The influence of life experience, self-evaluation, beauty privilage on the self-confidence attitude of college students in Yogyakarta

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Article Info	ABSTRACT
	Self-confidence is a crucial psychological attribute that shapes students' academic performance, social interactions, and personal development. Factors such as life experience, self-evaluation, and beauty privilege play a significant role in influencing how college students in Yogyakarta perceive and express their confidence. This study aims to determine the effect of life experience, self-evaluation, and beauty privilege on the self-confidence of female college students in Yogyakarta. This study uses a quantitative approach with a survey method. The sample consisted of 300 female students from several universities in Yogyakarta who were selected by purposive sampling technique. The instrument used is a scale that has been validated and tested for reliability. The results of multiple regression analysis showed that the three independent variables of life experience, self-evaluation, and beauty privilege simultaneously had a significant effect on the self-confidence of female students. Partially, self-evaluation contributes the most, followed by life experience, while beauty privilege has a smaller but still significant influence. The findings suggest that self-confidence is not only determined by internal factors such as self-evaluation, but also by life experiences and perceptions of physical attractiveness. This research contributes to the development of strategies to increase the confidence of female college students through psychological and social approaches.

INTRODUCTION

Self-confidence is one of the psychological aspects that is very important in the life of every individual, including among students (Brevard Rodriguez, 2024). Students, as a group that is in the transition process between the world of education and the world of work, are required to have high self-confidence in facing various challenges (Aman, 2023). Good self-confidence can affect the way students view themselves and their surroundings. In addition, having solid self-confidence is also one of the keys to success in achieving academic and social goals. In Yogyakarta, as one of the centers of higher education, students are exposed to unique social dynamics that can affect the formation of their self-confidence (Thames, 2024). Self-confidence is not only influenced by internal factors such as personality traits and intelligence, but is also influenced by external factors that are often beyond an individual's control (Bueno et al., 2008). One of the external factors that play an important role in shaping self-confidence is life experience. A person's life experiences, both positive and negative experiences, can be a mirror for how the individual views himself. For students, these life experiences include social interactions with friends, family, and society, as well as learning experiences experienced during college (Bass, 2022).

In addition to life experiences, self-evaluation is also a very significant factor in shaping self-confidence. Self-evaluation is a process in which individuals assess and reflect on various aspects of themselves, such as academic abilities, social skills, and physical appearance. Students who are able to conduct honest and constructive self-evaluations tend to have better self-confidence because they understand their strengths and weaknesses, and can respond in a positive way to the challenges they face.

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However, there is another factor that also plays a big role in shaping one's self-confidence, and that is the concept of "beauty privilege." Beauty privilege refers to the social advantages gained by individuals who are considered physically attractive by prevailing social or cultural standards. In the context of university students, those who are considered to have an attractive physical appearance often get more positive treatment, both from friends and lecturers, which in turn can increase their self-confidence. This phenomenon is even more relevant in the campus world, which is full of social interaction and competition. In Yogyakarta, as a famous city of education, the phenomenon of beauty privilege can be clearly seen in various aspects of student life, both in academic and social activities (Tobin, 2022). Students who benefit from their physical appearance may be more confident in interacting with friends, lecturers, and in dealing with certain situations on campus. However, not all students feel that their physical appearance is a determining factor in the formation of their self-confidence.

In this study, it will be analyzed how life experiences, self-evaluation, and beauty privilege affect the self-confidence of female college students in Yogyakarta. This research aims to dig deeper into the psychological and social factors that influence the self-confidence of female college students, as well as how the three variables interact with each other in shaping their self-confidence patterns (Wagner, 2020). This research also aims to provide a more comprehensive understanding of the dynamics of self-confidence among university students, especially among female students who may have different social challenges and expectations compared to male students.

Understanding the influence of life experiences, self-evaluation, and beauty privilege on female students' self-confidence can contribute to the development of psychology and guidance programs in higher education. These programs can be designed to support the development of students' self-confidence, especially for those who have difficulty in assessing themselves or feel underappreciated due to certain social factors (Williams, 2024). In addition, this study is also expected to provide insights for educators and psychologists on campus to better understand the factors that influence students' self-confidence. Thus, they can design more effective interventions to help students overcome problems related to self-confidence, such as low self-esteem or inability to interact socially.

Previous by Zeb et al. (2025) studies have shown that life experiences can influence a person's mindset and self-confidence. Research on self-evaluation also shows that students who have the ability to evaluate themselves objectively tend to have more stable self-confidence. However, few have examined the role of beauty privilege in the context of self-confidence, especially among university students in Indonesia, especially in Yogyakarta. Therefore, this study will add to the wealth of literature related to the factors that influence college students' self-confidence, as well as provide an overview of the differences that may arise between college students who have different life experiences and physical appearances (Wade, 2024).

Putri & Khilmiyah (2025) indicate that both beauty privilege and life experiences play an important role in strengthening students' self-confidence, while self-evaluation functions as a bridge that connects these factors. Among Muslim students, life experiences appear to exert a stronger influence on the development of both self-evaluation and confidence than physical attractiveness or beauty-related advantages. This highlights the importance of cultivating self-evaluation as a means to empower Muslim students in building confidence, as it allows them to draw positively from their varied personal experiences and unique perspectives on attractiveness.

Alexandrina et al. (2025) highlight the complex processes through which women in Jakarta navigate beauty standards and construct their identities in the midst of globalization. Although Korean beauty trends provide an influential model of aesthetic preference, they simultaneously bring to the surface issues related to the commercialization of beauty and its consequences for self-worth and body perception. Placing these findings within a wider socio-cultural framework enriches the understanding of how beauty culture evolves in Jakarta, while also emphasizing the need for initiatives that encourage body positivity and support women in valuing diverse and authentic forms of beauty.

Students' self-confidence can also have an impact on their academic success. Confident students tend to be more active in discussions, more adaptable to the campus environment, and more courageous to take initiatives in academic and organizational activities (Gannon, 2022). Conversely,

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students who feel insecure are often more introverted and less able to show their potential in public. Therefore, it is important to understand the factors that influence students' self-confidence in order to help them reach their full potential in their academic journey (Underhill, 2020).

The research gap lies in the limited exploration of beauty privilege as a factor influencing students' self-confidence, particularly within the cultural and academic context of Yogyakarta, where most prior studies have focused mainly on life experiences and self-evaluation. The novelty of this study is its integration of life experience, self-evaluation, and beauty privilege into one framework, providing a more comprehensive understanding of the determinants of self-confidence among female college students while highlighting the unique socio-cultural dynamics of Indonesian higher education.

The purpose of this study is to analyze the influence of life experience, self-evaluation, and beauty privilege on the self-confidence of female college students in Yogyakarta. The contribution of this research lies in its ability to enrich the academic literature by integrating psychological and socio-cultural factors that are often studied separately, thus offering a more comprehensive perspective on the determinants of self-confidence. The findings are expected to be beneficial for higher education institutions by serving as a basis for designing programs, policies, and support systems that enhance students' psychological well-being, encourage body positivity, and foster self-confidence rooted in skills, achievements, and personal growth rather than external appearance alone.

