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*Corresponding author: Fatimah Saguni, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri (UIN) Datokarama Palu, Indonesia.

E-mail: fatimahsaguniftik@gmail.com

SOCIAL SCIENCE AND EDUCATION | RESEARCH ARTICLE

The Effect of Self-Belief on Prosocial Behavior and Religion in Students

Fatimah Saguni^{1*}

¹Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri (UIN) Datokarama Palu, Indonesia, Email: fatimahsaguniftik@gmail.com

Abstract: This study aimed to determine the effect of self-confidence on prosocial behavior in IAIN Palu students and the impact of self-confidence on religiosity in IAIN Palu students. The method used is quantitative. The data analysis uses Multiple Linear Regression correlation, which was carried out with the help of SPSS (Statistical Program For Social Science) for Windows 20.0. With the number of students 30. This study includes three variables, consisting of one independent variable and two dependent variables, namely the independent variable Self-Confidence (X1) and the Prosocial Behavior Bound Variable (Y1) Religiosity (Y2), using a Likert scale as an instrument or collection tool. Data. The results of the research show: (1) The self-confidence variable significantly affects the prosocial attitude of IAIN Palu students. Prosocial behavior reflects the care and concern of a student for other students and is implemented through actions to benefit students. (2) The self-confidence variable significantly affects the religiosity of IAIN Palu students. Self-confidence is an attitude or belief in one's abilities so that in his actions, he is not too anxious, feels free to do things according to his wishes and is responsible for his actions, and is polite in interacting with others.

Keywords: Self-Confidence, Prosocial Behavior, Religiosity.

1. INTRODUCTION

Self-confidence is an attitude or feeling of confidence in one's abilities so that the student concerned is not too anxious in every action, can be free to do things he likes and be responsible for all actions taken, warm and polite in interacting with others, can accept and respect others, have the drive to achieve and be able to recognize their strengths and weaknesses. Self-confidence is essential and needed by students in any situation, especially in terms of learning, because if a student does not have self-confidence, it will hinder him from developing his abilities. to achieve various goals in life. Self-confidence is one aspect of personality in the form of confidence in students' abilities so that they are not influenced by others and can act according to their will, happy, optimistic, tolerant enough, and responsible. Self-confidence affects student learning achievement because self-confidence is an inherent trait of everyone. So learning achievement depends on the confidence you have. Class 2019 students have self-confidence that is in the excellent category. This self-confidence includes being confident in one's abilities, having a positive sense of oneself, and having an objective and responsible nature. Class 2019 students of IAIN Palu have a sense of responsibility in the excellent category, which means that the purpose of responsibility possessed by students is on average or not low and not high, so it still needs to be improved.

According to Krishna (2006), self-confidence is also reflected in accepting failure and beyond the disappointment caused in an instant. So, self-confidence is not only oriented towards confidence in one's abilities. With an attitude of self-confidence, you will train yourself not to despair and have a big heart. Islam strongly encourages its people to have high self-confidence. Humans are His creatures who have the highest degree because of their excess of reason, so they should believe in their abilities.

According to Ghufon and Risnawati (2011), self-confidence is one aspect of personality in the form of belief in one's abilities so that it is not influenced by others and can act as desired, happy, optimistic, quite tolerant, and responsible. Self-confidence is one of the essential requirements for individuals to develop activity and creativity to achieve achievement. However, self-confidence does not grow by itself but grows from a healthy interaction process in the individual's social environment and takes place continuously. Confidence does not just appear in a person; there is a specific process in his personality to form self-confidence. Self-confidence affects learning achievement. According to Purwanto, in Asrullah Syam and Amri (2011), one factor that influences learning achievement is a person's personality traits. Learning achievement is the goal of a series of processes. The process cannot be carried out by students alone but involves other people in other aspects outside of students. To achieve a learning achievement, students do not only rely on themselves independently because they also need lecturers, study partners, materials to study, adequate facilities for examining, etc. This shows that students' effort, ability, and independence cannot stand alone because these aspects are considered not to have a significant influence without being supported by external elements. On the other hand, advanced facilities, professional lecturers, and the suitability of the material with supporting books also need to be balanced with the effort and will that come from within the students.

