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Teachers' Efforts in Fostering Students' Self-Confidence in the Learning Process in Grade V at MIM 01 Payaman

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ABSTRACT

This study aims to describe the teacher's efforts in building students' self-confidence in learning in grade V of MIM 01 Payaman. This phenomenon is raised due to the persistence of low self-confidence problems among students in the learning process, such as reluctance to ask questions, fear of making mistakes, and lack of activeness in discussions, which are influenced by the suboptimal strategies of teachers in developing students' self-belief. This study employs a descriptive qualitative approach with a case study design. The research subjects include the fifth-grade teacher and 10 fifth-grade students at MIM 01 Payaman. Data collection techniques were carried out through observation, interviews, documentation studies, and field notes. The data analysis techniques include data collection, data reduction, data presentation, and conclusion drawing. The validity of the data was ensured through triangulation of techniques, sources, and time. The result of the study indicate that the teacher's efforts in building student's self-confidence cover five indicators, namely: reception an attention, responding, valuing, organization, and character internalization. The teacher provides motivation, exemplary stories, appreciation, mentoring, and creates a consistent and supportive learning environment. Based on these findings, the students demonstrate self-confidence in aspects of belief in their own abilities, courage to express opinions, independence in action, courage to try new things, and the ability to manage tension. However, several challenges were found in its implementation, such as differences in students' family backgrounds, limited learning time, and negative influences from peers.

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan Upaya Guru dalam pembentukan rasa percaya diri siswa pada pembelajaran di kelas V MIM 01 payaman. Fenomena ini diangkat karena masih ditemukanya permasalahan rendahnya rasa percaya diri siswa dalam proses pembelajaran, seperti keengganan untuk bertanya, takut salah, serta kurang aktif dalam diskusi, yang dipengaruhi oleh kurang optimalnya strategi guru dalam membangun keyakinan diri siswa. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan rancangan studi kasus. Subjek penelitian ini meliputi guru kelas V dan 10 siswa kelas V di MIM 01 payaman. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dokumentasi, dan catatan lapangan. Teknik analisis data yang digunakan meliputi pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Penelitian ini mengunakan uji keabsahan data melalui triangulasi

teknik, sumber, dan waktu. Hasil penelitian ini menunjukan bahwa Upaya Guru dalam membentuk rasa percaya diri siswa meliputi lima indikator, yaitu: penerimaan dan perhatian, menanggapi, menilai, pengorganisasian, dan karakterisasi. Guru memberikan motivasi, ceerita keteladanan, apresiasi, pendampingan, serta menciptakan lingkungan belajar yang konsisten dan mendukung. Berdasarkan temuan tersebut, siswa menunjukan rasa percaya diri pada aspek keyakinan terhadap kemampuan sendiri, keberanian mengemukakan pendapat, kemandirian bertindak, keberanian mencoba hal baru, serta kemampuan mengelola ketegangan. Namun, masih ditemukan beberapa kendala dalam implementasinya, seperti perbedaan latar belakang siswa, keterbatasan waktu pembelajaran, serta pengaruh negatif dari teman sebaya.

INTRODUCTION

Education in the 21st century does not only focus on academic knowledge, but also encourages the development of social and emotional skills. A sense of confidence becomes an important element that determines students' ability to face a competitive world (OECD, 2018). In schools, students' self-confidence is proven to be a fundamental foundation for academic achievement and social-emotional development, where the role of the teacher is highly significant in creating a supportive environment (Nisa et al., 2023).

The Concept of Self-Confidence and Self-Efficacy

Self-confidence is an individual's belief in their own abilities to face various situations and complete tasks optimally. This concept has a close relationship with the theory of self-efficacy proposed by Bandura (1997), who defines self-efficacy as a person's belief in their ability to organize and carry out the actions needed to achieve certain goals. Although often equated, self-confidence and self-efficacy have conceptual differences. Self-efficacy refers to specific beliefs about the ability to complete certain tasks (Bandura, 1997), while self-confidence is a broader construct encompassing general beliefs about overall abilities in various situations (Stankov et al., 2012).

