

## TEACHER'S EFFORTS IN FOSTERING CONFIDENCE IN PRIMARY SCHOOL-AGE CHILDREN

*Anindhita Oktaviani, Hasna Fadiyah, Sri Wahyuni, Budi Kurnis*

<sup>1</sup> *Nusa Putra University, anin.dita\_pgsd20@nusaputra.ac.id*

<sup>2</sup> *Nusa Putra University, hasna.fadiyah\_pgsd20@nusaputra.ac.id*

<sup>3</sup> *Nusa Putra University, sri.wahyuni\_pgsd20@nusaputra.ac.id*

**Abstract:** *This research is based on the important role of self-confidence that can affect students' learning success. Students who have confidence will be expressive and active in displaying or demonstrating their abilities. The confidence that arises in students certainly can not be separated from the important role of a teacher in the process of planting. This research was conducted with the aim of knowing what efforts teachers can make in fostering confidence in elementary school-age children. As for the writing, the method used is the study of literature. Based on the results obtained from the literature, the author can conclude that the teacher's efforts in fostering confidence in elementary school-age children including teachers serve as mentors, motivators and inspirations; foster a sense of responsibility; and help students be proud of themselves. The conclusion of this study is that the lack of confidence of students can be overcome by the efforts of teachers in fostering that confidence, fostering confidence is intended so that students are able to learn and develop their potential to the maximum. The advice that needs to be considered is that there needs to be special attention by the classroom teacher and other elements of the school in an effort to foster confidence.*

**Keywords:** *Teacher Efforts, Confidence, Elementary School Children*

**JEL Classification:**

## INTRODUCTION

Self-confidence literally has the meaning as a belief in the ability of oneself to the environment and the situation faced (Purwati, 2018: 35). Students who have high confidence will be able to actualize their potential so that students will achieve better achievements and learning outcomes. Children who have confidence will experience a process of change in themselves not only in the learning outcomes but also in the behavior and attitude of students, namely courage, activeness, and actualization of students during the teaching and learning process. Wibowo (2015: 8) explains that selfconfidence is a mental tool that is absolutely needed for the child to succeed in his learning life, and later his own chosen life so that it is important if the sense of selfstyle begins to be instilled as early as possible.

Confidence in primary school-age children is a key element of personal formation. Lack of confidence in elementary school-age children in teaching and learning activities in school or lack of confidence in social interaction with the school community can make it difficult for the child to achieve the expected achievements.

The many problems that occur in elementary school – age children such as difficulty in self-adjustment, conflict with parents or friends, personal problems, as well as unpreparedness in facing exams, than the main quality that a learner must have is confidence.

Confidence is one of the important elements so that the continuity of learning in school can run very well. As much as possible teachers should eliminate pessimism in learners by fostering confidence among others teachers should act as mentors,

motivators, inspirations, foster a sense of responsibility; and help students be proud of themselves. Confidence is a belief in oneself that life's challenges must be faced by doing something (Barbara, 2003: 10). Confidence can be seen from the attitude that a person shows in facing or doing something that is in his environment. A child or student is required to be able to adjust and open up in his environment, either in the family, school or community. In the school environment, a child is expected to dare to perform, be able to communicate well and express their wishes and hopes. When the confidence grows stronger, the child will be more courageous to try and face new circumstances or problems that occur in the social environment.

In the learning process can be seen the influence of the most dominant confidence appears in the learning attitude of students. Aspects that directly affect the student's self-confidence picture. If a person has confidence in him, he will show different behavior with people in general, such as not being able to do much, always hesitant in carrying out tasks, not daring to talk much if he does not get support and so on. Have less confidence and some have more, so both show differences in behavior. A person who has more confidence, he feels confident in his own abilities so that it can be seen the high courage, social relationship, responsibilities, and self-esteem.

## LITERATURE REVIEW

### *Efforts*

Effort according to the large Dictionary of Indonesian Language (KBBI) is interpreted as an effort of activities that direct energy, mind to achieve the goal. Effort also means effort, resourcefulness, endeavor to achieve

a goal, solve problems to find a way out. Effort is also defined as the part played by the person or part of the main task to be performed. From this understanding, it can be outlined that effort is something that a person does in achieving a certain goal. Poerwadarminta said that effort is an attempt to convey intent, reason and overview. Peter Salim and Yeni Salim said the effort was "part played by the teacher or part of the main task to be carried out. Based on the above understanding, it can be concluded that effort is part of the role that must be performed by a person to achieve a certain goal. In this study, it was emphasized on how teachers' efforts in fostering confidence in elementary schoolage children.