Carol D. Ryff, the originator of this psychological well-being theory, explains that everyone can become prosperous by accepting oneself, having a purpose in life, developing positive relationships with others, becoming an independent person, being able to control the environment, and continuing to grow personally. Based on the results of research on psychological well-being based on Ryff's theory, it is known that one of the factors that influence psychological well-being is personality. Meanwhile, other factors that affect a person's psychological well-being are socioeconomic status; social network; personal competence; religiosity; and gender (Alwisol, 2006). Prosocial behavior helps relationships, community, and society. Sarwono stated that prosocial behavior could sometimes involve risk on the part of the person assisting. Other terms, such as helping behavior, benevolence, and volunteerism, are also used to describe the good things people do to provide needed help to others (Sarwono, 2004). Passer & Smith (2004) state that prosocial is a heroic act to help others. The definition in the context of social psychology mentions the definition of prosocial as an act of helping those benefits others without having to provide a direct benefit to the person who acts. The term altruism is often used interchangeably with prosocial, but true altruism is the desire to help others without thinking about one's interests. Helping behavior in the teachings of the Islamic religion is recommended to help each other among humans.

Religion functions to maintain and regulate human integrity in fostering relationships with God, relationships with fellow humans, and with nature surrounding them. This is as stated by Quraish Shihab that the characteristic of religion is the creature's relationship with the creator, which is manifested in his inner attitude, visible in the worship he does. From Quraish Shihab's statement, it can be said that religion is not only vertical in the sense that it is only human relations with God or ritual worship. However, religion is also horizontal; it teaches people how to relate to fellow humans and their natural surroundings (Nashori Fuad, 2002). Fridayanti (2005) states that religion is the main feature of human life and can be said to be the most potent force influencing one's actions. In terms of academic achievement, IAIN Palu students believe that their successes and failures are beyond their control. They assume that fate, opportunity, luck, and the influence of other people determine how high the learning achievement is. In the process of achieving learning achievement, the effort shown by students with the locus of control is inversely proportional to the locus of control. Internal students with the locus of control tend to surrender to what happened. They have weak beliefs. This tendency results in students' lack of motivation and effort to make changes, including achieving optimal learning as expected. The phenomenon shows low psychological well-being in one of the dimensions of psychological well-being, namely positive relationships with other people. In contrast, individuals down on this dimension lack close relationships and trust with others, are not warm and open to others, and are less able to communicate with others. Feel concerned for others. Throughout our searches, both on the internet and in the library, research on the effect of Self-Confidence on Prosocial and Religious Behavior in IAIN Palu Students has never been studied. Therefore, researchers want to empirically examine the

impact of self-confidence on prosocial behavior in IAIN Palu students and the effect of self-confidence on religiosity in IAIN Palu students.

2. Literature Review

There are several previous studies, which serve as references, as follows: Research by Amandha Unzilla Deni & Ifdil (2016) on the Concept of Self-Confidence for Young Women found that adolescence begins around the age of 10 to 13 years and ends at around the age of 18 to 22 years. Individuals classified as late teens tend to be unstable and emotional because they experience many changes that take place quickly, both hormonal, physical, psychological, and social changes. One of the consequences of this change is a loss of self-confidence. Self-confidence is a positive attitude of an individual that enables him to develop a positive assessment, both towards himself and the environment/situation he faces. Ideally, the confidence possessed by the individual must be in the very high category. This is so that individuals can develop aspects that are in themselves, and it takes high confidence in the individual. Study Susanti Siswati & Tri Puji Astuti regarding Prosocial Behavior: A Case Study In Preschool Children. The results showed that preschoolers' prosocial behavior could be grouped into three forms: helping, sharing, and entertaining. The family and school environment play a role in encouraging or inhibiting the development of prosocial behavior, such as learning strategies for prosocial behavior and situations in the family and school. Prosocial behavior learning strategies include learning activities in schools such as reading stories, videos, songs, and simulation activities that encourage the learning of prosocial values as well as the role of parents and teachers in providing examples of behavior, guidance, and motivation to raise children's awareness of other people's feelings and giving awards. On children's prosocial behavior. Situations in the family and school affect a child's opportunity to develop prosocial behavior. Preschool children can behave prosocially, although there are differences in the level and type of prosocial behavior. Learning strategies influence this difference in prosocial behavior, and the number of opportunities children get from the family and school environment. Rueda Aini Linawati and Dinie Ratri Desiningrum (2017) examined the relationship between religiosity and psychological well-being in SMP Muhammadiyah 7 Semarang students. The results showed that the correlation coefficient $r_{xy} = 0.756$ with $p = .000$ ($p < .001$) indicates a positive relationship between religiosity and psychological well-being. The higher the religiosity, the higher the psychological well-being. Religiosity contributed 57.2% to the psychological well-being of students of SMP Muhammadiyah 7 Semarang; the remaining 42.8% was determined by other factors not examined in this study.

