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## THE ROLE OF TEACHERS IN DEVELOPING *SELF-CONFIDENCE* OF GRADE 5<sup>th</sup> ELEMENTARY SCHOOL STUDENTS

Lily Auliya Puspita<sup>1</sup>  
Universitas Tiga Serangkai, Indonesia  
[aulyalily28@gmail.com](mailto:aulyalily28@gmail.com)

Umi Fajar Azizah<sup>2</sup>  
Universitas Tiga Serangkai, Indonesia  
[umifajara@gmail.com](mailto:umifajara@gmail.com)

### ABSTRACT

This study examines the important role of teachers in developing self-confidence in fifth grade elementary school students. Self-confidence, defined as an individual's belief in his or her ability to complete a task or deal with a particular situation, is a fundamental component in personal development. Using a descriptive qualitative method, this research was conducted at SDN 137 Cijerokaso, Bandung, involving two grade V teachers as research subjects. Data were collected through observation, in-depth interviews, and documentation, then analyzed using an interactive model that includes data reduction, data presentation, and conclusion drawing. The results showed that teachers play an important role in creating a supportive learning environment by implementing strategies such as motivational feedback, personalized guidance, and inclusive classroom practices. These strategies have a positive impact on students' academic achievement, social interaction and self-confidence. Despite challenges such as limited teacher patience and communication barriers with students, this study provides practical recommendations to improve pedagogical strategies to effectively support students' confidence development.

**Keyword :** Teacher role, self-confidence, elementary school

Primary education plays an important role in shaping students' character and personality. At this stage, students experience significant cognitive, emotional and social development. One important aspect of personality development is *self-confidence*. According to (Fitayanti et al., 2022), *Self-confidence* has a broad impact, not only in academic success, but also in the formation of social relationships, decision making, and students' ability to face various challenges in life. In the context of basic education, developing *self-confidence* is one of the top priorities to ensure students can develop optimally (Khairunnisa et al., 2022).

*Self-confidence* can be defined as an individual's belief in his or her ability to achieve goals or deal with certain situations. According to Bandura in (Hanifah & Hakim, 2023), *self-confidence* is closely related to the concept of *self-efficacy*, which is an individual's belief that he is able to perform certain actions to achieve the desired results. Factors that influence *self-confidence* include personal experience, experience of others through observation (*modeling*), social support, and individual emotional conditions. (Santoso & Hidayati, 2021). A supportive environment, such as school, is one of the important elements in building students' *self-confidence*.

At the elementary school stage, students are in a very crucial phase in the development of *self-confidence*. According to (Al Husna & Putri Rahayu, 2022), they begin to explore the world outside the family environment and engage in various social and academic activities that require interaction with peers and teachers. Their first experiences at school are often the benchmark for the formation of self-confidence that they will carry into the next level of education. According to (Aini Nasution & Nelissa, 2021), students who feel supported by their teachers and peers tend to have higher self-confidence than students who feel ignored or disrespected.

Self-confidence in primary school students is also influenced by their success or failure in completing academic tasks (Huzni et al., 2023). Teachers have a responsibility to ensure that tasks are appropriate for students' ability levels, so that they do not feel burdened or afraid of failure. The experience of success, even in small tasks, can have a significant positive impact on students' *self-confidence*. Conversely, repeated failures without support from teachers can erode students' confidence and make them doubt their own abilities. (Kiki Yestiani & Zahwa, 2020).

Teachers play a key role in building students' *self-confidence*. As learning

facilitators, teachers are not only responsible for delivering academic material, but also for guiding, motivating and providing emotional support to students. According to Gagne in ((Nur et al., 2023), teachers can influence students' affective aspects by creating a conducive learning environment, providing positive feedback, and encouraging students to be actively involved in the learning process. Teachers who are able to show empathy and pay attention to each student can create a sense of security for students to express themselves and explore their potential.(Lombu & Lase, 2023).

The strategies used by teachers to improve students' *self-confidence* are varied. One of the main strategies is to appreciate students' efforts and achievements. This can be done through praise, symbolic rewards or recognition in front of classmates. In addition, involving students in group activities, such as discussions or joint projects, can help them develop social skills and self-confidence. According to (Zalvagina, 2024), teachers also need to adjust the level of difficulty of the task to the students' abilities, so that they feel able to complete the task without feeling pressured. An individualized approach that understands the unique needs and potential of each student is also key in developing their confidence.

At the primary school stage, students are in the process of forming their self-identity and understanding their role in the social environment. Strong *self-confidence* at this age will be an important foundation for their future success, both in academic and non-academic aspects. Piaget in (Pramesti & Waluyo, 2023), states that elementary school-age children are in the concrete operational stage, where they begin to be able to understand cause-and-effect relationships and solve simple problems. In this context, teachers who can provide positive learning experiences that are relevant to everyday life will help students feel confident in their abilities.