RESEARCH METHODS

This study employs a quantitative approach with a descriptive and analytical research design, which allows for both a clear description of the phenomenon and an examination of the causal relationships between variables. The focus is on analyzing the influence of life experience, self-evaluation, and beauty privilege on the self-confidence of female college students in Yogyakarta. The population of this research consists of female college students in Yogyakarta, with the sample selected through purposive sampling to ensure participants met the study's criteria, particularly active female students engaged in academic and organizational activities. Data were collected using standardized questionnaires designed to measure life experience, self-evaluation, beauty privilege, and self-confidence. These instruments were tested for validity and reliability to ensure accuracy and consistency in measurement. Multiple linear regression analysis was applied to test the relationships between the independent variables and the dependent variable of self-confidence, providing systematic and measurable insights (McGee, 2020; Urbina, 2022). The use of a quantitative approach combined with descriptive and analytical design offers advantages in objectivity, reliability, and generalizability. By employing valid instruments and statistical analysis, the study not only provides a comprehensive picture of self-confidence among female students but also uncovers key patterns that can inform practical strategies for higher education institutions in fostering student development (Tracy, 2019).

RESULTS AND DISCUSSION

RESULT

Validity Test

Table 1. Validity Test Results

Variables	No. Item	r-count	r-table	Description
Life Experience (X1)	1	0.339	0.113	Valid
	2	0.282	0.113	Valid
	3	0.477	0.113	Valid
	4	0.369	0.113	Valid
	5	0.357	0.113	Valid
	6	0.281	0.113	Valid
	7	0.602	0.113	Valid
	8	0.511	0.113	Valid
	9	0.524	0.113	Valid
	10	0.521	0.113	Valid

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Variables	No. Item	r-count	r-table	Description
	11	0.583	0.113	Valid
	12	0.588	0.113	Valid
	13	0.597	0.113	Valid
	14	0.604	0.113	Valid
	15	0.514	0.113	Valid
	16	0.595	0.113	Valid
	17	0.450	0.113	Valid
Self-Evaluation (X2)	18	0538	0.113	Valid
	19	0.289	0.113	Valid
	20	0.286	0.113	Valid
	21	0.510	0.113	Valid
	22	0.477	0.113	Valid
	23	0.580	0.113	Valid
	24	0.508	0.113	Valid
	25	0.266	0.113	Valid
	26	0.187	0.113	Valid
	27	0.758	0.113	Valid
	28	0.605	0.113	Valid
	29	0.513	0.113	Valid
Beauty Privilage (X3)	30	0.564	0.113	Valid
	31	0.733	0.113	Valid
	32	0.629	0.113	Valid
	33	0.384	0.113	Valid
	34	0.365	0.113	Valid
	35	0.484	0.113	Valid
	36	0.538	0.113	Valid
	37	0.704	0.113	Valid
	38	0.752	0.113	Valid
	39	0.759	0.113	Valid
	40	0.748	0.113	Valid
	41	0.776	0.113	Valid
	42	0.803	0.113	Valid
Confident Attitude (Y)	43	0.793	0.113	Valid
	44	0.793	0.113	Valid
	45	0.771	0.113	Valid
	46	0.745	0.113	Valid
	47	0.710	0.113	Valid
	48	0.700	0.113	Valid
	49	0.696	0.113	Valid

Source: SPSS Author's Data Processing Results (2025)

Based on the results of the validity test of the Life Experience (X1), Self-Evaluation (X2), Beauty Privilage (X3), and Confident Attitude (Y) variables. It can be seen that all statement items are considered valid based on the statistical test results above, there are 49 statement items that have a value of r count > r table = 0.113. This means that all items of these variables meet the validity standards.

Reliability Test

Table 2. Reliability Test Results

Variables	Value Cronhbach Alpha	Reliability Standard	Criteria
Life Experience (X1)	0.652	0,60	Reliabel
Self-Evaluation (X2)	0.719	0,60	Reliabel
Beauty Privilage (X3)	0.733	0,60	Reliabel
Confident Attitude (Y)	0.934	0,60	Reliabel

Source: SPSS Author's Data Processing Results (2025)

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Based on table 2, the conclusion of the reliability test on all variables states that the instrument can be trusted, because the Cronbach alpha value > 0.60 from the reliability standard results. Therefore, it can be concluded that all Life Experience (X1), Self-Evaluation (X2), Beauty Privilage (X3), and Self-Confident Attitude (Y) variables are reliable.
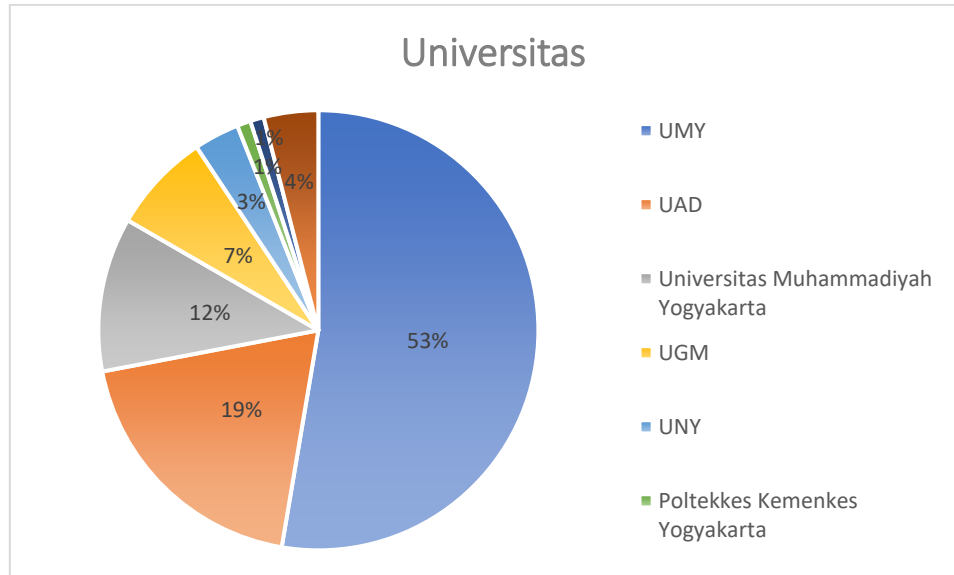
Respondent Identity Data

