

(Research/Review) Article

## Building Student Confidence and Achievement Through Music Activities at Pcms Kemang Pratama

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**Abstract:** This study aims to analyze the role of music education at Purwa Caraka Music Studio (PCMS) Kemang Pratama in enhancing students' self-confidence and achievement. The process of self-actualization in each individual requires a strong sense of confidence, which in turn encourages them to take on new challenges and strive for greater accomplishments in the future. This research employs a qualitative approach, with interviews used as the primary data collection method. The informants in this study consist of three individuals, comprising both teachers and students at PCMS Kemang Pratama. The findings reveal that musical activities which allow students the freedom to choose roles or instruments they are genuinely interested in have a significantly positive impact. Students are more motivated to develop their full potential, which often leads to a consistent record of achievement throughout their learning journey. Moreover, these achievements in turn serve as a powerful reinforcement for their self-confidence. Furthermore, the programs at PCMS Kemang Pratama-particularly those that offer students opportunities to perform on stage based on their interests and talents-have proven effective in fostering a strong sense of confidence. The structured yet flexible learning environment provided by the studio enables students to express themselves authentically while building performance skills and resilience.

**Keywords:** achievement, music, Purwacaraka, self-confident, student.

### 1. Introduction

Self-confidence plays an important role for every individual, especially for a student who is in their productive age. This is because self-confidence affects the way they communicate, perform tasks and engage in group learning environments (Hasanah & Supriansyah, 2022). Furthermore, self-confidence is the key to improving oneself in the future so that each individual can enjoy a good quality of life. Lack of self-confidence will hinder students in developing (Laily, 2022). On a small scale, they can be inhibited in terms of socializing with peers. It can also lead to feelings of isolation, which in turn makes them shy to express themselves, actively participate in class, and face challenges. Eventually, these problems affect their academic and non-academic performance. This is a major problem in an academic world that demands active, collaborative and expressive participation.

On a larger scale, the impact can be even more widespread. For example, because they always feel embarrassed when they want to try various things that actually support their potential, they will tend to be defensive and choose to remain silent (Yuli Astuti et al., 2023). Finally, they never try anything throughout their lives. Students are not encouraged to improve themselves through achievement because they feel that to get achievement requires self-confidence, which they do not have. Students experience many worries when they want to start something, such as feelings of fear of being wrong, fear of embarrassment, and so on (Angreini et al., 2023). These feelings arise instinctively, but become stronger when supported by experiences and situations that do not support student development. Low self-confidence causes them to miss valuable opportunities that might change the quality of life forever.

Self-confidence certainly cannot arise by itself. Students as a young generation who do not have much experience, need more places to develop and practice self-confidence (Widyaningrum & Hasanah, 2021). The hope is that by having high self-confidence, they can

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make extraordinary achievements for themselves. Achievement and self-confidence are two things that are interrelated. When students have high self-confidence, they will tend to be more optimal when doing something that is actually their potential (Lestari et al., 2022). This is expected to be directly proportional to the results or achievements that will be obtained by students. Achievements can make students appreciate themselves and all the efforts they have made. They will also tend to work harder because they believe that their struggles will produce satisfying results (Sukma et al., 2023). Both, can be a motivation for a student to continue learning and growing every day.

Achievement is a tangible form that a person has developed. In simple terms, a student may initially feel difficult when asked to perform singing in front of the class. However, an achievement is proof that the student has fought the biggest fear in himself so that he is ready to do bigger things (Sihombing, 2022). During their growth and development, children need positive affirmation, which can take the form of feeling appreciated for achieving certain achievements. Even further, achievement can be a start for greater opportunities in the future such as the opportunity to perform at certain events, participate in competitions, and even get scholarships. Therefore, it is important for a student to improve their achievement through self-confidence that can support mental development. In the era of modern education, the development of affective aspects such as self-confidence is one of the important indicators of educational success (Kaharuddin & Tulak, 2022). Students are not only required to excel academically, but are also expected to have the ability to express themselves, believe in their own abilities, and be able to face challenges in a dynamic social environment.

One of the efforts that can be made to increase self-confidence which has implications for student achievement is art-based activities, especially music. This is because music is a flexible and fun tool for everyone to learn (Octavyanti et al., 2024). Music can be a medium to refresh the mind when students feel bored with academic lessons so that art will not be a medium that makes them depressed. Music is not only a medium for emotional expression, but also trains concentration, cooperation, and discipline in practicing, to performing (Sulistiyowati et al., 2022). Therefore, there are many benefits of music obtained by students when they pursue the field of music. Among various educational approaches, music has been proven to be an effective medium to increase student confidence and achievement (Wirjosantosa, 2022). Musical activities such as ensemble exercises, stage performances, and collaborative exercises encourage students to develop discipline, creativity, emotional expression, and social interaction.