In addition, parents' involvement in supporting students' *self-confidence* development is also an important factor. Good communication between teachers and parents can strengthen the support given to students. Parents who praise, encourage and recognize their children's efforts will strengthen their self-confidence, especially in facing academic and social challenges.

This study aims to deeply analyze the role of teachers in developing self-confidence of fifth grade elementary school students. By understanding the approaches, strategies and methods applied by teachers, it is hoped that more

effective solutions can be found to support the development of students' self-confidence.

This research also seeks to provide recommendations for educators in creating a learning environment that empowers and supports the growth of students' *self-confidence* in a sustainable manner.

## **METHOD**

This research uses a descriptive qualitative method that aims to provide an in-depth description of the role of teachers in developing elementary school students' self-confidence. This approach was chosen because it is able to explore data holistically and provide a comprehensive understanding of the phenomenon under study. The research subjects were fifth grade teachers at SDN 137 Cijerokaso, Bandung City, who were selected based on their strategic role in classroom learning.

Data collection techniques were conducted through direct observation, in-depth interviews, and documentation, allowing researchers to obtain accurate and relevant data. The main instruments used in this study include observation guidelines to record teachers' behavior and interactions in the classroom, as well as interview guidelines designed to explore teachers' views and strategies in building students' self-confidence. In this study, the informants were involved by two grade V teachers of SDN 137 Cijerokaso. The first informant was MA, teacher of grade V A, and the second informant was RH, teacher of grade V B.

This study employed triangulation as the primary technique to ensure data validity, based on the criteria of credibility, transferability, dependability, and confirmability. Triangulation was a technique that utilized other sources or methods as a comparison to the data obtained. (Fakhri Ramadhan et al., 2024) The use of triangulation aimed to achieve data validity in qualitative research by ensuring data credibility, thus producing objective conclusions regarding the role of teachers in fostering students' self-confidence.

The collected data were analyzed using the interactive model data analysis technique, which consists of three main stages: data reduction, data presentation, and conclusion drawing. (Rijal Fadli, 2021). The data reduction stage was carried out by selecting and filtering relevant data for research, while data presentation was carried out in the form of descriptive narratives and tables to facilitate understanding. (Ultavia et al., 2023). Finally, conclusion drawing was conducted based on patterns and findings that emerged from the data, resulting in valid and

## FINDINGS/RESULTS AND DISCUSSION

In December 2024, researchers conducted research at SDN 137 Cijerokaso. The geographical location of SDN 137 Cijerokaso is located on Jalan Sarijadi Raya No.73, Sarijadi Village, Sukasari District, Bandung City. In 2024/2025 SDN 137 Cijerokaso has 300 students divided into 6 classes from grade 1 to grade 6 parallel. The facilities and infrastructure owned by SDN 137 Cijerokaso currently consist of 12 classrooms, 1 principal's room, 1 computer laboratory room, 1 library room, 1 warehouse room, 1 administrative room, 1 teacher's room, 1 UKS room, 1 prayer room, 1 soccer field, 4 student bathrooms, 2 teacher bathrooms, and 2 canteens.

The research subjects in this study were two grade V teachers of SDN 137 Cijerokaso in the 2024/2025 school year. The first subject is MA, a grade V teacher who was born in 1995 and was 29 years old when the research was conducted. MA has an academic qualification of S1 Elementary School Teacher Education (PGSD) at the University of Education Indonesia. She has been teaching at SDN 137 Cijerokaso since 2018. The second research subject was RH, a fifth grade teacher who was born in 1995 and was 29 years old when the research was conducted. RH has an academic qualification of S1 Elementary School Teacher Education (PGSD) at the University of Education Indonesia. He has been teaching at SDN 137 Cijerokaso since 2018.

### 1) The teacher's role in developing students' *self-confidence*

Based on the interview, Teacher MA understands the concept of self-confidence obtained from reading, news, and discussion. The teacher defines self-confidence as a belief in one's own abilities and mentions that students with high self-confidence are active, brave, independent, easy to communicate and sociable, while students with low self-confidence tend to be shy, quiet, difficult to communicate, difficult to sociable, and have low achievement. Internal factors such as mental health and positive mindset, as well as external factors such as parenting and family environment, affect students' self-confidence.

Teacher MA gave examples of students with high (AH and VA) and low (AR) self-confidence in class V A of SDN 137 Cijerokaso. High-confidence students show courage and good socializing skills, while low-confidence students often have difficulty in group communication and contribution.



Figure 1. Interview with MM

To develop students' self-confidence, Teacher MM provides motivation, praise and guidance, as well as arranging alternate seating to support social interaction. The MM teacher also gives special attention to students who have low self-confidence during learning to help them be more confident.