In elementary school students, self-confidence is demonstrated through the courage to express opinions, the courage to ask questions, the ability to work together, not giving up easily, and resilience in facing their abilities. Indicators of student self-confidence in this study refer to Bandura's opinion (1997) which includes: (1) belief in one's own abilities, (2) courage to face challenges, (3) optimism, (4) responsibility, and (5) ability to interact positively with the surrounding environment.

The Role of Teachers in Building Self-Confidence

Nationally, character strengthening is in line with the Ministry of Education's vision through the Pancasila Student Profile program, where the dimension of "independence" intersects with the capacity of individuals who are confident (Kemendikbudristek, 2025). However, in practice in the field, many students still hesitate to express opinions, do not dare to take responsibility because they are afraid of making mistakes, or easily give up when facing difficulties (Fitriani & Malik, 2023). If not addressed, this condition can form a habit of avoiding continuously (Sari & Mulyati, 2024).

Various studies show that teachers have an important role in building elementary school students' self-confidence through appropriate learning strategies. Research by Nisa et al. (2023) shows that providing positive reinforcement, opportunities for students to express opinions, and student-centered learning can increase students' courage and confidence. Research by Fitriani and Malik (2023) also found that teachers providing emotional support, constructive feedback, and creating a pleasant atmosphere can increase students' self-confidence so that they are more active in participating in the learning process.

Empirical evidence relevant to this issue also strengthens this opinion. Irmaningrum (2015) showed that the role-playing method not only affects cognitive learning outcomes, but also provides a positive impact on social-emotional aspects, including increasing students' self-confidence in interacting and expressing themselves in front of the class. Kharisma et al. (2023) found that a hybrid learning model based on a project approach involving the surrounding environment encourages students to take active and responsible actions, which ultimately strengthens their self-confidence. Sari and Mulyati (2024) emphasized that the quality of feedback focused on effort and strategy is directly related to increasing students' beliefs. Wijaya and Pratiwi (2024) also highlighted the importance of the teacher's role as a facilitator and motivator in building student confidence, as well as the need for collaboration between teachers, parents, and schools.

Research Gap and Novelty

Although many studies have examined the importance of student self-confidence and teacher strategies in learning, most research is more focused on improving learning outcomes or the effectiveness of certain learning methods. Research that specifically describes teachers' efforts in building students' self-confidence through qualitative descriptive approaches, especially in the context of private madrasah ibtidaiyah, is still limited. Apart from that, not many use the affective domain taxonomy framework of Krathwohl, Bloom, and Masia (1964) as a basis for analyzing teachers' efforts in building student self-confidence. Therefore, this research seeks to fill this gap by describing in depth the various efforts of teachers in building self-confidence of grade V students at V MIM 01 Payaman.

The novelty of this research lies in three aspects. First, this research uses Krathwohl, Bloom, and Masia's (1964) taxonomic affective domain theory which can be adopted as an indicator of teachers' efforts, namely receiving, responding, valuing, organization, and characterization. The use of this framework provides a conceptual contribution regarding how teachers' efforts in developing indicators of teacher efforts are implemented in daily learning practices and how students respond to these efforts.

Based on initial observations made by researchers in class V MIM 01 Payaman on Tuesday, October 15, 2025, it appears that there are indications that some students have low self-confidence. This is evident in several important indicators. In the academic confidence indicator, when the teacher asked questions, only about 8 students actively answered, while about 24 other students tended to be silent, nod, or avoid eye contact, actions that did not demonstrate their ability to express opinions orally. In the social aspect and group work, of the total 14 students observed, only 14 students were actively involved in group learning activities, sometimes only following the dominant friend's orders without daring to submit their own ideas. This phenomenon indicates that they feel less confident in contributing within the group. This condition becomes a problem because class V is a critical transition stage where students prepare themselves before entering the next level of education. Teachers' efforts to create a pleasant atmosphere, provide positive feedback, and integrate spiritual values are the next steps. This research aims to describe in depth teachers' efforts in building students' self-confidence in class V MIM 01 Payaman.

