



Self-confidence Cultivation in Elementary School Civics Learning

Nadila Ade Yosi and Sutama^(✉)

Faculty of Teacher Training and Education, Muhammadiyah University of Surakarta, Surakarta, Indonesia
sutama@ums.ac.id

Abstract. This study aims to: 1) develop the concept of cultivating self-confidence in the core activities of civics learning for elementary students; 2) develop self-confidence cultivating groups in the core activities of civics learning for elementary students; 3) develop independent self-confidence exercises in the core activities of civics learning for elementary students. This type of research was ethnographic qualitative. The research was conducted at SD Negeri Pilangsari 3 Ngrampal Sragen for six months with the school principal, a fourth-grade teacher, and 24 fourth-grade students as subjects. Data collection techniques included participatory observation, in-depth interviews, and document analysis. Data validation was obtained through source and time triangulation. The data analysis technique was carried out reciprocally. From the research results, in cultivating self-confidence in core activities in civics learning, students can think and act independently. In increasing the culture of self-confidence in civics learning, students can have a sense of self-confidence in school by daring to argue, ask questions, or answer questions. The research data presented can be used to understand the significant increase in the cultivation of self-confidence in fourth-grade students at SD Negeri Pilangsari 3.

Keywords: cultivation · self-confidence · learning · civics

1 Introduction

Until now, education is believed to be the most powerful medium to shape children's intelligence and personality for the better. In this modern era, individuals have high self-confidence to accommodate their full potential. This self-confidence helps optimize creativity, find work, advance careers, and various other things. Students apply various strategies to gain self-confidence because it can make it easier for individuals to implement their potential.

Self-confidence is an essential personality aspect. A lack of self-confidence can cause various problems to arise. Self-confidence in social life is the most valuable characteristic of a person because this attribute can realize all potential. Self-confidence is essential for everyone, whether children or parents, individually or in groups [1]. Confident people believe in their ability to take things seriously [2].

Law No. 20 of 2003 Article 37 Paragraph 1 regarding the National Education System states that civics learning must be given to elementary and secondary education students. According to [3], civics learning at the elementary school level is required to prioritize teaching morals to form professionalism in studying knowledge on an ongoing basis based on the use and improvement of system skills and rational behavior. The purpose of the civics contained in the KTSP is to handle the growth of science and technology at the international level. However, the facts show that only some of the learning objectives of civics are implemented. Facts on the field show that elementary students think that civics education is a discipline that is not easy to memorize. It affects students' low-quality learning.

The students' low-quality learning impacts learning achievement, a measure of learning success. However, students with high academic achievement are few. In contrast, the majority of students obtained low learning outcomes. The results of the initial learning by researchers at SDN Pilangsari 3 Ngrampal Sragen showed that students could not develop the concept of cultivating self-confidence in the core activities of civics learning correctly and could not be optimal in solving a problem. Learning achievement is the quality of student success related to understanding learning subjects at school, denoted by the numbers obtained through exam results [4].

Teachers tend to use conventional lecture methods based on observations of Civics learning activities at SDN Pilangsari 3 Ngrampal Sragen. This can be interpreted that cultivating self-confidence in core activities in civics learning has not been optimally used in research sites. According to [5], civics is a learning tool that Indonesians every student consciously, intelligently, and responsibly, and has high self-confidence.

The interviews showed that students at the research site tended to have difficulty interpreting the overall information in their daily life activities. This fact is reinforced through research results of [6], which state that students' self-confidence is difficult in understanding the questions; lack of student comprehension related to prerequisite material; difficulty forming a settlement strategy; difficulty concluding. Therefore, cultivating self-confidence in elementary schools needs to be developed.

In increasing self-confidence in core activities in Civics learning, students are required to develop self-concepts in everyday life and are cultivated to take action in the teaching and learning process in the form of group work and doing independent assignments. It is supported by [7], which states that the ability and desire can be expressed to realize the expected goals. It can impact and provide positive energy to develop self-confidence.

Self-confidence is the ability to develop motivation to achieve learning goals [8]. Self-confidence can be grown through training related to learning strategies and correcting mistakes in learning.

