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TRAINING PROGRAM TO IMPROVE SELF-CONFIDENCE OF OSIS MEMBERS OF STATE SENIOR HIGH SCHOOL (SMAN) 13 MEDAN

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Abstract

Self-confidence is an important psychological aspect of adolescent development because it influences communication skills, social participation, and the ability to express opinions. In student organizations, self-confidence supports students in taking initiative, participating actively, and carrying out organizational responsibilities. However, a Training Needs Analysis conducted among Student Council (OSIS) members at SMA Negeri 13 Medan showed that several members still experienced low self-confidence, hesitation in expressing opinions during discussions, and dependence on others' directions. This study aims to examine the implementation of self-confidence training for OSIS members at SMA Negeri 13 Medan and analyze changes in participants' understanding and self-confidence before and after the training. A mixed-methods approach with a pre-experimental one-group pretest–posttest design and interviews was employed. The participants comprised 39 OSIS members selected through convenience sampling. Data were collected using pretest–posttest instruments, interviews, and a self-confidence scale based on De Angelis' theory. Quantitative data were analyzed using the Wilcoxon signed-rank test with JASP software, while qualitative data were used to support

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interpretation of the training implementation. The findings indicate an improvement in participants' understanding and self-confidence after participating in the training. Participants also responded positively to the training materials, methods, and implementation process. The study concludes that self-confidence training can support students' courage to express opinions, increase active participation, and encourage initiative in organizational activities. This study contributes to adolescent development and student organization training by demonstrating the practical value of structured self-confidence training in strengthening students' communication readiness, organizational participation, and leadership potential.

Keywords: Self-Confidence; Student Organization; Organizational Participation; Adolescents; Training Needs Analysis.

INTRODUCTION

Self-confidence is a psychological aspect that plays a crucial role in adolescent development. It helps individuals recognize their potential, make bold decisions, and actively participate in various social and academic activities (Rakipah & Nasution, 2025). Individuals with high levels of self-confidence are generally more confident in their abilities, more able to express their opinions effectively, and more likely to establish social relationships with those around them (Halilsoy, 2024). During adolescence, self-confidence becomes a crucial aspect as individuals search for their identity and face various developmental demands. Low self-confidence can cause adolescents to doubt their abilities, be reluctant to express their potential, and experience difficulties in social interactions and participating in group activities (Parveen et al., 2025).

In the context of student organizations, self-confidence is a crucial aspect because members are required to collaborate, express ideas, make decisions, and demonstrate initiative in carrying out organizational tasks. Self-confidence enables individuals to act independently, express their opinions boldly, and have confidence in their ability to meet various organizational demands (Tanjungpura, 2023). Based on the results of a Training Needs Analysis (TNA) conducted among members of the Student Council of SMA Negeri 13 Medan, some members still felt shy and lacked confidence in expressing their opinions in meetings and discussions. These results were also supported by questionnaire data, which

showed that some members tended to wait for direction from others and showed less initiative in carrying out organizational tasks.

Self-confidence also contributes to an individual's ability to develop their potential and optimize their various abilities (Abubakar et al., 2013). Self-confidence is also closely related to interpersonal communication skills. Individuals who are confident in their abilities are generally more likely to express their opinions, communicate ideas, and build positive social relationships with others. Conversely, low self-confidence can hinder individuals from expressing their thoughts, raise doubts about their abilities, and reduce involvement in group activities and social interactions (Halilsoy, 2024).

In student organizations, self-confidence is a crucial psychological asset because members are required to collaborate, express ideas, make decisions, and demonstrate initiative in carrying out various organizational responsibilities. Individuals with strong self-confidence tend to be better prepared to face challenges, more willing to take responsibility, and able to act independently in various situations (Habib, 2025).

The results of an assessment conducted on members of the Student Council of State Senior High School 13 Medan showed that some members still experience obstacles in expressing opinions during organizational forums, tend to wait for direction before acting, and demonstrate a relatively low level of initiative. Interview findings indicate that these conditions are related to feelings of shame, doubts about their abilities, and concerns about others' negative judgments. This condition indicates that some members still lack sufficient confidence in their ability to participate in organizational activities. Based on these findings, low self-confidence is seen as a factor that may influence members' participation in the organization. If this condition does not receive adequate attention, the development of members' self-potential, interpersonal communication, and leadership skills can be hampered.