METHOD

This research uses a descriptive qualitative design with a case study approach (Creswell, 2014). The research was conducted at MI Muhammadiyah 01 Payaman,

Solokuro, Lamongan in the odd semester of the 2025/2026 academic year. The research subjects consisted of 1 class V teacher and 10 class V students selected purposively based on indicators of low self-confidence. The object of the research is the teacher's efforts and the level of student self-confidence.

Instruments and Research Procedure

Data collection techniques include: (1) participatory observation of the learning process, (2) semi-structured in-depth interviews with teachers and students, (3) documentation studies (school profiles and activity photos), and (4) field notes. The instruments consist of observation guidelines and interview guides that have been validated by experts.

Observation was conducted four times per meeting on different days to ensure data consistency (time triangulation). Observation was carried out by the main researcher assisted by an assistant to reduce subjectivity bias. Each observation lasted for one lesson (2 x 35 minutes) and focused on teacher effort indicators and five indicators of student self-confidence. Observation results were recorded in a structured observation sheet arranged based on these indicators.

Observation Assessment Rubric

Although this research is qualitative in nature, numerical scores (1-4) are used as a tool to categorize the quality of observations, not as statistical data for generalization. The assessment rubric for each score is follows:

Table 1. Observation Assessment Rubric

Skor	Kategori	Deskripsi
4	Good	Behavior/indicator appears consistently in ≥ 75% of observations and shows adequate quality |
3	Fairly Good	Behavior/indicator appears in 50-74% of observations with moderate quality
2	Poorly Good	Behavior/indicator appears in 25-49% of observations with low quality
1	Not Good	Behavior/indicator appears in < 25% of observations or is not visible at all

The final score for each aspect is obtained from the average score of four observations. This score is then converted into qualitative categories (Good, Fairly Good, Poorly Good, Not Good) to facilitate interpretation. However, the final conclusion of the research is still based on qualitative data analysis from interviews, field notes, and documentation, with numerical scores functioning as a tool for data triangulation.

Data Analysis

Data analysis uses the Miles & Huberman model (Murdiyanto, 2020) through the stages of: data collection, data reduction, data presentation, and drawing conclusions. Validity testing is carried out using source triangulation (comparing information from teachers, students, and documents), technical triangulation (observation, interviews, documentation), and time triangulation (collecting data on different days).

RESULTS AND DISCUSSION

Results

Teacher's Efforts in Learning

Based on the results of observations and interviews, the efforts of the class V teacher (Mrs. M) in building self-confidence include five indicators adapted from the affective domain taxonomy of Krathwohl, Bloom, and Masia (1964). These five indicators are: (1) receiving and attention, (2) responding, (3) valuing, (4) organization, and (5) characterization. Data regarding the teacher's efforts in learning are presented in the following table.

Table 2. Recap of Observation Result Of Teacher's Efforts

No	Indicator	Aspect Assessed	Score	Category
1.	Receiveng and attention	Teacher provides motivation or exemplary stories to attract students' attention	4	Good
		Teacher designs activities that encourage students' readiness to be actively involved	4	Good
2.	Responding	Teacher provides opportunities for students to answer questions orally	3	Fairly Good
		Teacher encourages students to try working on problems or presenting in front of the class	4	Good
		Teacher facilitates group discussions so students can be actively involved	4	Good
3.	Valuing	Teacher gives appreciation or positive reinforcement after students successfully complete tasks	4	Good
		Teacher accompanies students with a supportive attitude so they do not give up easily when facing difficulties	4	Good
4.	Organization	Teacher guides students to dare to ask questions even though they feel awkward or hesitant	3	Fairly Good
		Teacher provides space for students to complete tasks independently before asking for help	4	Good
		Teacher helps students in organizing learning priorities more independently	4	Good
5.	Characterization	Teacher creates consistent learning situations to foster self-confident behavior	4	Good
		Teacher provides opportunities for students to appear confident in social interactions and problem-solving	4	Good
		Teacher trains students to make decisions with confidence and responsibility	4	Good