Figure 2. Observation

According to Teacher RH, students with high self-confidence have characteristics such as active participation, courage, independence, creativity, positive attitude, and sociability. In contrast, students with low self-confidence tend to be quiet, shy, difficult to get along with, dependent on others, and have a limited social environment. Factors that influence students' self-confidence include internal factors, such as mental state and mindset, and external factors, such as parenting, family circumstances, and living environment.

Teacher RH gave an example of two students in class VB, namely Student A (high self-confidence) who is active, accomplished, and sociable, and Student L (low self-confidence) who is quiet, insecure, and underachieving. Teacher RH used a personal approach to help Student L, such as giving praise, motivation,

With this approach, Student L began to show an increase in self- confidence.

Teacher RH also assigns small responsibilities, such as leading prayers and picket duty, to encourage students' self-confidence. In addition, she provides verbal motivation, appreciation in the form of praise or small gifts, and special attention when supervising students. Although she does not provide personal guidance, Teacher RH tries to create an environment that supports the development of students' self-confidence.

Table 1. Results of interview and observation about the role of teachers in developing self confidence

No	Teacher MM	Teacher RH	Observation	Conclusion
1	Implemented student seating arrangement method by shifting every week and randomly shuffling my peers.	Using the strategy of arranging student seating by shifting once a week and randomizing my peers.	The researcher did not directly witness the students' seating arrangements, which were randomized once a week.	Teachers MM and RH organize students' seating by shifting seats sequentially each week and randomizing students' benchmates.
2	Provide motivation to students.	Inspire and motivate students	Teachers MM and RH provide overall encouragement and inspiration to students.	Teachers MM and RH provide motivation and inspiration to students in class.

3	Giving appreciation to students in the form of applause and praise to students.	Giving appreciation to students.	Teachers MM and RH reward students who dare to answer questions with praise and applause.	The teacher gives appreciation to the students in the form of applause and praise.
4	Invite students to communicate while circling around the class to monitor student work.	Circling around the class to supervise student work, the teacher engages students in interaction and communication.	Teachers MM and RH went around and asked questions to students who had low self-confidence when doing assignments.	The teacher invites students with low self-confidence to communicate.
5	Not yet giving responsibility to students who have low self-confidence. For fear of burdening students	Not giving more responsibility to students who have low self-confidence, because students are pressured.	Teachers MM and RH have not given responsibility specifically to students who have low self-confidence.	Teachers have not given special responsibilities to students who have low self-confidence.
6	Communicating the role of developing students' self-confidence to the principal and	The RH teacher enthusiastically communicated her efforts in developing students' self-	The researcher did not directly witness the communication between the principal and	Teachers try to openly communicate the role of developing students' self-

	fellow teachers.	confidence to the principal and fellow teachers.	teachers.	confidence to the principal and fellow teachers at school.
7	Never provide one-on-one guidance to students who have low self-confidence.	Never provided one-on-one guidance to students with low self-confidence.	When in the classroom, MM and RH teachers guide students who lack confidence only to the extent of asking and answering questions about the task being done.	Teachers have never provided personal guidance to students who have low self-confidence.

2) Obstacles faced by teachers in developing students' *self-confidence*

Teacher MM realizes the obstacles in developing students' self-confidence, both from herself and from the students. From the personal side, Teacher MM acknowledges her limited knowledge, ability, and lack of patience in dealing with students who act out. Meanwhile, constraints from students include communication difficulties and lack of response to teachers' efforts, caused by fear or reluctance to open up and interact. These constraints pose a challenge in helping students develop self-confidence.

Teacher RN realizes that the obstacles in improving students' self-confidence can come from both herself and the students. On the personal side, Teacher RH recognizes the limitations of her knowledge and abilities, as well as the impact of providing playtime before learning which can affect students' enthusiasm. From the students' side, obstacles arise from students with low self-confidence who are

difficult to communicate with and tend not to respond, thus challenging the DP Teacher to find effective ways to help them develop self-confidence

The observation was conducted over one day with two learning sessions, focusing on the role of Teacher MA in developing students' self-confidence. The MA teacher teaches from the front of the class, occasionally walking around the class to supervise students and interact. The material is delivered using the lecture and question and answer method, without supporting media other than the package book. Questions and answers are conducted randomly, with appreciation in the form of praise or applause for students who answer. MA teachers provide general motivation without a special approach for students with low self-confidence, although there are efforts to engage them in communication when supervising student work. No special guidance is given to students with high self-confidence. During learning, only smart students are active, while most students seem less enthusiastic. Student response to the MM Teacher's efforts in developing self-confidence was also minimal, indicating the need for improved strategies to engage and motivate all students.