Sawyer et al. (2018) explain that adolescence, which occurs between ages 10 and 21, is a developmental phase encompassing simultaneous biological, cognitive, and socioemotional changes. At the high school level, students are at a stage that requires support to develop social skills, communication skills, independence, and the courage to take on roles in their surroundings. This finding suggests that self-confidence is a highly relevant capacity to develop among high school adolescents. Nadiah and Arina (2019) examined public speaking and presentation skills in high school students. They found that many students still

have difficulty conveying ideas effectively due to low self-confidence and inadequate speaking skills. This study confirms the relevance of self-confidence for high school students, especially in preparation for academic and career activities. However, the focus of this research was limited to public speaking skills in an academic context. It did not address the broader dimensions of self-confidence in the context of organizational participation, group decision-making, or initiative in organizational discussion forums.

The Student Council (OSIS) can be an effective means of developing leadership skills, responsibility, teamwork, and moral values in students. Involvement in OSIS provides students with opportunities to hone their communication, decision-making, and leadership skills through various organizational activities (Aliyah et al., 2019). This study strengthens OSIS's position as a relevant context for developing students' interpersonal competencies. However, the study did not examine specific intervention mechanisms to implement when psychological barriers are identified among OSIS members, particularly when these barriers involve low self-confidence that hinders active participation. Nadiah and Arina (2019) examined the application of assertiveness training techniques to improve students' ability to express their opinions in group counseling services. The study's findings indicate that an assertiveness-based approach can improve students' ability to express their thoughts and feelings openly while maintaining respect for others. This research is relevant because it demonstrates that the expression of opinions can be trained through structured interventions.

Noe and Peacock (2017) define training as a systematic process aimed at improving an individual's knowledge, skills, and attitudes so they can carry out their duties and responsibilities more effectively. Goldstein and Ford. (2017) emphasizes that effective training must bridge the gap between current competencies and required competencies, and therefore must be preceded by a systematic needs analysis. Salas, Tannenbaum, Kraiger, and Smith-Jentsch (2012) empirically demonstrated that training programs preceded by TNA and designed based on learning science principles resulted in more significant learning transfer than non-needs-based training. These three studies provide a strong methodological foundation for designing self-confidence training. Still, its use in the context of the Student Council (OSIS) as the target population has not been widely studied empirically in Indonesia. Kirkpatrick and Kirkpatrick (2024) developed a four-level evaluation model encompassing reaction (participant reactions), learning (increased knowledge), behavior (behavioral change), and results (impact on the organization). This model has become the most widely

used evaluation framework in training research. Praslova (2010) applied a similar evaluation framework in the context of a student organization, measuring participant responses, increased understanding, behavioral changes, and training outcomes. This study provides a relevant methodological contribution by contextualizing evaluation within a student setting. Raj et al. (2024) also emphasized that a Training Needs Analysis (TNA) is an essential step in designing effective training programs. Still, training evaluation studies in the student organization context generally have not explicitly documented the TNA process as an integral part of the evaluation reporting.

Previous literature consistently demonstrates that training programs play a significant role in increasing students' self-confidence in organizations. Research by Ananda (2024) on student council administrators at MAN Jombang found that self-efficacy and social support simultaneously influenced self-confidence by 42.8%, with student council members experiencing low self-confidence, particularly in public speaking and strategic decision-making. Similarly, research by Yudhyarta et al. (2024) at SMAN 2 Tembilahan found that basic leadership training improved students' communication skills, teamwork, decision-making, and self-confidence, thereby supporting the consideration of leadership training as a regular school program. Other research by Pebriyanti et al. (2025) at SMA N 1 Mejobo also showed that well-designed leadership training had a significant impact on leadership competency and on students' motivation to participate actively. In addition to the school organizational context, the "Aku Bisa" psychoeducational program in elementary schools, through socialization, self-awareness, and training in the courage to express oneself, has been shown to increase students' self-confidence through a structured psychoeducational approach (Nababan et al., 2025). The findings across these studies confirm that systematic training interventions—whether leadership training, psychoeducation, or assertive training in group guidance—are effective strategies for developing students' self-confidence.