3. Research Method and Materials

3.1. Research Approach

This study uses a quantitative approach to prove the causal relationship of the variables studied. This study aims to determine the relationship between variables X and Y; therefore, this type of research is correlational. This study determined the effect of self-confidence on prosocial behavior and religiosity in IAIN Palu, Indonesia students.

3.2. Samples Criteria

The population in this study were IAIN students in the third semester of 2019/2020 majoring in PAI, totaling 90 0 people. The sample is part of the number and characteristics possessed by the population. Marsalis stated that the selection is an example, which is part of all individuals who are the research object. So, the section is an example taken from part of the research population that can represent the population (Mardalis, 2009). According to Suharsimi Arikunto, the sample is part or representative of the studied population (Sugiyono, 2006). The sample in this study were students of the Faculty of Tarbiyah and Teacher Training at IAIN Palu in the third semester of 2019/2020, majoring in PAI, totaling 30 students.

3.3. Variables Measurement

This study includes four variables, consisting of two independent variables and one dependent variable, namely the independent variable self-confidence (X1) and the dependent variable prosocial behavior (Y1) and Religiosity (Y2).

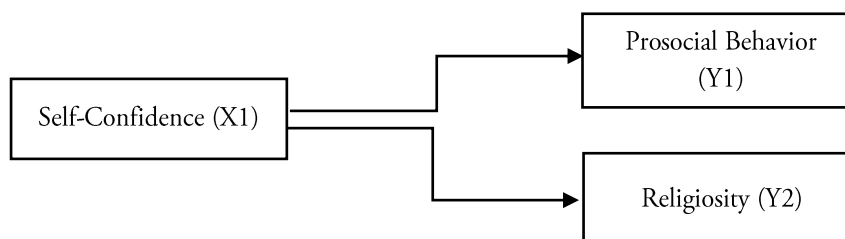


Figure 1: Flow analysis of the influence of self-confidence on prosocial behavior and religiosity in students of IAIN Palu, Indonesia

Self Confidence is an attitude or belief in one's abilities so that in their actions, they are not too anxious, feel free to do things according to their wishes and are responsible for their actions, are polite in interacting with others, and have an achievement drive. And recognize their strengths and weaknesses. Self-confidence is a person's belief in all aspects of one's strengths, and that belief makes him feel capable of achieving his goals in life. This means that the individual is able and competent to do everything alone. High self-confidence refers to several aspects of an individual's life; he feels competent, confident, capable, and believes that he can because it is supported by experience, actual potential, achievements, and realistic expectations of oneself. Prosocial behavior in more detail as behavior that has an intensity to change the physical or psychological state of the recipient of assistance from less good to better, in a material and psychological sense. In this case, it can be said that prosocial behavior aims to help improve the well-being of others because people who carry out prosocial behavior contribute to the welfare and happiness of people's lives or all forms of behavior that have positive consequences for the recipient, either in the form of material, physical or psychological but has no clear advantage for the owner. The scale used to measure prosocial behavior is the Prosocial Tendencies Measure-Revised (PMTR) by Carlo, Hausmann, Christiansen, and Randall, translated by Akhzalini (2016). Reliability coefficient = 0.710. Religiosity is a behavior that knows and is willing to consciously accept and approve the images handed down to him by the community and which are made his own, based on faith and beliefs manifested in daily behavior. Religiosity is the encouragement of the soul of someone with a reason, with his own will and choice, to follow these rules to achieve happiness in the world and the hereafter. The religiosity scale, adapted from The Centrality of Religiosity Scale (CSR) compiled by Huber and translated by Hardy et al. (2015), the total items in this scale are 18 with a value of = 0.801.

This study's procedure was to distribute questionnaires to IAIN Palu students, which consisted of questionnaires on prosocial behavior, religiosity, self-confidence, and religiosity. The instrument in this study is a psychological scale that contains a set of statements used to collect data or information about the locus of control, self-confidence, prosocial behavior, and religiosity, as well as to examine whether there is an influence between locus of control and self-(Self Confidence) on Prosocial Behavior and Religiosity. However, before compiling the instrument, the researcher first collects the instrument grid and follows the steps for assembling the mechanism as follows: The instrument used has been tested for results and reliability tests with an alpha scale > 0.7, which means the device's reliability is sufficient. In contrast, alpha > 0.8 can affect all reliable items and all tests consistently and internally because the instrument has strong reliability (Julia Aridhona, 2018). This study uses a scale as an instrument or data collection tool. The scale used is a Likert scale. The Likert scale is a scale used in measuring the ordinal scale. This scale distinguishes the intensity of a person's attitude or feeling towards something (Jusuf Soewadi, 2006).

