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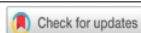
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## The Effect of Learning Method and Self-Confidence on Student Learning Outcomes

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### ABSTRACT

**Objective:** This study examines the disparities in enhancing student learning outcomes based on learning methods and varying levels of student self-confidence, categorized as high, medium, and low. **Method:** This study employs quantitative methodologies utilizing quasi-experimental methods. The study uses a non-equivalent control group technique and follows a 2 x 3 two-way ANOVA factorial design. The study sample comprised 1000 students enrolled at the health Polytechnic Banten, an educational institution in Indonesia. The enormity of this scale requires the study to be divided into many portions due to the significant temporal and financial resources needed. Therefore, a sample size of 10.00% of the population was chosen. In addition, the researchers utilized a systematic random sampling method to determine the number of students involved in the study. **Results:** The research findings can be classified into three main areas. Firstly, there were significant differences in student learning outcomes between those taught using STEM learning methods and those who received bedside teaching. Secondly, variations in student self-confidence levels (high, medium, and low) also resulted in differences in learning outcomes. Lastly, an interaction was observed between the learning methods and the levels of student self-confidence, which influenced the overall learning outcomes as measured by the average pre-test and post-test scores and questionnaires. **Novelty:** The novelty of this research was variations from previous research in terms of emphasis, subject, results, and combination of research variables. Previous research only concentrated on STEM methods and self-confidence to improve student learning outcomes. Previous research only examined one research variable: STEM, bedside teaching method, and self-confidence.

### INTRODUCTION

When judging the learning program's effectiveness, teachers are crucial. In order to achieve the expected curriculum objectives, teachers must be able to arrange, execute, and evaluate their instructional activities effectively (Herwin et al., 2022; Herwin & Dahalan, 2022; Wuryandani & Herwin, 2021). Teachers play a crucial role in modifying learning strategies and resources to enhance students' growth and the overall quality of educational programs (Sartono et al., 2022; Senen et al., 2021). Learning outcomes involve cognitive, affective, and psychomotor changes in students, with cognitive dimensions focusing on reasoning and thought processes, affective aspects on feelings and attitudes, and psychomotor aspects on physical competencies (Guo et al., 2020; Jenita et al., 2024; Kartini et al., 2023; Sujarwo et al., 2022). Learning outcomes are essential for education, instructors, students, and researchers (Astuti et al., 2022; Kalimat et al., 2022; Saptono et al., 2023). The same opinion was also expressed by Saptono et al. (2023), who said educational achievements in Indonesia remain modest, with insufficient learning outcomes. The average class learning result is only 68 out of 100 and only 40.00% of

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