Based on a review of these studies, several gaps remain inadequately addressed. These include the lack of integrated research documenting the complete sequence from mixed-methods-based TNA to the design of contextual self-confidence training modules and comprehensive evaluation within a single intervention cycle specifically targeting OSIS members. Existing studies generally address one or two stages of the cycle. Furthermore, research on self-confidence interventions for students focuses on academic or counseling contexts, rather than on intra-school organizational contexts with differing role demands, group dynamics, and forum pressures. Third, most training evaluation studies in student

settings have not integrated formative evaluation (qualitative identification of process strengths and barriers) with summative evaluation (quantitative measurement of knowledge gains through pre- and post-tests, along with statistical significance testing) within a single, systematic reporting framework. Furthermore, most studies on OSIS describe the organization's potential as a vehicle for character development without offering a structured, replicable intervention model for addressing specific psychological barriers identified among its members (Muhtarom & Ichsan, 2025). These gaps form the basis for implementing this training, which seeks to design and evaluate a Self-Confidence Training program for members of the Student Council of State Senior High School 13 Medan, using an evaluation approach that integrates formative and summative dimensions within a single study framework.

Based on a review of these studies, this study examines Self-Confidence Training for members of the Student Council of State Senior High School 13 Medan as a contextual program designed to meet participants' needs and situated within students' organizational roles. Unlike previous studies that primarily discussed self-confidence in the context of academics, public speaking, or general character development, this study views self-confidence not only as an individual aspect but also as a collective capacity that supports the courage to express opinions, initiative, communication, and participation in organizations. Theoretically, the study draws on the concept of self-confidence (Angelis, 2005)—encompassing behavioral, emotional, and spiritual confidence—and is enriched by Anthony's (2008) view of awareness of intrinsic self-worth and Tracy's (2012) view of development through goals, planning, and perseverance. Furthermore, it uses training as a systematic process of developing knowledge, skills, and attitudes (Noe & Peacock, 2017). It employs a training evaluation framework to assess changes in participants' understanding through pre- and post-tests, as well as responses to the materials, methods, facilitators, and the training process.

METHODS

This training uses a mixed-methods approach, combining quantitative and qualitative methods in a single study. This approach was chosen because the data collected includes both numerical data to objectively measure changes in variable scores and qualitative data to gain an in-depth understanding of the participants' processes and experiences during the

training. According to Creswell (2013), mixed methods research is a procedure for collecting, analyzing, and combining quantitative and qualitative data in a single study to understand a research problem, with the basic assumption that using both methods simultaneously yields a better understanding than using either method alone. The mixed methods design used is a convergent design, in which quantitative and qualitative data are collected simultaneously, analyzed separately, and then compared and integrated to gain a more comprehensive understanding of the training's effectiveness.

The training was conducted pre-experimentally. Pre-experimental design is an experimental design that does not yet control external variables (Campbell & Evolvi, 2019; Hendricks et al., 2022). Campbell and Stanley (1963) grouped pre-experimental designs into the One-Shot Case Study, One-Group Pretest-Posttest Design, and Static-Group Comparison. The training was conducted using a One-Group Pretest-Posttest Design. This design involves one group of participants who are given a pre-test before the training begins and a post-test after the training is completed. With this design, changes in participants' variable scores can be measured objectively, and the effectiveness of the training can be evaluated by comparing the pre-test and post-test results.

The training was attended by 39 of the 42 members of the Student Council of State Senior High School 13 Medan. The sample was selected using nonprobability convenience sampling, a technique based on participant availability (Creswell, 2018). This technique was chosen because the participants were OSIS members willing to attend and participate in the entire series of training activities. The training was held on Friday, May 23, 2026, from 2:00 PM to 5:30 PM WIB with a total duration of 3 hours and 30 minutes. The training was held at State Senior High School 13 Medan, located at Jl. Brigjen Zein Hamid Km. 7, Titi Kuning, Medan Johor District, Medan City, North Sumatra. A pre-test was given to participants before the training began, and a post-test was administered immediately after the entire training series was completed, so that the entire data collection process took place on the same day.