Table 1: Likert Scale Score

Likert Scale	Skor	
	Favourable	Unfavourable
SS (Strongly agree)	4	1
S (Agree)	3	2
TS (Don't agree)	2	3
STS (Strongly Disagree)	1	4

After the data is collected, the next step is to analyze the data. Data analysis is directed to answering the formulation of the problem and the proposed hypothesis. The data analysis uses Multiple Linear Regression correlation, which was carried out with the help of SPSS (Statistical Program for Social Science) for Windows 20.0. Data analysis in this study includes descriptive analysis, multiple regression analysis, and partial correlation analysis. The explanation of each analysis used is descriptive analysis aims to describe the data of each variable. The first descriptive data begins with a general description, then a description of each variable. The descriptive data presented include minimum and maximum values, mean, standard deviation, mode, and median. Multiple regression analyses if a study has one dependent variable and two or more independent variables. Still, using more than seven independent variables is considered ineffective (Singgih Santoso). A regression line equation can be drawn up to predict the dependent variable (Y) size based on the independent variables (X1 and X2) from multiple regression analysis. The F test is used to determine the regression equation's significance. The provisions used, if $F_{count} > F_{table}$, or $p < 0.05$, it can be concluded that the effect of the two variables studied together on learning achievement is significant (Singgih Santoso, 2006). Partial correlation analysis was conducted to measure the correlation between two variables by removing the influence of one or several other variables (control variable) (Singgih Santoso, 2006). In this study, there are two independent and two dependent variables, so in partial correlation, two variables are controlled.

4. Results and Discussion

4.1. Analysis Result

a) Self-Confidence

Based on the number of samples that have been planned, namely 31 students, the description of the data in this study includes a description of data on self-confidence, prosocial behavior, and student religiosity. The data will be discussed in the section below. The research data showed that the number of samples in this study was 31 students. The highest score of students on the self-confidence variable is 144, the lowest score is 127, the average score of students is 133.71, and the standard deviation is 4.670. The results of the statistical description of the confidence variable can be seen in Table 2 below.

Tabel 2: Descriptive Statistics Variable Self-Confidence

		Self-Confidence	Valid N (listwise)
Minimum	Statistic	127	31
Maximum	Statistic	144	
Mean	Statistic	133.71	
	Std. Error	.839	
Std. Deviation	Statistic	4.670	
Variance	Statistic	21.813	
Skewness	Statistic	.366	
	Std. Error	.421	
Kurtosis	Statistic	-.251	
	Std. Error	.821	

The variable self-confidence instrument is 50 items with a Linkert scale of 1-4. Thus, the ideal highest score that students can achieve is 200, the lowest score is 50, and the perfect average is 125. In Table 2 above, the arithmetic means the score is 133.71. The score is more significant than 125. There are no students who get an average below 125 because the minimum score is 125. Thus, it can be concluded that the students' self-confidence in this study is promising.

b) Prosocial Behavior

The research data showed that the number of samples in this study was 31 students. The highest score of students on the prosocial behavior variable was 173, the lowest score was 133, the students' average score was 149.58, and the standard deviation was 10,033. The results of statistical descriptions of prosocial behavior variables can be seen in Table 3 below.

Tabel 3: Descriptive Statistics Variable Prosocial Behavior

		Prosocial Behavior	Valid N (listwise)
Minimum	Statistic	133	31
Maximum	Statistic	173	
Mean	Statistic	149.58	
	Std. Error	1.802	
Std. Deviation	Statistic	10.033	
Variance	Statistic	100.652	
Skewness	Statistic	.303	
	Std. Error	.421	
Kurtosis	Statistic	-.485	
	Std. Error	.821	

The prosocial behavior variable instrument is 50 items with a linkert scale of 1-4. Thus, the ideal highest score that can be achieved by students is 200, the lowest score is 50, and the ideal average is 125. In Table 3 above, the arithmetic mean score is 149.58. The score is greater than 125. In fact, there are no students who get an average below 125 because the minimum score is 133. Thus, it can be concluded that the prosocial behavior of students in this study is categorized as good.

c) Religiosity

The research data showed that the number of samples in this study was 31 students. The highest score of students on the religiosity variable was 180, the lowest score was 129, the students' average score was 154.39, and the standard deviation was 13,009. The results of statistical descriptions of prosocial behavior variables can be seen in Table 4 below.