Note: Scale: 1 = Not Good, 2 = Poorly Good, 3 = Fairly Good, 4 = Good

In the receiving and attention indicator with a score of 4 (good), the teacher provides motivation and exemplary stories of the courageous Prophet. Student SPA stated, "My teacher often tells stories of the Prophet Muhammad who was brave, making me more enthusiastic." In the responding indicator with scores of 3-4, the teacher provides opportunities to answer orally and group discussions, although encouragement to present in front of the class is still fairly good because students feel awkward. In the valuing indicator with a score of 4 (good), the teacher gives specific appreciation ("great" and "smart") and patient assistance. In the organization indicator with scores of 3-4, the teacher guides asking questions from writing to orally and provides room for

independence. In the characterization indicator with a score of 4 (good), the teacher creates consistent routines and gives roles such as group leader. Student PAP admitted, "I dare to be a note-taker because I am confident my writing is neat."

Student Self-Confidence

Based on the results of observations and interviews, student self-confidence includes five indicators based on Bandura's theory (1997): (1) belief in one's own abilities, (2) daring to express opinions, (3) acting independently, (4) daring to try new things, and (5) being able to control tension. The level of student self-confidence still varies. Data regarding student self-confidence is presented in the following table

Table 3. Recap of Observation Result Of Student Self-Confidence

No	Indicator	Aspect Assessed	score	category
1.	Beliefe in one's own abilities	Students are confident they can complete tasks without hesitation	3	Fairly Good
		Students are tenacious and do not easily give up when facing difficulties	4	Good
		Students are able to evaluate their own learning progress independently	2	Poorly Good
2.	Daring to express opinions	Students actively ask the teacher during learning	3	Fairly Good
		Students dare to express opinions in class discussions	3	Fairly Good
		Students provide answers or ideas even though they are not fully confident	3	Fairly Good
3.	Acting independently	Students complete tasks on time without much prompting	3	Fairly Good
		Students take the initiative in organizing learning strategies	2	Poorly Good
		Students are able to make simple decisions related to their learning process	3	Fairly Good
4.	Daring to try new things	Students do not avoid when introduced to new learning activities	4	Good
		Students show interest in exploring material outside what is taught	4	Good
		Students are willing to be involved in projects, role-playing, or creative presentations	4	Good
5.	Able to neutralize tension	Students remain calm and focused when facing stressful situations such as exams	3	Fairly Good
		Students can accept criticism well without feeling offended or anxious	3	Fairly Good
		Students are able to think clearly and do not avoid when there is a conflict or disagreement	2	Poorly Good

Note: Scale: 1 = Not Good, 2 = Poorly Good, 3 = Fairly Good, 4 = Good

In the indicator of belief in one's own abilities, self-confidence is fairly good (score 3) and tenacity is good (score 4), but the ability to evaluate one's own progress is poorly good (score 2). The indicator of daring to express opinions is fairly good (score 3); student TKA admitted starting to dare to ask because the teacher said "there are no stupid questions." The indicator of acting independently shows students are quite disciplined in completing tasks (score 3), but initiative in organizing strategies is still poor (score 2). The indicator of daring to try new things shows high enthusiasm for creative projects (score 4); student MMA stated, "I really like projects making toys from used materials."

The indicator of being able to neutralize tension shows students are quite calm during exams (score 3), but are weak in managing conflict (score 2), tending to call the teacher.

Discussion

Analysis of Teacher Efforts Based on the Affective Domain Taxonomy

The research results show that the teacher's efforts at MIM 01 Payaman have generally been implemented well and are in line with Bandura's (1997) self-efficacy theory, especially through verbal persuasion (verbal support) and mastery experience (success experiences). These findings support the research of Nisa et al. (2023) that teachers play a very important role in creating an environment that supports the growth of students' self-confidence. The teacher's efforts to create an environment begin with statements like "there are no stupid questions" and "no problem."

Receiving and Attention

In the receiving and attention indicator, the teacher shows optimal efforts to attract students' attention and readiness to be involved. The strategy of providing motivation and stories of the Prophet's exemplary behavior is effective in building interest. This is in line with the views of Wijaya and Pratiwi (2024) stating that teachers as motivators play an important role in building students' self-confidence through inspiration and positive messages.