Figure 1. Respondent Identity Data based on University

Based on the results of data tabulation, the majority of respondents in this study came from Muhammadiyah Yogyakarta University (UMY) with 158 respondents (52.67%), indicating that this campus has the most dominant involvement in this study. Ahmad Dahlan University (UAD) took second place with 58 respondents (19.33%), followed by Muhammadiyah Yogyakarta University in other variations of writing with 34 respondents (11.33%). Meanwhile, Gadjah Mada University (UGM) and Yogyakarta State University (UNY) accounted for 22 respondents (7.33%) and 10 respondents (3.33%) respectively, still showing involvement albeit on a smaller scale. There were 3 respondents (1.00%) from Poltekkes Kemenkes Yogyakarta and Achmad Yani University Yogyakarta, while the rest came from various universities with 1 respondent (0.33%) per institution, including UIN Sunan Kalijaga, Ahmad Dahlan University, Mercu Buana University Yogyakarta, Muhammadiyah Surakarta University, and others. This shows that despite the diversity of university origins, the largest participation still comes from UMY and UAD.
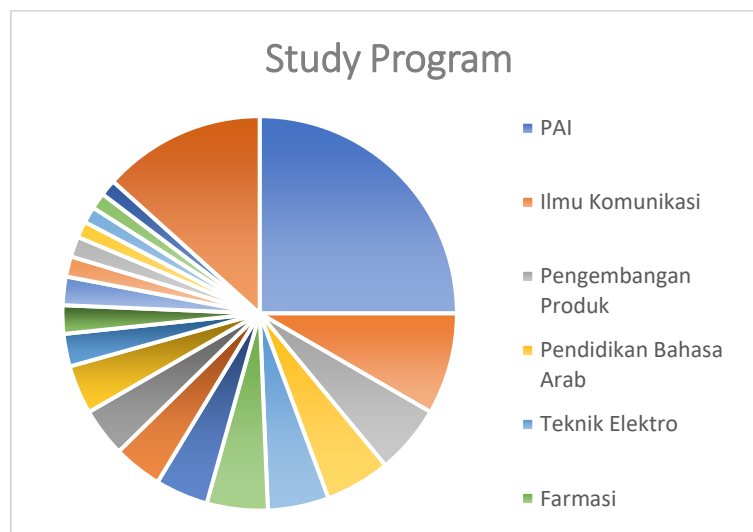

Figure 2. Respondent Identity Data based on Study Program

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In terms of study programs, the majority of respondents came from Islamic Education (PAI) with 75 respondents, making it the study program with the highest representation in this study. Communication Science followed with 25 respondents, followed by Product Development (17 respondents), Arabic Language Education (16 respondents), Electrical Engineering (15 respondents), and Pharmacy (15 respondents). Other study programs that were fairly well represented were Islamic Religious Education (13 respondents), Civil Engineering (12 respondents), Food Technology (12 respondents), and Law (12 respondents). The rest, there are various study programs with fewer respondents, such as Management, Law Science, Islamic Broadcasting Communication, Accounting, Islamic Banking Economics, and Medicine which have a number of respondents ranging from 4 to 8 people. Some other study programs such as D3 Nutrition, International Relations, Informatics, Qur'anic Interpretation Science, and Chemical Engineering were only represented by 1 respondent, which shows that although this study covers a wide range of disciplines, representation is still centered on certain fields such as Islamic Religious Education and Communication Science.
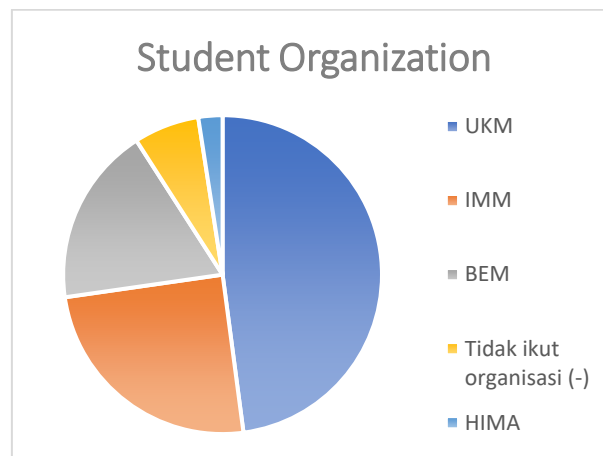

Figure 3. Respondent Identity Data based on Student Organization

In terms of student organizations, the majority of respondents were involved in Student Activity Units (UKM) with 137 respondents, which shows that many students are active in extracurricular activities outside of academics. The Muhammadiyah Student Association (IMM) also has considerable representation with 71 respondents, while the Student Executive Board (BEM) is followed by 52 respondents. A total of 19 respondents stated that they were not involved in student organizations, which means that a small proportion of respondents prefer not to join organizational activities on campus. In addition, there are several other organizations with a smaller number of representatives, such as HIMA (7 respondents), IMM and HIMIE, BEM FAI UMY, HIMA IMM, UKM MMKINE, as well as faculty and department level organizations, each of which has only 1 respondent. This shows that although most students are active in campus organizations, their involvement is more focused on general student organizations such as UKM, IMM, and BEM.
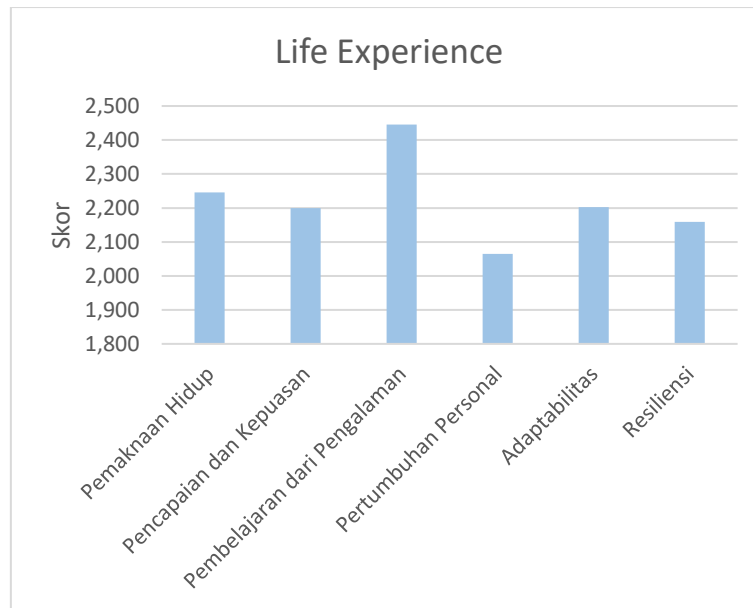
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Figure 4. Life Experience Respondent

The figure illustrates six indicators used to measure female students' life experiences, namely life planning, achievement and satisfaction, learning from experience, personal growth, adaptability, and resilience. The findings reveal that personal growth recorded the highest score (around 2.450), indicating that most students perceive their life experiences as significantly contributing to self-development, skill enhancement, and the formation of a more mature identity. Meanwhile, learning from experience and life planning also scored relatively high (approximately 2.300 and 2.250), suggesting that academic and organizational engagements play a key role in strengthening confidence through learning processes and goal setting.

On the other hand, the lowest scores appeared in indicators such as adaptability (around 2.250) and resilience (around 2.200). This shows that although students benefit from enriching life experiences, their ability to adapt to changes or recover from failures is not as strong as their capacity for personal growth. These results emphasize that life experiences not only shape academic achievements but also foster mental toughness and social skills, which serve as essential foundations for building self-confidence.