Observations show that Teacher RH teaches in a dynamic and interactive manner, actively moves around the classroom, and uses a variety of learning media to create a collaborative atmosphere. In addition to providing basic information through lectures, Teacher RH encourages discussion, question and answer, group projects and critical thinking. She pays special attention to students with low self-confidence through motivation, support and praise that focuses on their efforts.

Teacher RH's inclusive approach makes every student feel valued, with formative evaluation, constructive feedback and customized appreciation. Students responded enthusiastically, including those who previously lacked confidence, who became more willing to participate. Overall, Teacher RN succeeded in creating an engaging, interactive and supportive learning environment, which increased students' confidence and passion for learning.

This research discusses the role of teachers in developing students' self-confidence through various strategies and approaches. Teacher MA and Teacher RH provide motivation, appreciation, and create a supportive learning environment. The strategies used include providing inspirational words, rewards in the form of praise, applause, or prizes to students who dare to

perform. This approach is in line with Harter's and Thursan Hakim's on (Martes & Patta, 2024) theories that emphasize the importance of motivation, appreciation, and active participation in building students' self-confidence.

Teacher MM also gives special responsibilities to students with low self-confidence, such as leading prayers or picket duty, to boost their self-confidence. On the other hand, Teacher RN regularly rotates students' seats to encourage social interaction and adaptation to new environments. This strategy is supported by Tarmudji's on (Cano-Og Moneva & Tribunalo, 2020) theory which emphasizes the importance of risk-taking as an important step in developing self-confidence.

In addition to individual strategies, both teachers actively communicate with the principal and colleagues to discuss students' conditions and find solutions together. This communication is in line with Harter's on (Akbari & Sahibzada, 2020) approach regarding the importance of collaboration in overcoming the challenges of developing students' self-confidence.

Teacher MM and Teacher RH face several obstacles in developing students' self-confidence, including:

- a. Students' unwillingness to cooperate: Some students showed resistance in cooperating with classmates, which hampered their confidence-building process.
- b. Difficulty communicating with students with low self-confidence: Teachers face challenges in establishing effective communication with students who tend to be quiet or insecure.
- c. Teacher impatience: Teachers realize that impatience can affect the interaction and the success of the approach.

These obstacles are rooted in students' internal factors, such as mental state and self-concept, as well as external factors such as family upbringing and social environment. This view is in line with Lauster's theory (Nur Ghufon & Rini R.S., 2011) which divides the factors of self-confidence into two categories, namely internal and external.

Table 2. Results of interview and observation about the obstacle of the teacher's role

Data Source	Data Collection Methods	Results
Teacher DN	Interview and Observation	Subjects are constrained by their lack

of knowledge in the role of teachers in developing students' self-confidence. In addition, students are also unwilling to cooperate in developing their self-confidence.

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DP Teacher

Interview and Observation

The subject is constrained by the lack of knowledge they have in the role of teachers in developing students' self-confidence. In addition, the subject also had difficulty communicating with students who had low self-confidence.

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This research offers several solutions to overcome the obstacles faced by teachers, namely:

- a. Create a classroom atmosphere that supports collaboration: Teachers can implement group projects or give awards for good cooperation to encourage student collaboration.
- b. Improve teachers' communication skills: Teachers need to build better relationships with students through active listening, positive feedback and emotional support.
- c. Develop patience and empathy: Teachers are encouraged to practice stress management and relaxation techniques in order to face challenges calmly and effectively.

This study concludes that the role of teachers in developing students' self-confidence involves providing motivation, appreciation, special responsibilities and seat rotation. In addition, communication with the principal and colleagues is an important part of this development strategy. The main obstacles faced include students' unwillingness to cooperate, communication difficulties with students with low self-confidence, and teachers' impatience. By implementing effective solutions, teachers can create a learning environment that supports the development of students' self-confidence and improves their academic and social achievement.

## CONCLUSIONS

The results of this study confirm that teachers have a significant contribution in

THE ROLE OF TEACHERS IN DEVELOPING *SELF-CONFIDENCE* OF GRADE 5<sup>th</sup> ELEMENTARY developing primary school students' self-confidence through a supportive learning environment, by implementing strategies such as motivational feedback, personalized guidance and inclusive classroom practices. Teacher efforts, such as seating rotation and ability-appropriate assignments, help students develop social and academic skills. Teachers' efforts, such as seat rotation and ability-appropriate assignments, help students develop social and academic skills. However, there are challenges, including communication difficulties with shy students and the need for increased patience and adaptive teaching methods. Overcoming these barriers requires continuous professional development of teachers as well as a collaborative approach with parents and school authorities. By equipping teachers with adequate tools and support, a supportive learning environment can be created, strengthening students' self-confidence and laying the foundation for their future success

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