PCMS (Purwacaraka Music Studio) Kemang Pratama offers a structured but dynamic environment in music (Nareswari et al., 2023). Students are not only taught musical techniques, but also encouraged to grow individually through regular performance opportunities. The *event* approach to music education, rooted in expression, discipline and openness, creates a platform where students learn to overcome fear, perform confidently and appreciate themselves for their progress (Nauli, 2020). With the opportunity to perform in various musical activities, they can gain a lot of experience which will certainly be the foundation for self-confidence. With a lot of experience, they will have more opportunities to develop and introspect the mistakes made in the previous *event* so that when they perform again, they can prepare more optimally (Nauli, 2020). Good preparation will reduce feelings of worry and lack of confidence.

Experience will certainly grow students into individuals who are not afraid of failure. Because, they have been trained to understand and anticipate events that they might face (Anjani & Nandini, 2023). It is very important for students to get many opportunities to develop themselves through an *event*. This may not be possible for students who are not in PCMS Kemang Pratama, given that PCMS Kemang Pratama provides opportunities for each student to perform in the events they build so that students do not have to wait too long to be able to perform in public. This is certainly an advantage that PCMS has in increasing students' confidence and achievement.

Interest in the benefits of arts-based education is increasing. However, on the one hand, extracurricular activities such as music are often considered only as a complement, even though they have great potential in shaping self-confidence and supporting student achievement (Pratama et al., 2021). Unfortunately, empirical research that specifically explores how structured music activities in institutions such as PCMS Kemang Pratama contribute to the development of self-confidence and student achievement is still minimal. In fact, music can shape students' overall character and success. Therefore, it is important to conduct research that is relevant to the needs of education in this era.

This research seeks to investigate the role of music activities in supporting students' personal and academic growth, focusing on the experiences and outcomes observed at PCMS Kemang Pratama as one of the institutions that consistently provides structured music education through a performance-based approach. This research will focus on the phenomenon in which students are given opportunities to perform in recitals, concerts, and collaborative projects, to help them grow both technically and personally. Therefore, this research is urgent to be conducted so that the field of music education can understand more deeply how to improve student confidence and achievement as has been done by PCMS Kemang Pratama. Furthermore, through this study, it is hoped that the development of strategies to increase student confidence and achievement will emerge after understanding the phenomena that exist in PCMS Kemang Pratama.

This research uses a qualitative type with a case study approach. This was done with the consideration that to understand the problems related to student confidence and achievement, a more in-depth approach with the research subject is needed. In addition, qualitative data that is more explorative will also be more helpful in developing the results of the study and ensuring that each data stands with truth that is interpretative and contextual. This is because the truth in qualitative research is always based on context, which is relatively different in each case depending on individual experiences. This kind of data is more needed in this research because it will provide an understanding that is more varied and depends on the research subject itself as a student at Purwa Caraka Music Studio Kemang Pratama music school.

Data will be obtained through in-depth interview techniques with students and music teachers. The number of informants will be determined through data saturation, namely utilizing data from varied informants and data withdrawal will be stopped when informants no longer provide new data. To ensure that this data is valid and reliable, researchers will triangulate sources and methods. The data analysis technique used is based on the views of Miles & Huberman (2014) who divided the research into four steps, namely data collection, data reduction, data presentation, and conclusion drawing.

### **3. Proposed Method**

This study uses a qualitative approach with a case study method. This approach was chosen because understanding issues related to student self-confidence and achievement requires a more in-depth approach with the research subjects. In addition, more exploratory qualitative data will also be more helpful in developing the results of the study and ensuring that each piece of data stands on its own interpretive and contextual truth. This is because truth in qualitative research is always based on a context that is relatively different in each case, depending on individual experiences. Such data is more needed in this study because it will provide a more varied understanding that depends on the research subjects themselves as students at the Purwa Caraka Music Studio Kemang Pratama music school.

Data will be obtained through in-depth interviews with students and music teachers. The number of informants will be determined through data saturation, which involves utilizing data from varied informants, and data collection will be stopped when informants no longer provide new data. To ensure that this data is valid and reliable, the researcher will perform source and method triangulation. The data analysis technique used is based on the perspective of Miles & Huberman (2014), which divides research into four steps: data collection, data reduction, data presentation, and drawing conclusions.

### **4. Results and Discussion**

Self-confidence is always an important thing that humans want when going through uncomfortable phases in their lives. This relates to unexpected opportunities in the future that often require humans to face them with confidence (Darmawan et al., 2024). However, self-confidence does not appear immediately in humans, but requires consistent practice to form a stronger mentality and be ready to face various challenges. With high self-confidence, people also tend to be more courageous to try new things, allowing them to thrive in different spaces (Zelenak, 2024). Thus, they can maximize their potential and make achievements that allow them to self-actualize.

On the other hand, the achievements made by a person will increase their self-efficacy so that it can form self-confidence. Humans who feel they are capable of doing something will tend to feel that they are valuable (MacAfee & Comeau, 2020). In other words, when self-efficacy is successfully achieved, they will feel more confident. This was also explained by one

of the informants when interviewed. According to informant RNS, the achievements that have been made so far have made her more confident when she wants to do new things.