Data collection was conducted through two channels. First, data were collected through a pretest and posttest based on Angelis' (2005) self-confidence theory. Then, a self-confidence scale developed by Anindra (2023) was distributed, validated by five experts, and tested for content validity using Aiken's V. The results showed that the items had a high content validity index of 0.80-1.00 and were considered capable of representing the construct

being measured. The scale was administered twice, before and after the training, to observe changes experienced by participants. Second, qualitative data were collected through observations during training and open-ended questions in the post-training questionnaire to capture participants' responses and direct experiences with the training process.

Data analysis was conducted according to the data type. Quantitative data were analyzed using inferential statistics to test the effectiveness of training in changing research variable scores. The analysis was conducted using JASP software. Before the inferential test, a normality test using the Shapiro-Wilk was performed to determine the appropriate test. If the data were normally distributed, the analysis was continued using a paired-samples t-test. If the data were not normally distributed, the nonparametric Wilcoxon signed-rank test was used. Both tests aimed to determine whether there was a significant difference between pre-test and post-test scores in the same group, thus demonstrating the effectiveness of the training provided.

RESULTS

Summative Evaluation

Summative evaluation was conducted using two instruments: a knowledge test and a self-confidence scale. Both instruments were administered before (pre-test) and after (post-test) the training to 39 members of the Student Council of State Senior High School 13 Medan.

a. Knowledge Test

Summative evaluation was conducted by administering pre- and post-tests to 39 participants to measure changes in understanding before and after the training. The results of the descriptive analysis are presented in Table 1.

Table 1. Descriptive Statistics of Pre-Test and Post-Test Scores

Statistics	Pre-Test	Post-Test
N	39	39
Mean	91,79	98,21
Standard Deviation	8,545	6,833
Minimum	70,00	60,00
Maximum	100,00	100,00
Shapiro-Wilk	0,811	0,289
p-value (Shapiro-Wilk)	<0,001	<0,001

As shown in Table 1, the average pre-test score of 91.79 increased to 98.21 in the post-test, with a difference of 6.42 points. The post-test standard deviation (6.833) was smaller than the pre-test (8.545), indicating that participants' scores after the training became more homogeneous. In the pre-test, 38 participants (97.44%) were in the high-score category, and 1 participant (2.56%) was in the medium-score category. A similar distribution was found on the post-test: 38 participants (97.44%) were in the high-score category, and 1 participant (2.56%) was in the medium-score category.

Based on the results of the Shapiro-Wilk normality test, which indicated that the data were not normally distributed (p-value <0.001 for both measurement conditions), the inferential analysis was continued using the nonparametric Wilcoxon signed-rank test. The results of this test are presented in Table 2.

Table 2. Results of the Wilcoxon Signed-Rank Test for Pre-Test and Post-Test Values

Comparison	W	z	p
Pre-Test → Post-Test	23,00	-3,215	<0,001

Table 2 shows a significant difference between the pre-test and post-test scores (W = 23.00; z = -3.215; p < 0.001). To estimate the effect size, the coefficient $r = z/\sqrt{N}$ was calculated, with N = 39, resulting in $r = -3.215/\sqrt{39} \approx -0.515$. The absolute value of r, 0.515, indicates a large effect size (Cohen, 1988), meaning the increase in scores is not only statistically significant but also practically meaningful. From these results, one finding needs to be reported transparently. One participant, Faiz Akbar Maulana, experienced a drop in score from 80 on the pre-test to 60 on the post-test. Possible causes for this drop, such as the participant's condition during the post-test, will be explained in the Discussion section.

b. Self-Confidence Scale

The self-confidence scale evaluation aimed to measure changes in participants' self-confidence levels before and after training. The instrument used was a Likert scale with a score range of 1–4, where higher scores indicate higher self-confidence. Data were analyzed descriptively and inferentially using paired samples t-tests after the assumption of normality was met. A summary of descriptive statistics is presented in Table 3.

Table 3. Descriptive Statistics of Self-Confidence Scores Before and After Training

Statistics	Before	After
N	39	39
Missing	0	0
Mean	92,59	97,31

Statistics	Before	After
Standard Deviation	8,074	6,906
Minimum	71,00	83,00
Maximum	106,00	112,00

As shown in Table 3, the average self-confidence score before training, 92.59, increased to 97.31 in the post-training measurement, a difference of 4.72 points. The standard deviation after training (6.906) was lower than before training (8.074), indicating that the participants' scores became more homogeneous. Based on the results of the Shapiro-Wilk normality test, the data were not normally distributed ($W = 0.890$, $p = 0.001$, $p < 0.05$), so the inferential analysis was continued using the nonparametric Wilcoxon Signed-Rank Test. The results of this test are presented in Table 4.