Tabel 4: Descriptive Statistics

		Religiosity	Valid N (listwise)
Minimum	Statistic	129	31
Maximum	Statistic	180	
Mean	Statistic	154.39	
	Std. Error	2.337	
Std. Deviation	Statistic	13.009	
Variance	Statistic	169.245	
Skewness	Statistic	.126	
	Std. Error	.421	
Kurtosis	Statistic	-.407	
	Std. Error	.821	

The religiosity variable instrument is 50 items with a linkert scale of 1-4. Thus, the ideal highest score that can be achieved by students is 200, the lowest score is 50, and the ideal average is 125. In Table 6 above, the arithmetic mean score is 154.39. The score is greater than 125. In fact, there are no students who get an average below 125 because the minimum score is 129. Thus, it can be concluded that the religiosity of students in this study is categorized as good.

Hypothesis 1: The Effect of Self-Confidence on Prosocial Attitudes. hypothesis test using the same test as hypothesis 2, i.e., t-test or individual test. Statistically to test the hypothesis 3, it is formulated as follows:

H_0 = self-confidence has no positive effect on prosocial attitudes.

H_a = self-confidence positively affects prosocial attitudes. Basis for decision making

If the calculated is $> t_{table}$, or $(p) < \alpha = 0.05$, then H_0 is rejected.

If the calculated is $< t_{table}$, or $(p) > \alpha = 0.05$, then H_0 is accepted.

Decision:

The value (p) obtained from the calculation is 0.000, less than 0.05, then H_0 is rejected, so it can be concluded that self-confidence has a positive effect on prosocial attitudes. The results of the double regression analysis to determine the influence of confidence variables on the prosocial attitudes of IAIN Palu students can be seen from the t value at the significance level $(p) < 0.05$. The t -value of the results of the regression analysis of confidence variables can be seen in table 5 below.

Table 5. The t-value of the Regression Analysis of Confidence Variables

Path Coefficient	T	P	Info
P_{x_1y}	11,211	0,000	Have Effect

In the Table 5, the calculated t -value is used to predict whether the influence of the variable X_1 on y_1 is significant or not. The results of the regression analysis showed a calculated t value of 11.211 with $p = 0.000$. Based on the t_{table} on db 30 with $p = 0.05$ obtained a t value of 1.697. Thus, the count is greater than the t_{table} ($11.211 > 1.697$ at $p < 0.05$). This means that it can be concluded that the confidence variable has a significant effect on the prosocial attitudes of IAIN Palu students.

Hypothesis 2: The Effect of Self-Confidence on Religiosity. Test hypothesis 2 using the same test as hypothesis 1, i.e., t test or individual test. Statistically to test the hypothesis, it is formulated as follows:

H_0 = confidence does not have a positive effect on religiosity.

H_a = confidence has a positive effect on religiosity. Basis for decision making

If the calculated is $> t_{table}$, or $(p) < \alpha = 0.05$, then H_0 is rejected.

If the count is $< t_{table}$, or $(p) > \alpha = 0.05$, then H_0 is accepted.

Decision

The value (p) obtained from the calculation is 0.000, less than 0.05, then H_0 is rejected, so it can be concluded that self-confidence has a positive effect on religiosity. The results of the double regression analysis to determine the influence of confidence variables on the prosocial attitudes of IAIN Palu students can be seen from the t -value at the significance level $(p) < 0.05$. The t -value of the results of the regression analysis of confidence variables can be seen in table 6 below.

Tabel 6.: Nilai t Hasil Analisis Regresi Variabel Percaya Diri

Path Coefficient	T	P	Info
P_{x_1y}	11,211	0,000	Have Effect

In the Table 7, the calculated t-value is used to predict whether the influence of the variable X1 on y1 is significant or not. The regression analysis showed a calculated t-value of 11.211 with $p = 0.000$. Based on the t-estimated on DB 30 with $p = 0.05$ obtained a t value of 1.697. Thus, the count is greater than the t-estimated ($11.211 > 1.697$ at $p < 0.05$). This means that it can be concluded that the confidence variable significantly affects the religiosity of IAIN Palu students.

4.2. Discussion

a) The Effect of Confidence on Prosocial Attitudes in IAIN Palu Students.