"I am very *happy* if I win in competitions that I have just learned. It means that I can do more than just one, sis, I can also do other competitions that I have never participated in." (RNS, 2025)

Informant RNS's statement shows that achievement can increase self-confidence so that they can be more willing to try new things. The implication is that they will develop themselves more with different potentials so that in the future they will open up diverse opportunities. Thus, future success is not limited to one particular space because they have tried other things in their lives. However, not all children can have high self-confidence (MacAfee & Comeau, 2020). Therefore, it is very important to train their confidence through various ways such as through music. Active engagement in music learning can strengthen students' self-identity, sense of trust, and even psychological resilience. One of the interesting things is that increased confidence does not always come from technical achievements alone.

Some students actually claimed to feel more confident after performing in public even though they felt their performance was not perfect. This means that the process of performing and being appreciated by the audience plays an important role, even more than the results of practice. This is in line with Kolb's (2015) experiential learning theory, where learning occurs through a cycle of concrete experience, reflection and active experimentation. This was also stated by one informant. According to NWA, the experience of performing on stage made her feel used to the attention of many people.

"When I first performed, I was really nervous, Kak, afraid of being wrong. But when I performed more often, I didn't feel nervous anymore. Then because I wasn't nervous, my singing was more stable than the first time. So I never refuse anymore when asked to perform." (NWA, 2025)

NWA's statement shows that the experience of performing on stage has shaped her self-confidence. This is related to the empirical experience that children go through so that they feel that something that is often done is no longer scary. Because, the fear that originally came from ignorance of the certainty that occurs on stage has been answered through their experiences. This can prove that performing on stage will not make them feel inferior, the implication of which is to make them believe that they are great and valuable.

However, not all students experience an instant increase in self-confidence. There are also students who take a while to feel comfortable with themselves on stage. In this case, the role of the music teacher and the mentoring system at PCMS became the determining factor. The personal approach taken by the instructors, such as giving small compliments and getting students used to performing in small groups, had a positive influence on their psychological development (Mandagi et al., 2022). In addition, music teachers who give students freedom to explore their talents in music also make students feel more comfortable to develop. This makes them voluntarily learn and perform music on stage so that the results are maximized and create a higher sense of confidence. This was also conveyed by informant AG when interviewed.

"Maybe because they are more free to choose what they want to be, so they just go *all out with* their respective roles. I think by making it like that, students are not forced to play a role that they are not interested in. Usually when we used to go to school, we had to be able to do everything. Sometimes we're not interested so we're lazy to maximize it, which ends up being a bad result. Here, they are free to choose. So the output *is* also more positive." (AG, 2025)

When students are given the freedom to choose what they like, they tend to maximize their potential. This is because they do not feel pressured and demanded by things they do not like. This provides a wider space for the development of children's potential so that they can explore things that may not have been taught (Martha & Pamungkas, 2022). Furthermore, in the context of music education at PCMS, this model allows each student to optimally develop their unique potential without having to feel uniformly compared. Thus, music activities are not only a venue for self-expression, but also a means to develop awareness of each student's personal strengths and limitations.

This sense of confidence can be a very significant step in shaping student achievement in the future. Students who play music tend to be more confident because they are used to performing in public so that they can release feelings of anxiety when facing many people. Children who are always afraid of being wrong when performing alone can share the burden of performance with a group of friends so that their worries are reduced (Setyawati & Yanuartuti, 2020). This shows that musical activities, especially ensemble-based ones such as

bands or small orchestras, provide a safe space for students to express themselves without feeling isolated. In this case, the concept of *scaffolding* from Vygotsky (1978) seems to be applied naturally at PCMS, namely through gradual support from teachers and peers. This was also explained by informant RNS during the interview.

"When I first performed it was with my friends. Because if you perform alone for the first time, you definitely don't dare. I think I only performed alone after the fourth performance. Only then did I get more brave in competitions. But it's the same, when I first participated in the competition, I lost because I didn't maximize my performance. It's only when I'm really maxed out that I keep winning."

In addition to the aspect of self-confidence, the increase in achievement is also reflected in students' achievements in various music competitions, both at the local and national levels. However, achievement in this context is not limited to winning competitions. The children became more disciplined, more diligent, and showed improvement in terms of concentration in formal school. This supports the idea that music learning not only shapes technical skills, but also develops character and work ethic. Thus, it can be concluded that the role of music activities at PCMS Kemang Pratama is not just a means of entertainment or leisure, but has evolved into a medium of thorough and deep learning. Self-confidence and achievement are not the end goal, but part of the process of student growth as a whole individual.

## 6. Conclusions

Music learning at PCMS Kemang Pratama has shown a significant increase in student confidence and achievement. This is characterized by a change in the direction of students' movements in learning something that was originally forced to be more exploratory. This brings a very positive change where students can choose things that they enjoy so that they can contribute more to the learning process. When learning spaces are structured with approaches that provide autonomy, inclusivity and authentic experiences, education can become more than just a transfer of knowledge but a medium for character building. The implication is that they are more confident and achieve more when they can do what they enjoy to the fullest. Therefore, it is very important for teachers and parents to support children's interests and talents in music as this can improve children's future capacity in various aspects of life. The music at PCMS is proof that flexibility is not a weakening of standards, but rather a way to bring potential to life.

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