The learning from experience score is in the medium category (2.445), which means that most respondents are able to learn from their life experiences, although some still tend to repeat the same mistakes. However, this does not necessarily reflect optimal personal growth, as the personal growth score is actually lower (2.065). This suggests that many respondents felt they did not experience significant development over time, which may be due to a lack of challenge or an environment that supports change. In terms of self-adjustment, the low adaptability score (2.202) indicates that many individuals find it difficult to deal with change, which could be due to discomfort in dealing with new situations or a lack of flexibility in thinking.

The low resilience score (2.159) indicates that many respondents give up easily when faced with adversity, which may be due to a lack of social support or experience in overcoming challenges. To improve the overall experience of life, it is important for individuals to develop self-reflection through journaling or meditation, appreciate small achievements, and adopt a growth mindset to adapt more easily to change. In addition, strengthening resilience through social support and effective coping strategies can help individuals better deal with challenges. With these efforts, life experiences can be more meaningful, personal growth enhanced, and adaptability and resilience to adversity improved.
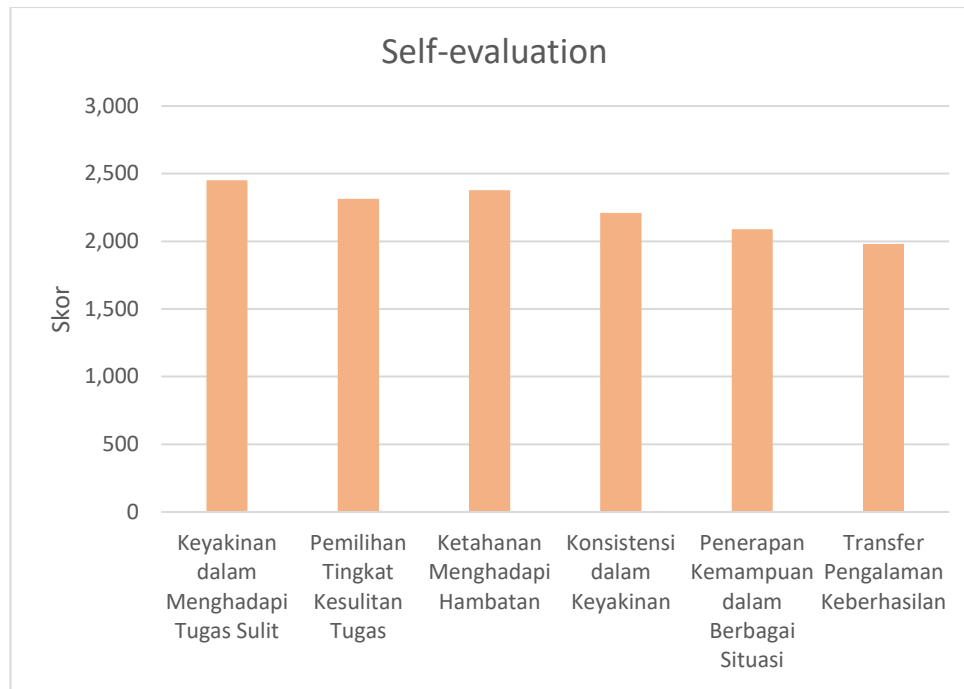
Figure 5. Self Efficacy Respondent

Based on the results of the analysis of self-evaluation scores, it can be concluded that in general individuals have a relatively low level of confidence in facing difficult tasks and overcoming obstacles. The confidence score in facing difficult tasks at 2.452 indicates that many individuals still feel less confident when faced with complex tasks. This could be due to a lack of previous successful experiences or a fear of failure. In addition, the lower task difficulty selection score (2.315) indicates that many individuals tend to choose easier tasks over bigger challenges, which could be due to a fear of risk or a lack of drive to get out of their comfort zone.

In the aspect of resilience in the face of obstacles, the score of 2.378 indicates that while some individuals keep trying in the face of failure, many are still easily discouraged when faced with obstacles. Factors such as external pressures, a lack of coping strategies, or negative past experiences could account for this low resilience. Meanwhile, consistency in confidence scored even lower (2.210), indicating that many individuals experience fluctuations in their confidence, especially when facing pressure or failure. This could be due to a lack of successful experiences that can build confidence in a stable manner.

In the generalization aspect, the application of skills in various situations has a fairly low score (2.089), indicating that individuals often have difficulty in applying their skills to different situations. This could be due to a lack of flexibility in thinking or experience in dealing with a variety of task contexts. The lowest success experience transfer score (1.980) indicates that many individuals do not use previous successful experiences as capital to face new challenges. This could be due to a lack of reflection on achievements, a feeling of self-doubt, or a lack of motivation to learn from experience.

To increase self-evaluation, individuals need to evaluate small successes more often and use them as evidence that they are capable of facing difficult tasks. Reinforcement of positive experiences through gradual challenges, improvement of problem-solving skills, and development of a growth mindset can help increase confidence in facing more difficult tasks. In addition, building effective coping strategies in the face of obstacles and applying skills in various situations will help individuals become more confident and resilient in the face of life's challenges.

Figure 6. Self Confidence Respondent

Based on the results of the analysis of self-confidence scores, it can be concluded that the level of individual confidence in themselves is still relatively low overall. The assessment score of self-competence at 2.391 shows that although some individuals have confidence in their abilities, many still doubt their own competence. This could be influenced by a lack of successful experiences, low exposure to new challenges, or a lack of positive feedback from the surrounding environment. In addition, the slightly lower score for optimism towards achievement (2.338) suggests that many individuals do not feel fully confident in their likelihood of achieving their targets or being successful, which may hinder their motivation and effort in achieving their goals.

In the aspect of social interaction, the communication skill score of 2.275 indicates that many individuals still feel uncomfortable in situations that demand speaking skills, such as public speaking or interacting with new people. This may be due to fear of being judged negatively, lack of practice in interpersonal communication, or a tendency to avoid challenging social situations. In addition, assertiveness in social relationships scored even lower (2.174), indicating that many individuals have difficulty asserting their wishes and opinions, especially in the face of conflict. This could be related to fear of rejection, low assertive skills, or negative past experiences that make individuals reluctant to be assertive.

In the aspect of appearance and self-image, the self-acceptance score of only 2.030 indicates that many individuals still have difficulty in accepting themselves as they are. This low self-acceptance could be due to a tendency to compare themselves with others, social pressure to meet certain standards, or dissatisfaction with certain aspects of themselves. The lowest score in the overall aspect of self-confidence is self-presentation, with a score of 1.915, indicating that many individuals do not feel confident in presenting themselves in various situations. Concern about the judgment of others seems to be the main factor that makes individuals feel uncomfortable or even anxious when in social settings.

