significant effects on the learning interest of Grade XI Social Science students in economics. Partially, self-confidence significantly influences students' interest in learning economics. Students with higher self-confidence tend to participate more actively, express their opinions confidently, and engage more effectively in classroom activities. Likewise, a growth mindset has a positive and significant effect on students' learning interest. Students who believe that their abilities can be developed through effort are more motivated, persistent when facing challenges, and willing to learn from difficulties. Simultaneously, self-confidence and a growth mindset significantly influence students' interest in learning economics, highlighting the important role of psychological factors in promoting learning engagement. The coefficient of determination showed that both variables contributed 43.4% to students' learning interest, while the remaining 56.6% was explained by other factors beyond the scope of this study. Therefore, teachers and schools are encouraged to create supportive, interactive, and motivating learning environments that strengthen students' self-confidence, foster a growth mindset, and enhance their interest in learning economics.

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