Table 4. Results of the Wilcoxon Signed-Rank Test for the Self-Confidence Scale

Comparison	W	z	p
Pre-Test Post-Test	23,00	-3,215	<0,001

Table 4 shows a significant difference in self-confidence scores before and after training ($W = 153.0$; $z = -2.828$; $p = 0.005$). To estimate the effect size, the coefficient $r = z/\sqrt{N}$ was calculated, with $N = 39$, resulting in $r = -2.828/\sqrt{39} \approx -0.453$. The absolute value of r, 0.453, indicates a medium-to-large effect size (Cohen, 1988), meaning the increase in scores was not only statistically significant but also practically meaningful. The distribution of individual changes is presented in Table 5.

Table 5. Categories of Changes in Participants' Self-Confidence Scores

Category	Frequency	Percentage
Up	25	64,1%
Steady	3	7,7%
Down	11	28,2%
Total	39	100,0%

As shown in Table 5, 25 participants (64.1%) experienced an increase in their self-confidence scores, 3 (7.7%) experienced no change, and 11 (28.2%) experienced a decrease. Overall, most participants reported increased self-confidence after participating in the training. Participants who experienced a decrease in their scores will be discussed further in the Discussion section, including possible underlying factors.

Formative Evaluation

Formative evaluation was conducted through observations during the training process and analysis of participants' open-ended responses to the post-training questionnaire.

Participants were assigned anonymous codes (P1–P39) based on the order in which they completed the questionnaire.

a. Advantages of the Training Process

Overall, the training process went well, supported by several factors. First, all trainers demonstrated strong mastery of the material and explained the concept of self-confidence in terms that the adolescent participants could easily understand. This was reflected in participants' responses, one of whom stated that "the material was presented very well, I can be more confident and try to speak in public" (P21). Second, the material was delivered interactively through two-way discussions, creating a safe and participatory learning atmosphere. Several participants explicitly stated that the training was not boring, including "this is the first time a seminar is not boring" (P13) and "during the training it was not boring because it was interspersed with games" (P18). Third, the training material was considered relevant to the participants' needs, as one participant stated that the training "really broadened our insight, making us more aware that we cannot be insecure" (P8). Fourth, the training instructional design was systematically structured, with a flow of activities from the opening, icebreaker, material presentation, group discussion, roleplay, to the closing, which ran smoothly. Participants also reported a direct impact on self-development, with some describing the training as "motivating to be more confident" (P4), "strengthening mentally" (P36), and "increasing self-confidence" (P39).

b. Barriers to the Training Process

Several obstacles were encountered during the training. First, the time allocated for group discussions, personal sharing sessions, and roleplays was deemed insufficient given the high level of participant enthusiasm, which was also reflected in several responses wishing the training would be held more frequently, such as "you must come again, bro/sis" (P16) and "let's come again, bro" (P19). Second, the condition of the training room was less than optimal because the door did not close properly, allowing for unannounced traffic and potentially disrupting participant concentration. Furthermore, air circulation was unstable during the day. Third, there were technical issues at the beginning of the session, including audio feedback on the microphone and minor issues with the smart TV. However, these were quickly resolved by the trainer.

Training Questionnaire Evaluation

A questionnaire was administered to assess participants' responses regarding the quality of the training using a Likert scale (1 = poor, 2 = less good, 3 = fairly good, 4 = very

good). The assessment covered three aspects: training systems, materials, and supporting facilities.

a. Training Systematics

Table 6. Results of the Training Systematics Evaluation (N = 39)

Aspect	Very Good (4)	Quite Good (3)	Not Good (2)
Training agenda	36	3	0
Time effectiveness of each session	33	6	0
Training activity flow	36	3	0
Activity variations	32	7	0
Alignment of objectives with participant needs	36	3	0
Training duration	27	12	0