To boost self-confidence, individuals need to build confidence in their competence by recognizing and rewarding small achievements. Public speaking practice, social skills development, and assertiveness training can also help improve confidence in interacting with others. In addition, adopting a positive mindset towards oneself, reducing the habit of comparing oneself with others, and developing better self-awareness can help individuals accept themselves more for who they are and be more confident in various situations.
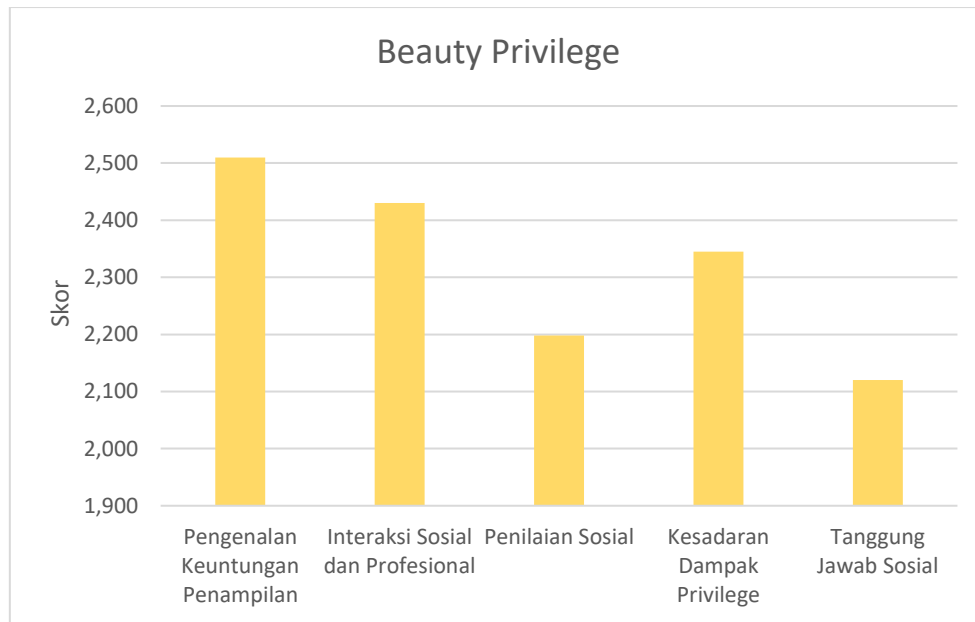
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Figure 7. Beauty Privilege Respondent

Based on the analysis of Beauty Privilege Assessment (BPA) scores, it can be concluded that individuals' awareness of the benefits of physical appearance is quite varied, with a tendency for some individuals to recognize the impact of privilege from appearance, while others are still not fully aware of it or consider it irrelevant.

The appearance advantage recognition score of 2.510 indicates that many individuals realize that their physical appearance brings benefits in their daily lives, whether in the form of better treatment, ease of social interaction, or access to certain opportunities. However, this number also indicates that there are still individuals who feel that appearance is not the main factor in getting special treatment.

In the aspect of social and professional interactions, the score of 2.430 indicates that while many individuals are aware that their appearance can affect how others treat them, the impact in a professional setting may not be fully realized. This could be due to differences in individuals' experiences in different fields of work and their level of awareness of biases that occur in the social environment.

On the social appraisal aspect, the relatively lower score of 2.198 indicates that there are still many individuals who do not fully realize that physical appearance can affect how others assess their competence or quality. This could be due to different subjective experiences, where some individuals may feel that their success is more influenced by other factors such as hard work or skills than physical appearance.

The privilege impact awareness score of 2.345 indicates that there is a fairly high awareness of how appearance can provide advantages in various aspects of life, although it is not yet fully distributed across individuals. Some individuals may already understand how this factor plays a role in access to opportunities, while others still do not consider it a significant factor.

The social responsibility aspect has the lowest score of 2.120, indicating that few individuals feel the need to use their privilege to help others or consider its impact on society. This could be due to a lack of awareness of social inequalities or a lack of drive to use personal benefits more broadly for social benefit.

These results suggest that while many individuals are aware of beauty privilege in their lives, there is still variation in the level of awareness and reflection on its impact, especially in terms of how this privilege can affect success, social judgment and environmental responsibility. To improve this understanding, further education on appearance-related social biases and how individuals can contribute to creating a more equitable environment for everyone, regardless of their physical factors is needed.

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Classical Assumption Test

Normality Test

The normality test aims to ensure that sample data comes from a normally distributed population. That way, normally distributed data is data that has a normal distribution with a profile that is said to represent the population in the study. To test whether the data is normally distributed or not normally distributed in this study using the One-Sample Klmogorov-Smirnov Test statistical test. With the following results:

Table 3. Normality Test One-Sample Kolmogorov- Smirnov Test Results

		Unstandardized Residual
N		300
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	2.13318390
Most Extreme Differences	Absolute	.051
	Positive	.049
	Negative	-.051
Test Statistic		.051
Asymp. Sig. (2-tailed)		.060

a. Test distribution is normal.
b. Calculated from data.
Source: Results of SPSS Researcher Data Processing (2025)

Based on the results of the normality test, the value of Asymp Sig. (2-tailed) > 0.05 (0.060 > 0.05), then the H0 provision is accepted, which means that the data tested can be said to be normally distributed. The results of the normality test can also be seen in the picture below:
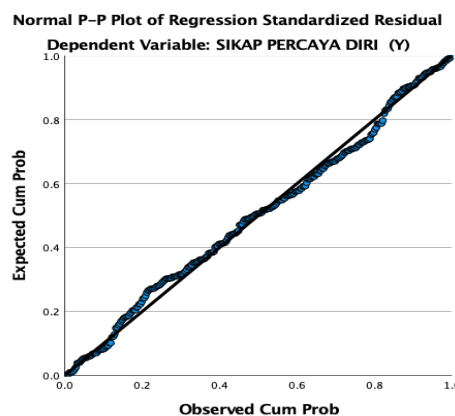

Figure. 8 P-P Plot Diagram of Normality Test
Source: Results of SPSS Researcher Data Processing (2025)

Based on the P-P Plot test, it can be concluded that the data points have spread following the diagonal line, so the residuals have spread normally.

Multicollinearity Test

Multicollinearity test aims to determine whether the relationship between independent variables shows multicorrelation problems. Tolerance and Variance Inflation Factor (VIF) values and the amount of correlation between independent variables can be used to determine the presence of multicollinearity problems. No multicollinearity is indicated if the tolerance value is < 0.10 or equal to the VIF value > 10. The multicollinearity test results are shown in the data below:

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Table 4. Multicolonierity Test Results

Model	Collinearity Statistics	
	Tolerance	VIF
1 Life Experience X1	.686	1.458
Self-Evaluation X2	.665	1.504
Beauty Privilage X_3	.952	1.050

c. Dependent Variable: Confident Attitude (Y)
Source: Results of SPSS Researcher Data Processing (2025)

Based on the data above, the test results of each independent variable are obtained:

1. Tolerance for life experience is 0.686
2. Tolerance for self-evaluation of 0.665
3. Tolerance for beauty privilage of 0.952

In the data above, it can be concluded that all variables used as predictors of the regression model show a tolerance value < 0.10. Where all are below and the Variance Factor (VIF) value of all variables > 0.10 It means that the independent variables used in the study do not show any symptoms of multicollinearity which means that all variables can be used as mutually independent variables.