Responding

The responding indicator shows varied results. Although the teacher has provided opportunities to answer orally and group discussions, the encouragement for presentations in front of the class is still fairly good because students still feel awkward. This indicates the need for a gradual strategy in building students' confidence to appear in public, as recommended by Irmaningrum (2015) through the role-playing method which can reduce student anxiety gradually.

Valuing

The valuing indicator (appreciation and assistance) runs optimally. The quality of feedback focused on effort and strategy is directly related to increasing student confidence (Sari & Mulyati, 2024). The teacher provides specific appreciation such as "great" and "smart" as well as patient assistance when students face difficulties. This creates a mastery experience which, according to Bandura (1997), is the strongest source of self-efficacy.

Organization

The organization indicator shows that the teacher has guided students to dare to ask questions even though they are awkward and provides room for independence. However, the aspect of guiding students to ask questions orally still needs improvement. The teacher has implemented a gradual strategy from written to oral questions, and helps students who are not yet ready to adapt. These findings support the research of Kharisma et al. (2023) that project-based learning creates an environment that encourages students to take active and responsible roles.

Characterization

The characterization indicator shows the teacher's consistent efforts in creating routines and giving roles to students. Giving roles such as group leader or note-taker provides direct experience in taking responsibility. Student PAP admitted, "I dare to be a note-taker because I am confident my writing is neat." This shows that self-confidence is built through repeated success experiences in a safe and structured context.

Analysis of Student Self-Confidence

Student self-confidence shows variation in the five indicators. Students show tenacity and involvement in projects well (score 4), fairly good in belief in themselves and courage to express opinions (score 3), but are still weak in the ability to evaluate their own progress (score 2), initiative in organizing learning strategies (score 2), and conflict management (score 2). This condition indicates that self-regulation is not yet well formed, which according to Bandura (1997) needs to be trained gradually through self-observation, self-judgment, and self-reaction. The low initiative in organizing learning strategies and the ability to manage conflict indicate the need for strengthening social-emotional skills. Limited time and differences in family backgrounds are obstacles that require collaboration between teachers, parents, and schools, as recommended by Wijaya and Pratiwi (2024).

The Relationship Between Teacher Efforts and Student Self-Confidence

The teacher's efforts in the five affective taxonomy indicators contribute to the formation of student self-confidence through several mechanisms. First, receiving and attention from the teacher creates a safe and supportive learning environment, which is a prerequisite for students to dare to take academic risks (Nisa et al., 2023). Second, the teacher's positive response to student participation, including the statement "there are no stupid questions," reduces student anxiety and encourages active involvement. Third, specific appreciation and patient assistance provide constructive feedback that strengthens students' beliefs in their abilities (Sari & Mulyati, 2024). Fourth, the organization of learning that provides room for independence and gradual responsibility allows students to experience success in building self-efficacy (Bandura, 1997). Fifth, the consistency of routines and giving roles creates repeated experiences and internalizes self-confident behavior as a character (Krathwohl et al., 1964).

Overall, the teacher's efforts in building student self-confidence in class V MIM 01 Payaman have been implemented well in the indicators of receiving and attention, responding, valuing, and characterization, but still need to be improved in the organization indicator as well as aspects of student self-regulation and conflict management.

CONCLUSION AND SUGGESTIONS

Based on the results of the analysis, it is concluded that the teacher's efforts in learning in class V MIM 01 Payaman have generally been implemented well, covering five indicators adapted from the affective domain taxonomy of Krathwohl, Bloom, and Masia (1964), namely: receiving and attention through motivation and exemplary stories; responding through opportunities to ask questions and group discussions; valuing through specific appreciation and assistance; organization through room for independence; and characterization through consistent routines and giving roles. The level of student self-confidence varies: good in tenacity and project involvement, fairly good in self-belief and courage to express opinions, but still weak in the ability to evaluate their own progress, initiative in organizing learning strategies, and conflict management. The main obstacles include differences in family backgrounds, limited time, and negative peer influence.

Teachers should improve strategies for guiding students to dare to ask questions orally gradually and train self-regulation through simple reflection journals. Schools need to hold workshops on self-confidence building strategies and collaboration programs with parents. Future research is recommended to test the effectiveness of affective

taxonomy-based interventions in increasing student self-confidence through experimental or action research designs.

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