As shown in the table above, the majority of participants gave "very good" ratings to all aspects of the training's systematics. The training duration aspect received the highest proportion of "fairly good" ratings among the aspects, namely 12 participants (30.77%), indicating that the training time allocation still needs to be optimized. This finding is consistent with the obstacles identified in the formative evaluation regarding the limited duration of discussion and role-play sessions.

b. Training Materials

Table 7. Results of Training Material Evaluation (N = 39)

Aspect	Very Good (4)	Quite Good (3)	Not Good (2)
Suitability of the material to the topic and objectives of the training	36	3	0
Suitability of the material to the needs of the participants	33	6	0
Ease of understanding the material	36	3	0
Use of additional examples and explanations	34	5	0
Interesting material to study	34	5	0
Acquisition of new things from the material provided	35	4	0

The table above shows that all aspects of the material received a majority rating of "very good." No participants gave a rating of "poor," indicating that the material presented was deemed relevant, easy to understand, and supported by examples that aided participants' understanding.

c. Supporting Facilities

Table 8. Results of Evaluation of Training Support Facilities (N = 39)

Aspect	Very Good (4)	Quite Good (3)	Not Good (2)
Comfort of the training room	28	10	1
Functions of training equipment	32	6	1
Room lighting	31	7	1
Consume according to the schedule	36	2	1
Facilities to support concentration and comfort	30	8	1
Availability of training modules/materials	34	4	1

As shown in the table above, the supporting facilities aspect received a slightly wider range of ratings than the previous two aspects. All facility aspects were recorded as having one participant give a "poor" rating, with the highest rating of "fair" for the room comfort aspect, with 10 participants (25.64%) receiving a "fair" rating. This finding is consistent with the barriers identified in the formative evaluation regarding suboptimal room conditions.

Trainer Evaluation

Trainer evaluations were conducted to measure participant responses to the performance of all trainers during the training using a Likert scale (1 = poor, 2 = less than satisfactory, 3 = fair, 4 = very good). The assessment covered seven aspects: mastery of the material, clarity of delivery, ability to answer questions, interaction with participants, ability to create an engaging atmosphere, ability to provide opportunities for discussion, and time management. The summary of all trainer assessments is presented in the following table.

Table 9. Recapitulation of Trainer Performance Evaluation (N = 39)

Trainer	Mastery of Material	Clarity of Delivery	Answering Questions	Interaction with Participants	Attractive Atmosphere	Opportunity for Discussion	Time Management
	(Very Good/Quite Good/Not Good/Not Good)						
AS	36 (92,3%)/3 (7,7%)	37 (94,9%)/2 (5,1%)	35 (89,7%)/4 (10,3%)	37 (94,9%)/2 (5,1%)	35 (89,7%)/4 (10,3%)	36 (92,3%)/3 (7,7%)	37 (94,9%)/2 (5,1%)
AP	35 (89,7%)/4 (10,3%)	37 (94,9%)/2 (5,1%)	36 (92,3%)/3 (7,7%)	35 (89,7%)/4 (10,3%)	37 (94,9%)/2 (5,1%)	36 (92,3%)/3 (7,7%)	36 (92,3%)/3 (7,7%)
NN	35 (89,7%)/4 (10,3%)	37 (94,9%)/2 (5,1%)	35 (89,7%)/4 (10,3%)	34 (87,2%)/5 (12,8%)	36 (92,3%)/3 (7,7%)	36 (92,3%)/3 (7,7%)	36 (92,3%)/3 (7,7%)