1. VIF for life experience is 1.458
2. VIF for self-evaluation is 1.504
3. VIF for beauty privilage is 1.050

From the test results above, it can be concluded that there is no multicollinearity between the independent variables.

Heteroscedasticity Test

The heteroscedasticity test aims to test whether in the regression model in this study there is an inequality of variance from the residuals of one observation to another. That way, if the residual variance of one observation to another observation is constant, it can be said that there is a heteroscedasticity problem, with the following results:
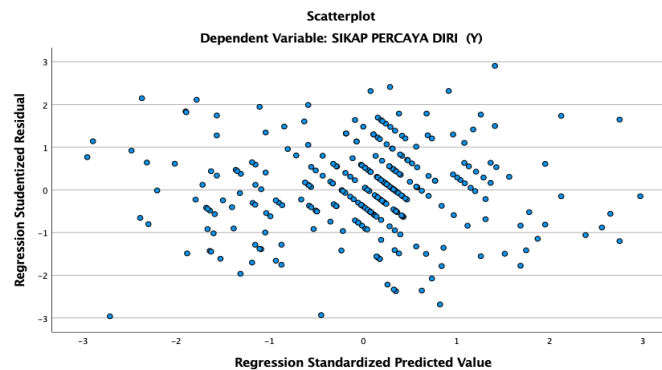

Figure. 9 Heteroscedasticity Test Results
Source: SPSS Researcher Processed Data (2025)

Based on the results of the heteroscedasticity test, it can be concluded that the scatterplot display diagram spreads and does not form a certain pattern, so there is no heteroscedasticity, so it can be concluded that the sisaan has a homogeneous variety (constant) or in other words there are no symptoms of heteroscedasticity. Since all the classical regression assumptions have been met, the simple linear regression model used in this study is considered feasible. Therefore, the simple regression results that have been carried out can be interpreted as follows.

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Test Coefficient of Determination (R2)

Table 5. R2 Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.856ᵃ	.733	.730	2.14397

a. Predictors: (Constant), Beauty Privilage (X3), Self-Evaluation (X2), Life experience (X1)
b. Dependent Variable: Confident Attitude (Y)
Source: SPSS Author's Data Processing Results (2025)

Based on the results above, the Adjusted R Square value (coefficient of determination) of 0.730 is obtained, which means that 73.0% of the Confident Attitude variable will be influenced by the independent variables, namely Life Experience (X1), Self-Evaluation (X2), Beauty Privilage (X3). While the remaining 2.7% is influenced by variables not examined in this study.

Multiple Linear Regression Analysis

This regression analysis is used to determine how the form of the relationship between the dependent variable (independent) and the dependent variable (independent). Can be seen in the data below as follows:

Table 6. Results of Multiple Linear Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	14.104	1.180		11.953	.000
Life experience X1	.208	.026	.294	8.111	.000
Self-evaluation X2	.241	.024	.364	9.893	.000
Beauty Privilage X3	.320	.019	.519	16.869	.000

Dependent Variable: Confident Attitude (Y)
Source: SPSS Researcher Processed Data (2025)

Based on the data above, the constant value (a) is obtained = 14.104, the regression coefficient value for X1 (b1) is 0.208, the regression coefficient value for X2 (b2) is 0.241 and the regression coefficient value for X3 (b3) is 0.320. Thus a multiple linear regression equation can be formed as follows:

$$Y = 14.104 + 0.208\,X_1 + 0.241\,X_2 + 0.32\,X_3$$

The above equation can be interpreted as follows:

a. The constant value obtained is 14,104, meaning that if Life Experience (X1), Self-Evaluation (X2), and Beauty Privilage (X3) are 0, the level of Self-Confidence that occurs is 14,104.

b. The regression coefficient (b1) of 0.208 indicates that there is a positive relationship between Life Experience (X1) and Confident Attitude (Y). This means that if the Life Experience variable increases by one unit, the Confident Attitude increases by 0.208 units. while the Self-Evaluation (X2) and Beauty Privilage (X3) variables remain constant. The positive coefficient between Life Experience and Self-Confidence Attitude, the better the Self-Confidence Attitude of Students in Yogyakarta.

c. The regression coefficient (b2) of 0.241 indicates that there is a positive relationship between Self-Evaluation (X2) and Confident Attitude (Y). This means that if the Self-Evaluation variable increases by one unit, the Confident Attitude increases by 0.241 units. while the Life Experience (X1) and Beauty Privilage (X3) variables remain constant. The positive coefficient between Self-Evaluation and Self-Confidence Attitude, the better the Self-Confidence Attitude of Students in Yogyakarta.

d. The regression coefficient (b3) of 0.320 indicates that there is a positive relationship between Beauty Privilage (X3) and Confident Attitude (Y). This means that if the Beauty Privilage variable increases by one unit, the Confident Attitude increases by 0.320 units. while the Life Experience (X1) and Self-Evaluation (X2) variables remain constant. The positive coefficient

between Beauty Privilege and Self-Confidence Attitude, the better the Self-Confidence Attitude of Students in Yogyakarta.

Based on the implementation results above, the predicted value of Confident Attitude (Y) can be seen in the data above, the casewise diagnostic table in the predicted value column. While residual (unstandardized residual) is the difference between loyalty and predicted value and Std. Residual (Standardized Residual) is a residual value that has been standardized. If the residual value is closer to 0, the better the regression model is in making predictions. Conversely, the further away from 0 or more than 1 or -1, the worse the regression model is in making predictions.

Hypothesis Test

Simultaneous Test (F Test)

The F test is a test to determine how much influence simultaneously the independent variables have on the dependent variable. If the value of F count > F table then H0 is rejected and Ha is accepted. This means that the independent variables have a significant influence on the dependent variable. The results of the simultaneous F test can be seen in the table below:

Table 7. F Test Results

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3733.688	3	1244.563	270.758	.000[b]
	Residual	1360.592	296	4.597		
	Total	5094.280	299			

a. Dependent Variable: Confident Attitude (Y)
b. Predictors: (Constant) Beauty Privilage (X3), Self-Evaluation (X2), Life experience (X1)
Source: SPSS Author's Data Processing Results (2025)

Based on the data above, the F test results obtained an F count value of 270.758 with a significance level of 0.000 and an F table of 2.635 (df1 - 3 and df2 - 297). Because F count is greater than F table (270.758 > 2.635) so that H0 is rejected and Ha is accepted, which means that there is a significant influence of Life Experience (X1), Self-Evaluation (X2), Beauty Privilage (X3) on the Self-Confident Attitude (Y) of Students in Yogyakarta.