According to [9], the hierarchy of self-confidence can be grouped into four parts: (1) Very confident: having excessive self-confidence with the belief that one can face and subdue any condition as severe as that and can handle risks that other people cannot face; (2) Confident: seriousness in terms of mental and physical skills so that they think they can handle any condition and can achieve what is expected, arranged, and strived for in such a way; (3) Less confident: self-worry when facing special conditions, significantly if you can determine it will lead to avoidance of things that are risky and challenging;

(4) Unconfident: the notion that oneself does not have special skills (less valuable) that arise as a result of psychological incompetence or an incomplete physical condition.

According to [10], interpreting self-confidence is an individual's belief in the skills to show behavior or achieve specific targets. That is, self-confidence is the process of understanding oneself where unconsciously, the reflected behavior will appear.

Self-confidence, according to [11], is one's good behavior that empowers him to increase positive evaluation of himself, the environment, and the conditions faced.

According to [12], self-confidence is an individual's belief about all aspects of the advantages that make him able to achieve various goals in life.

[13] presented signs of individuals with self-confidence: a. Relax, safe and comfortable; b. Trust themselves; c. Believe that other individuals are not consistently better; d. Make every effort so that the road will be available; e. Focus on rational targets so that they can be achieved; f. Does not see long distances when comparing self and others; g. Reluctant to accept compensation for feelings of instability by acting recklessly and radically; h. Ability to act confidently, even if one does not think so; i. Having a sense of awareness of the opportunities for failure and making mistakes; j. Feel comfortable with themselves and not worry about what other people think; k. Have resilience in achieving goals.

With sufficient self-confidence, individuals can implement their potential fully and consistently [14]. High self-confidence highly contributes to the stage of an individual's life because if one has high self-confidence, it will impact the emergence of self-motivation to carry out various things in his life.

Confidence is an individual's ability to manage their weaknesses and strengths to achieve life goals [15]. Confidence arises through various processes, such as understanding oneself, others, and the environment. A lack of self-confidence can lead to low self-esteem when interacting with others and the environment.

The various signs of individuals with self-confidence by experts can be summarized as follows: Confident in personal abilities, not conservative, courageous to accept and handle resistance, able to manage oneself, thinking positively, logically, and visionary.

Referring to this elaboration, this research generally aims to cultivate self-confidence in the core activities of civics learning in elementary schools. The research objectives of this article are to describe the cultivation of self-confidence, to express the cultivation of self-confidence in the core activities of civics learning, and to develop self-concept. It is conducted so students can instill and act in the form of self-confidence to interact socially and develop their abilities to achieve self-strength through group and independent learning.

2 Method

Overall, this was research and development. This type of research was ethnographic qualitative to show the value of the actions of the events faced by individuals who will be understood [16]. Qualitative research uses a scientific background to explain existing phenomena and is carried out through various methods [17]. Input on cultivating self-confidence was carried out in elementary school students' core activities in civics learning. The research was conducted for six months at SDN Pilangsari 3 Ngrampal,

Sragen, Central Java, for the 2022/2023 academic year. The research subjects were the principal, a fourth-grade teacher, and 24 fourth-grade students.

The data were collected by giving the respondents written statements to answer [18], in-depth interviews, participatory observation, and document analysis. Data were collected when the civics learning took place.

In-depth interviews were conducted with the school principal, teacher, and students. Interviews with students were conducted about cultivating self-confidence in core activities in civics learning. Interviews with teachers were conducted related to strategies for cultivating self-confidence in core activities in civics learning. Interviews with the school principal concerned the teaching and learning process in cultivating self-confidence in core activities in civics learning. Document analysis was done to analyze archives related to lesson plans, learning media, and student civics assignment results.

Interviews were applied to obtain initial information from learning. Interviews are a process of gathering information for research purposes with a question-and-answer stage between the interviewer and the respondent directly, with or without using an interview guide [19]. Interviews used semi-structured techniques and interview guidelines to guide, not order, so researchers had the flexibility to ask questions [20]. Interview techniques were used to obtain information related to character education, which was still lacking in fourth grade, the Civics learning process that had been carried out, and whether media was available to support the learning process. The interviewee was the fourth-grade teacher at SDN Pilangsari 3.

The participatory observation was conducted to observe student and teacher activities related to students' abilities and teachers' skills regarding cultivating self-confidence in core activities in civics learning. [21] describes observation as an assessment tool primarily used to assess individual behavior and stages of activity that can be observed in natural or artificial conditions. Observations in this study were used to find out problems during the process of learning activities in class.