AS	37 (94,9%)/2 (5,1%)	36 (92,3%)/3 (7,7%)	36 (92,3%)/3 (7,7%)	36 (92,3%)/3 (7,7%)	36 (92,3%)/2 (5,1%)	36 (92,3%)/3 (7,7%)	36 (92,3%)/3 (7,7%)
ZR	35 (89,7%)/4 (10,3%)	35 (89,7%)/4 (10,3%)	36 (92,3%)/3 (7,7%)	36 (92,3%)/3 (7,7%)	36 (92,3%)/3 (7,7%)	35 (89,7%)/4 (10,3%)	35 (89,7%)/4 (10,3%)
BP	37 (94,9%)/2 (5,1%)	38 (97,4%)/1 (2,6%)	36 (92,3%)/3 (7,7%)	37 (94,9%)/2 (5,1%)	37 (94,9%)/2 (5,1%)	38 (97,4%)/1 (2,6%)	37 (94,9%)/2 (5,1%)
GN	37 (94,9%)/2 (5,1%)	37 (94,9%)/2 (5,1%)	36 (92,3%)/3 (7,7%)	36 (92,3%)/3 (7,7%)	36 (92,3%)/3 (7,7%)	35 (89,7%)/4 (10,3%)	36 (92,3%)/3 (7,7%)
MK	37 (94,9%)/2 (5,1%)	34 (87,2%)/5 (12,8%)	38 (97,4%)/1 (2,6%)	36 (92,3%)/3 (7,7%)	36 (92,3%)/3 (7,7%)	36 (92,3%)/3 (7,7%)	36 (92,3%)/3 (7,7%)

As shown in the table above, all trainers received a "very good" rating from the majority of participants across all assessed aspects, with no participants giving a "bad" or "less good" rating. Trainer Betania Putri Br Ginting recorded the highest proportion of "very good" ratings in the aspects of clarity of material delivery and the provision of opportunities for discussion, at 97.4% each. Meanwhile, trainer Melisa Kartika Br Tarigan recorded the highest proportion of "very good" ratings for the ability to answer participants' questions, at 97.4%. The interaction with participants aspect for trainer Nadine Naura Rizki received the highest proportion of "fairly good" ratings among all aspects and trainers, namely 5 participants (12.8%). However, it remained in the good category overall.

DISCUSSION

Overall, the summative evaluation results showed that the training intervention had a positive and significant impact on participants' cognitive understanding and self-confidence. The increase in the average knowledge test score from 91.79 to 98.21 indicates that the psychoeducational process successfully addressed the root causes identified during the Training Needs Analysis (TNA) phase. Participants' understanding of the concept of true confidence developed in a focused manner as they began to realize that initiative and the courage to express themselves within an organization need not be based on perfection but rather on the courage to act despite fear. The narrowing of the standard deviation in the post-training results also confirmed that participants' understanding had become more homogeneous and equitable. Furthermore, the results of the self-confidence scale

measurement, which showed an average increase with a large effect size, demonstrated that the theoretical knowledge received was successfully internalized into an affective shift. Through role-playing and open discussions during the training, participants who were previously hampered by social anxiety and fear of judgment gained a psychologically safe space to practice self-expression (Bowman & Hugaas, 2025).

While generally showing an upward trend, field findings also present a reality that requires careful and in-depth interpretation. The data indicate that 11 participants (28.2%) actually experienced a decrease in their self-confidence scores after the training, and one participant experienced a significant decrease in their knowledge. This decrease does not necessarily indicate program failure. Psychologically, this phenomenon can be explained as a form of recalibration of self-awareness. In-depth exposure to the material on the difference between true self-confidence and mere "seeking validation" likely dispelled the illusion of superiority in some participants. They realized that their previous self-confidence was a form of conditional self-love or mere ego compensation. As a result, when completing the post-training instrument, they conducted a more rigorous, honest, and realistic self-assessment. On the other hand, cognitive fatigue or physical distraction due to less conducive room conditions at the end of the session could also be determinants of the decline in performance in a handful of participants (Booker, 2025).

The psychological dynamics observed among the participants are strongly consistent with the theoretical basis put forward by Angelis (2005) regarding the layered structure of self-confidence, namely self-confidence in behavior (behavioral), emotion (emotional), and spirituality (spiritual). The inability of OSIS members to take the initiative and express opinions directly in the forum within TNA is a clear manifestation of low behavioral confidence (inability to act) and emotional confidence (inability to manage fear of rejection). This training successfully bridged these weaknesses by facilitating emotional recognition and simulation of real actions, in line with Takdir et al.'s (2025) that self-confidence can only grow if individuals recognize their uniqueness and free themselves from the shackles of negative thoughts.