Partial Test (T Test)

In this study, the t test was used to test how much influence an independent variable individually has on the variation in the dependent variable. In addition, the t test serves to test a separate research hypothesis. If t count > t table and the significance level < (0.05), then the independent variable individually affects the dependent variable. With the following test results:

Table 8. Partial Test Results (t Test)

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.104	1.180		11.953	.000
	Life experience X1	.208	.026	.294	8.111	.000
	Self-evaluation X2	.241	.024	.364	9.893	.000
	Beauty Privilage X3	.320	.019	.519	16.869	.000

Dependent Variable: Confident Attitude (Y)
Source: SPSS Researcher Processed Data (2025)

Based on the data above, it shows that the influence between the independent variables on the dependent variable, as for the influence between variables is as follows:

1.   The Influence of Life Experience on Self-Confidence

Based on the results of data analysis obtained t count of 8.111 with a sig value of 0.000, and obtained t table of 1.968 (df-300-4). If t count > t table and sig value < 0.05, it means there is an influence and significant. Meanwhile, if tcount < t table and sig value > 0.05, it means that there is no influence and is not significant. The analysis results show that the t count is 8.111 > t table 1.968 with

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a sig value of 0.000 < 0.05. This means that **H0** is rejected and **Ha** is accepted. So it can be stated that the first hypothesis, namely life experience partially affects the self-confident attitude of students in Yogyakarta.

2.　　The Effect of Self-Evaluation on Confident Attitude

Based on the results of data analysis, the tcount value is 9,893 with a sig value of 0.000, and the t table is 1,968 (df-300-4). If t count > t table and sig value < 0.05, it means there is an influence and significant. Meanwhile, if t count < t table and sig value > 0.05, it means that there is no influence and is not significant. The analysis results show that t count 9.893 > t table 1.968 with a sig value of 0.000 < 0.05. This means that **H0** is rejected and **Ha** is accepted. So it can be stated that the second hypothesis, namely Self-Evaluation, partially affects the Confident Attitude of Students in Yogyakarta.

3.　　Effect of Beauty Privilage on Self-Confidence Attitude

Based on the results of data analysis, the t count value is 16,869 with a sig value of 0.000, and the t table is 1,968 (df-300-4). If t count > t table and sig value < 0.05, it means there is an influence and significant. Meanwhile, if t count < t table and sig value > 0.05, it means that there is no influence and is not significant. The analysis results show that the t count is 16.869 > t table 1.968 with a sig value of 0.000 < 0.05. This means that **H0** is rejected and **Ha** is accepted. So it can be stated that the third hypothesis, namely Beauty Privilage, partially affects the Self-Confident Attitude of students in Yogyakarta.

DISCUSSION

The results of the data test above show the influence of Life Experience, Self-Evaluation, and Beauty Privilage on the Confident Attitude of Students in Yogyakarta. After the research was conducted, 300 respondents provided answers regarding the influence of Life Experience, Self-Evaluation, and Beauty Privilage on the Confident Attitude of Students in Yogyakarta. Researchers categorized the research findings into several main conclusions as follows:

The Influence of Life Experience (X1) on the Confident Attitude of College Students in Yogyakarta

The results showed that life experience significantly affects the self-confident attitude of university students in Yogyakarta. Multiple regression analysis revealed that a 1% increase in life experience correlated with a 0.208 increase in self-confident attitude. The significance value of 0.000, which is smaller than 0.05, indicates a strong relationship between life experience and self-confident attitude. The calculated t value of 8.111, which is greater than the table t value of 1.968, reinforces the finding that life experience has a significant contribution to students' self-confidence. Students with more extensive life experience tend to have higher self-confidence than students who have more limited life experience. There are 203 female students, 67.67%, in the "Appropriate" group for life experience, while 24 female students, 8.00%, are classified in the "Less Appropriate" category for life experience. Diverse life experiences provide opportunities for students to face various challenges and situations that require better adaptation, communication, and decision-making skills. This helps them to build confidence in various aspects of academic and social life. In addition, life experiences can also improve students' emotional intelligence, which plays a role in managing stress, facing challenges, and maintaining motivation in undergoing college life. Students with good emotional intelligence tend to be able to regulate their emotions more effectively, avoid feelings of insecurity, and have stronger mental resilience in the face of failure or academic difficulties. This ability directly impacts on a more stable and positive self-confident attitude.

The results show that students who have more diverse life experiences tend to have higher levels of self-confidence compared to those who have limited life experiences. This finding confirms that students' involvement in various activities, both academic such as internships and research projects, and non-academic such as organizational activities, leadership, and community service, contribute greatly to the formation of self-confidence. Life experiences can equip students with technical skills and shape their character, courage in making decisions, and ability to face challenges. This is where the important role of education, especially higher education, becomes very relevant. Education should not solely focus on mastering theories and cognitive skills, but also needs to open space for learning that is

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contextual and based on real experiences. In this condition, students' life experiences are closely related to non-formal learning and character development. Programs such as internships, Community Service (KKN), field studies, extracurricular activities, and student organizations can be effective means to train confidence through social interaction, leadership, teamwork, and real problem solving in the field. In addition, learning models such as project-based learning also encourage students to be active, creative, and involved in collaborative work that demands a sense of responsibility and confidence.

Previous research underscores that life experience significantly fosters the self-confidence of college students. Makarov & Danila (2020) found that participation in university extracurricular activities enhances leadership qualities such as determination, responsibility, and self-confidence demonstrating how broader social and organizational experiences help students develop self-assured attitudes through practical skill-building. Similarly, Assante & Lişman (2023) used structural equation modeling to show that involvement in extracurricular activities significantly boosts students' professional self-evaluation and information-search strategies, indirectly enhancing their confidence in academic and career contexts mdpi.com. These findings collectively indicate that active engagement in diverse campus experiences ranging from social, organizational, to academic settings acts as a developmental catalyst by increasing students' perceived competence and thus reinforcing their self-confidence.

Therefore, the role of education is not only as a provider of knowledge, but also as a facilitator of students' personal and social development. Educational institutions should actively create an environment that supports the growth of student experiences through various mentoring programs, learning opportunities outside the classroom, and collaboration with industry and the community. In conclusion, broad and diverse life experiences play an important role in shaping students' self-confidence. Education, especially in higher education, plays a strategic role in providing a platform for students to enrich their experiences. Thus, by providing sufficient space for experiential learning activities, education can help shape graduates who are intellectually smart while also being confident, resilient, and ready to compete in the professional and social world.

The Effect of Self-Evaluation (X2) on the Confident Attitude of College Students in Yogyakarta

The results showed that self-evaluation significantly affects the self-confident attitude of female college students in Yogyakarta. Multiple regression analysis revealed that a 1% increase in self-evaluation correlated with a 0.241 increase in self-confident attitude. The significance value of 0.000, which is smaller than 0.05, indicates a strong relationship between self-evaluation and self-confident attitude. The calculated t value of 9.893, which is greater than the table t value of 1.968, reinforces the finding that self-evaluation has a significant contribution to the confident attitude of female college students. Self-evaluation, which refers to an individual's belief in their ability to achieve certain goals, plays an important role in shaping self-confidence. College students who have a high level of self-evaluation tend to show a stronger self-confident attitude compared to those who have low self-evaluation. there are 216 college students, i.e. 72.00%, are in the "Appropriate" group for self-evaluation, while 39 college students, i.e. 13.00% are classified in the "Very Appropriate" category for self-Evaluation.