The type of observation used was focused observation carried out precisely or an observation devoted to specific aspects of teacher or student activities during learning [22]. The goal was to get data under field facts and get a general picture of the confidence of fourth-grade students at SDN Pilangsari 3 Ngrampal.

Documentation technique is data collection in pictures, writings, or monumental works of research objects [23]. Documentation in the form of photos and videos was used to strengthen data acquisition from observations or questionnaires. The documentation clearly illustrated data and be used as physical evidence of how the learning process was carried out.

Research data validation was carried out through source and time triangulation. Research data analysis was carried out reciprocally, with the stages of data collection, data reduction, data presentation, and concluding reciprocally.

3 Result and Discussion

Cultivating self-confidence in civics learning positively contributes to students, especially in cultivating self-confidence in core activities in civics learning and interpreting daily life in schools, families, and communities. It aligns with [24] that one factor that influences learning achievement is the individual's nature.



Fig. 1. The researcher with the class teacher

The results of interviews with the school principal include principal insights regarding how teachers develop student self-confidence and motivate students during learning and the teacher's treatment of students with low or high self-confidence.

The results of interviews with the class teacher include insight into students' self-confidence, how to recognize self-confidence, how the teacher motivates students in learning, and the teacher's treatment of students with low and high self-confidence so that the concept of student self-confidence will be created gradually through group and independent work activities (Figs. 1, 2, and 3).



Fig. 2. Student Discussion (Core)



Fig. 3. Students do Independent Exercises

The results of interviews with fourth-grade students include how much confidence they have in core activities when participating in civics learning activities so that students could develop self-confidence in groups and independently.

Furthermore, the elementary school teacher where the research took place stated that to cultivate self-confidence in students in core activities in civics learning, the teacher tried to enrich learning strategies based on problems/group work and learning based on projects/independent work which included the concept of self-confidence that arise in everyday life. Elementary school teachers where the research was conducted also practiced determining, creating, and modifying everyday problems that could be used in classroom learning for assessment. In addition, the teacher also develops assignments through guided student worksheets that can involve family members in cultivating self-confidence.

The results in this study illustrate that, by cultivating self-confidence in the core civics learning activities, students can think and act independently and have a sense of self-confidence at school to give opinions, ask questions, and answer questions in groups and independently. Self-confidence is an aspect of personality in the form of confidence in the individual's self-ability so that it is not affected by other people so that they can act as they wish, be happy, enthusiastic, tolerant, and responsible [25].

The results show that cultivating self-confidence in the core civics learning activities of fourth-grade students at SD Negeri Pilangsari 3 Ngrampal District significantly affects self-concept (the courage to think, ask questions, or answer questions). The higher the students' self-concept, the higher their self-confidence. However, if the students' self-concepts are low, their self-confidence will also be low. It means that a better self-concept can make it also have good confidence. The creation of self-confidence from an increase in self-concept triggers this. Students who feel negative about themselves will have low self-esteem, cannot work, and often avoid work that can be completed. On the opposite side, students who feel positive about themselves will be confident and able to understand their superiority, so they assume confidence in their work.

The school environment also impacts the creation of children's self-concepts, especially teachers. In one class, there are various student characters. Teachers are prohibited from seeing students from one side, for example, intelligence. However, teachers must explore the positive side of other students, such as neatness, honesty, diligence, and others. Appreciating students' efforts plays a role in helping to cultivate a positive self-concept. For all the efforts, such as counting, being good at writing, and drawing, the teacher must appreciate them. If this is instilled and practiced in every lesson in elementary school, especially in cultivating students' self-confidence in core activities in civics learning, they can achieve high self-confidence through concept development, group development, and independent exercises.

Acknowledgments. The authors thank all parties who assisted in this research. The authors would like to express gratitude to the supervising lecturers who have supported us in carrying out research, and to the principal and teachers of SDN Pilangsari 3, who assisted in the research process so that it ran according to schedule, and especially to Universitas Muhammadiyah Surakarta for providing publication funds and assisting in publication.

Author's Contribution. The first author contributed to finding data and writing the article draft. The second author contributed to reviewing and revising the draft research article.

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