Empirically, this intervention reinforces the findings of Wicaksana et al. (2026), who concluded that character-building training involving public speaking and leadership directly impacts increased self-confidence and teamwork within the student council (OSIS) leadership. Interestingly, the results of this study also provide a new perspective on the study

by Aliyah et al. (2019). The study emphasized that the active participation of student council (OSIS) leaders significantly influences the development of self-confidence. However, the findings in this study reveal a paradox: participants cannot be active within the organization if they lack self-confidence from the outset. Therefore, structured psychological intervention serves as a fundamental prerequisite for the cycle of organizational activism to run smoothly. The use of roleplay in this training also confirms the study by Aditama and Ningsih (2024), which demonstrated that assertive training interventions through group simulations are highly effective in reducing interpersonal communication impasses among peers.

Based on these findings, this study yields crucial managerial implications for schools and student leaders. Programs such as the Basic Student Leadership Training (LDKS) generally focus on organizational management, proposal development, and marching discipline. The results of this study demonstrate that without addressing the psychological roots, namely eliminating feelings of inferiority and fear of expressing opinions, these managerial skills will not be optimally applied. Psychoeducational modules, such as self-awareness and assertiveness training, are highly recommended as mandatory components of the student council (OSIS) training syllabus at each stage. Furthermore, methodologically, this study demonstrates the effectiveness of integrating formative and summative evaluations. Qualitative participant responses, highlighting the relevance of the material, the interactivity of the trainers, and complaints about time allocation and physical facilities, provide context for the "why" and "how" behind the quantitative figures in the summative evaluation. The mixed-methods approach to evaluating this student organization training can serve as a standard reference for similar research in the future.

Despite comprehensive efforts to conduct the study, interpreting the results requires consideration of several limitations. From a methodological design perspective, the One-Group Pretest-Posttest Design was unable to fully control for threats to internal validity, such as historical effects or participant maturity, given the lack of a control group for objective comparison. Furthermore, the sample comprised 39 student council members from a single institution, recruited through convenience sampling. Hence, the generalizability of the results to adolescent demographics in schools with different socio-cultural characteristics requires further testing (Ichsan, 2019; Ichsan et al., 2023; Umami & Ichsan, 2024). Based on the formative evaluation, the dynamics of the training implementation were also hampered by operational constraints, such as limited time allocated for the roleplay session, which participants highly sought after, the emergence of audio feedback on the microphone, and

the room door not being properly closed, which triggered visual distractions and unstable room temperature during the day (Barnabe, 2016). These physical obstacles can degrade the maximum material absorption.

Therefore, it is highly recommended that future research employ a quasi-experimental design involving both experimental and control groups, similar to the approach used by Putri et al. (2023), to generate more robust causal conclusions. Future research directions should also include follow-up evaluations using longitudinal designs. Measurements conducted several months after the training would be particularly useful for evaluating the extent to which behavioral retention and transfer of learning, such as initiative and assertiveness, are sustained in real-world settings. Finally, organizers of similar programs in the future are required to implement stricter infrastructure management to ensure control over the physical environment and the ideal simulation duration for optimal effectiveness of psychological intervention.

CONCLUSION

The results of the formative and summative evaluations indicate that the Self-Confidence Training program for OSIS members of SMA Negeri 13 Medan is statistically and practically effective in improving the psychological capacity of participants; the average knowledge score increased from 91.79 in the pre-test to 98.21 in the post-test (a difference of 6.42 points; Wilcoxon $p < 0.001$, effect size $r = 0.515$), while the average self-confidence score according to the De Angelis scale increased from 92.59 to 97.31 ($p = 0.005$, $r = -0.453$) with 64.1% of participants showing consistent improvement. The formative evaluation confirmed the quality of implementation: the material was delivered interactively and applicably, enriched with simulations (games, roleplay) that reduced boredom and encouraged participation, initiative, and reduced dependence on instructions. Theoretically, this study expands the application of De Angelis's self-confidence dimensions and Noe's training theory in the context of student organizations; Methodologically, it provides documentation of a comprehensive intervention cycle, from a mixed-methods needs analysis to the integration of formative and summative evaluation. In practice, it produces a tested and replicable psychological capacity-building program model. Based on the findings and process reflections, it is recommended to improve time allocation through a multi-session model to deepen behavioral training, improve field management (setting and technical

quality) to maintain participant concentration, and develop an evaluation method involving longitudinal observation and validation by coaches/teachers to assess behavioral transfer in real organizational forums.

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