The results of this study are supported by research Demirbulak et al. (2022) found involving English as a Foreign Language undergraduates found that regular self-assessment, combined with self-reflection checklists, increased students' perceived mastery of language skills and boosted their self-evaluation beliefs in reading, writing, listening, and speaking. Meta-analytic evidence further supports this effect: self-assessment interventions yield medium-to-large effect sizes for enhancing self-evaluation across various educational domains, as reported in Yan et al. (2020) and more recent reviews. In summary, well-structured self-evaluation practices especially when supported by clear criteria and feedback play a pivotal role in boosting self-confidence among college students by making learning processes more explicit and internally moderated.

Increased self-evaluation can be understood as the growth of female students' confidence in their ability to face various challenges, both in academic and non-academic environments. Students who have high self-evaluation tend to be more confident in making decisions, more actively participating in class discussions, and more ready to engage in group or organizational activities. Students also show the courage to try new things, including taking risks in the learning process, because they have the confidence that they are able to learn and develop from every experience faced. Self-

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evaluation plays an important role in driving learning motivation and academic achievement. Students who feel capable of completing challenging tasks will show a more persistent attitude, never give up, and be open to feedback. In this process, self-evaluation becomes the foundation for the formation of strong self-confidence. This confidence does not solely arise from within, but is also influenced by a learning environment that provides support, appropriate challenges, and space to grow and develop.

Education, especially in higher education, has a central role in fostering self-evaluation. A learning process designed with an empowering approach will encourage students to realize their potential. Lecturers play an important role in creating a positive learning environment, providing constructive feedback, and facilitating relevant and meaningful learning experiences. When students are given the opportunity to face challenges tailored to their ability level, they will gradually feel more confident in completing more complex tasks. In addition, reflective activities that help students evaluate their progress and recognize their strengths are important tools in strengthening self-evaluation. Learning experiences do not only occur in the classroom, but also through extracurricular activities, student organizations, skills training, and mentoring programs. These activities provide opportunities for students to get out of their comfort zone, face new situations, and build confidence in their capacity. Thus, increasing the self-evaluation of female students cannot be separated from the active role of educational institutions in creating a supportive system and environment. When self-evaluation develops, self-confidence also strengthens, and this will have a direct impact on academic achievement, readiness to face life's challenges, and personal development of female students as a whole. Therefore, education that touches cognitive, affective, and social aspects in a balanced manner is needed in preparing a resilient and confident young generation.

The Effect of Beauty Privilage (X3) on the Confident Attitude of College Students in Yogyakarta

The results showed that beauty privilege significantly affects the self-confident attitude of female college students in Yogyakarta. Multiple regression analysis revealed that a 1% increase in beauty privilege correlated with a 0.320 increase in self-confidence. The significance value of 0.000, which is smaller than 0.05, indicates a strong relationship between beauty privilege and self-confidence. In addition, the calculated t value of 16.869, which is greater than the t table value of 1.968, further strengthens the finding that beauty privilege has a significant contribution to female students' self-confidence. Beauty privilege, which refers to the benefits obtained by individuals who are considered to have an attractive physical appearance, is proven to have a significant impact on the self-confidence of female college students. There are 189 female students, 63.00%, in the "Suitable" group for beauty privilage, while 26 female students, 8.67%, are classified in the "Very Suitable" category for beauty privilage. College students who feel the existence of beauty privilege tend to have higher self-confidence in interacting socially, participating in academic activities, and facing daily challenges.

Numerous contemporary studies affirm that beauty privilege, often referred to as "pretty privilege," confers significant advantages that influence self-confidence among college students. According to the well-known physical attractiveness stereotype, individuals deemed attractive are routinely perceived as possessing positive traits such as intelligence, competence, and sociability, which strengthens their self-confidence through the halo effect (Zefanya, 2025). Furthermore, empirical evidence shows that female university students who experience beauty privilege such as preferential social and academic treatment report higher self-esteem and confidence levels, as documented in a qualitative study. Quantitative research similarly supports these findings: individuals exhibiting higher self-perceived attractiveness demonstrate greater attitude confidence and reduced decision uncertainty, suggesting that self-perceived beauty enhances overall confidence even beyond appearance-related (Jiang et al., 2021).

The increase in self-confidence that arises due to beauty privilege can be understood as a result of social treatment that tends to be more positive towards individuals who are considered physically attractive. Students with physical appearances that conform to commonly accepted beauty standards often receive kinder treatment, greater attention, and wider opportunities to engage in social and academic activities. This positive treatment reinforces their self-esteem and confidence, as they feel more accepted and recognized by their surroundings. In campus life, students with attractive appearance may have easier access to various activities such as student organizations, committee activities, or opportunities to become representatives in certain events. Involvement in these activities not only broadens experience, but also strengthens self-confidence because they feel able to perform and

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contribute in public spaces. However, this phenomenon also creates social dynamics that are not always fair to other female students who have great potential but do not fit into the dominant socially valued beauty standard category.

Relevant to educational institutions, beauty privilege is a challenge in realizing equality. When self-confidence relies too much on aspects of physical appearance, there is a risk of neglecting competence and character. Students who do not feel they meet the beauty standards can experience a decline in self-confidence, despite having strong intellectual abilities and personality. As a result, potential is not optimally actualized because it is hampered by narrow social perceptions. This is where education has an important role. Educational institutions must become spaces that are able to transcend social biases against physical appearance. Education should encourage respect for diversity in all its forms, including physical diversity, backgrounds and abilities. Self-confidence should be built on academic achievement, critical thinking skills, ethics, creativity, and real contributions to learning and society. Curricula that are inclusive and free from appearance bias need to be developed to create an equitable environment for all female students. Lecturers and educators also need to have a critical awareness of this issue so as not to unconsciously reinforce appearance-based privilege. A healthy educational environment is one that provides space for all individuals to grow and develop based on their potential and character, not solely on physical appearance. Thus, with this approach, education is not only a means of intelligence, but also a tool of social transformation that promotes equality, strengthens self-confidence based on more substantial values, and eliminates social constructions that limit the space for individuals to move based on external appearance alone.

CONCLUSION

The study reveals that life experience, self-evaluation, and beauty privilege significantly influence female students' confidence levels, contributing 73% of the variance, while the remaining 27% is shaped by other factors outside this research. Positive life experiences, such as academic achievements or organizational involvement, tend to enhance confidence, where as negative experiences may diminish it if not supported by effective coping mechanisms. Self-evaluation strengthens confidence through belief in one's ability to accomplish tasks, make decisions, and demonstrate resilience, while beauty privilege exerts the strongest effect by providing social advantages, though it may also create pressure for those who feel they do not meet beauty standards. Therefore, it is recommended that higher education institutions foster an inclusive, merit-based environment, expand opportunities for experiential and organizational learning, and provide counseling and psychological support services to help female students build confidence rooted in skills, achievements, and character rather than external factors.

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