Based on the t table at 30 db with $p = 0.05$, the t value was 1.697. Thus, t-calculated is greater than t-estimated ($11,211 > 1,697$ at $p < 0,05$). This means that it can be concluded that the self-confidence variable significantly affects the prosocial attitudes of IAIN Palu students. Students who have high self-confidence can complete tasks or work well or at least have the ability to learn how to complete these tasks without depending on others and have the courage and ability to improve their achievements (Nurlita, 2012). According to Lauter Peter (in Khoriroh), self-confidence is an attitude or belief in one's abilities so that they are not too anxious, feel free to do things according to their wishes, or are responsible for their actions and are polite in interacting with others. They have an achievement drive and can recognize their strengths and weaknesses (Khoriroh, 2018). DeVito (2003) states that self-confidence is a quality of effective interpersonal relationships and a factor in interpersonal strength, characterized by feelings of comfort and calm in interpersonal communication situations. In line with the research conducted by Handayani (2016) found that self-confidence has a significant effect on peer acceptance. This shows that the increase and decrease in peers are influenced by self-confidence. The higher the self-confidence, the higher the peer acceptance. This means that there is a significant relationship between self-confidence and prosocial behavior, meaning that the higher the student's self-confidence, the higher the student's prosocial behavior and vice versa. Students who can socialize and interact well are students who have good self-confidence. According to Willis (Ghufron and Risnawita, 2016), self-confidence is being able to cope with a problem in the best situation and can provide something pleasant for others. Prosocial behavior reflects the care and concern of a student for another student, which is implemented through actions that provide benefits for the student and are carried out voluntarily and spontaneously. If the relationship between students and other students is good, it will affect the psychological development of students, and good relationships will create a suitable environment for students as well. Research conducted by Yusuf and Kristiana in M. Fiky Tartila found that prosocial behavior requires a person to control himself in refraining from his egoism to help someone in need, cooperate with others and be able to express sympathy to others; these are characteristics of someone who has interpersonal intelligence so that someone raises prosocial behavior (M. Fiky Tartila, 2021). According to William, prosocial behavior is behavior that has the intention to change the physical or psychological state of the recipient of assistance from less good to better, both mentally and psychologically (Dayakisni & Hudaniah, in Matondang, 2016). Lecturers who understand the needs of students can stimulate prosocial students. The good prosocial behavior possessed by students in this study was caused by factors that influenced it, namely parents at home exemplifying attitudes that lead to good prosocial behavior.

b) The Effect of Confidence on Religiosity in IAIN Palu Students.

Based on the t-estimated at 30 db with $p = 0.05$, the t value was 1.697. Thus, t-calculated is greater than t-estimated ($11,211 > 1,697$ at $p < 0,05$). This means that it can be concluded that the self-confidence variable significantly affects the prosocial attitudes of IAIN Palu students. Students who have high self-confidence can complete tasks or work well or at least have the ability to learn how to complete these tasks without depending on others and have the courage and ability to improve their achievements (Nurlita, 2012). According to Lauter Peter (in Khoriroh), self-confidence is an attitude or belief in one's abilities so that they are not too anxious, feel free to do things according to their wishes, or are responsible for their actions and are polite in interacting with others. They have an achievement drive and can recognize their strengths and weaknesses

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5. Conclusion

Based on the results of research and discussion conducted by the author regarding the effect of self-confidence on prosocial behavior and religiosity in IAIN Palu students. Then the author can conclude that: The Effect of Confidence on Prosocial Attitudes in IAIN Palu Students. Self-confidence has a significant effect on prosocial attitudes in IAIN Palu students. Students with high self-confidence can complete tasks or work well and can learn how to complete tasks without depending on others, having the courage and ability to improve achievement. Students who can socialize and interact well are students who have high self-confidence. Good. Prosocial behavior reflects the care and concern of a student for another student, which is implemented through actions that provide benefits for the student, which are carried out voluntarily and spontaneously. This factor underlies a person to act prosocially, namely the existence of values and norms that individuals internalize during socialization. These values and standards are obtained by individuals through religious teachings and the social environment. The Effect of Confidence on Religiosity in IAIN Palu Students. Self-confidence has a significant effect on religiosity in IAIN Palu students. Religiosity is focused on bringing out feelings of compassion, love, beauty, justice, honesty, and so on. The environment does not shape these values as behavioral scientists say but already exists in the hearts of every human being. Tremendous influence and support from parents are significant and very much needed by students.

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