### **Teacher**

Teachers are very instrumental in fostering confidence in students to realize their life goals optimally. According to Law No. 14 of 2005 article 1 paragraph (1) states that: "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating, learners on early childhood education pathways of formal education, elementary education, and secondary education. So it can be concluded that the teacher is a term for position, position, and profession for someone who devotes himself in the field of education through educational interactions in a patterned, formal, and systematic.

By definition the word teacher means as a professional educator with the main task of educating, teaching, guiding, directing, training, assessing and evaluating learners on the path of formal education (Danim,

2011:5). According to Tirtarahardja and La Sulo in Dwi Siswoyo (2008: 119) mentions teachers or educators are responsible for the implementation of education with the target of students.

According to Jeanne Ellis Ormrod confidence is a person's assessment of one's own ability to carry out certain behaviors or achieve certain goals. According to Amri Darwis and Aswir Salam confidence is confidence in learning that is reflected in confidence, assertiveness, and willingness to take risks in carrying out learning tasks to achieve goals successfully. From the above understanding can be concluded that confidence is a feeling of confidence in the ability that has, so that with that belief one can face the problems faced in the process of achieving the desired goals or achievements.

Elementary School Children Elementary school-age children do a variety of activities in school not only by studying but also by interacting with friends their age. At this time the child learns to accept the existence of others around him. According to Nasution the period of elementary school age as a late childhood lasted from the age of six years to about eleven or twelve years. Primary school age is marked by the start of the child entering elementary school and the start of a new history in his life that will later change his attitudes and behaviors. Teachers know this time as the "school period", because it is at this age that the child receives a formal education for the first time.

According to Janke, Comenius, Buhler, and Hetzer considered the age of six to be mature enough for school. Public elementary school-age children already have a considerable vocabulary. Elementary school age children also have

the ability to imagine like children their age, can verbally express their ideas and thoughts and sensory and motor organs have been well coordinated.

Hurlock (1980) states that the childhood span is subdivided into two different periods; beginning and end. The initial period lasts from the age of two to six years, while the period of the end of childhood ranges from six until the time when the child matures sexually, thus the beginning of childhood begins as the closing of infancy; an age where dependency has practically passed, replaced by growing self-reliance and ending around primary school age.

## **METHODOLOGY**

### ***Research Strategy***

The method in this study is literature research. Literature study is a study used in collecting information and data with the help of various materials in the library such as documents, books, magazines, historical stories, etc. (Mardalis:1999). Literature studies can also study various reference books as well as similar previous research results that are useful to gain the theoretical basis of the problem to be studied (Sarwono:2006). Literature study also means data collection techniques by studying books, literature, notes, and various reports related to the problem to be solved (Nazir:1988). While according to other experts literature studies are theoretical studies, references and other scientific literature related to culture, values and norms that develop in the social situation studied (Sugiyono:2012).

## **DISCUSSION**

### ***Result***

The results of this study provide knowledge of what efforts can be made by teachers in fostering confidence in elementary school-age children. His efforts include: teachers act as mentors, motivators, inspirations, foster a sense of responsibility, and help students be proud of themselves. It is important for every child to have confidence so that the child has confidence in doing something. In developing confidence in children requires an important role of an educator. Teachers are the ultimate component in education and the teaching and learning process. In developing confidence in children, teachers must have several roles of teachers as mentors, motivators, and inspirations, teachers must also foster a sense of responsibility and help students be proud of themselves. The following will discuss what efforts should be made by teachers to foster confidence in elementary school-age children, including:

1. The teacher acts as a guide To foster confidence in children, teachers must act as mentors by always accompanying students in the learning process. Teachers are obliged to provide assistance to students so that they are able to find their own problems, and adjust to their environment. Students need the help of teachers so that they can be confident when they get challenges in the learning process, such as performing in front of the class. This is where the role of teachers as mentors must help students who do not have confidence with good guidance,

namely providing knowledge about the meaning and benefits of having high confidence to students with language that is easily understood by elementary school children. In addition, teachers should also help in solving problems experienced by students so that they are more confident in the problems they solve. If the student is able to do his job but he does not seem willing to do so then the teacher must be assertive and ask the learner to try to do it first until the learner is really to do it. This is in line with the opinion of Aisha et al, (2008:3.37-3.40) which says "The present of teachers in schools is to guide students to become adults, have independent morals, and be responsible".

2. Teachers act as motivators in addition to improving the development of learners, the role of teachers as motivators can also foster or develop confidence in students. Because with the motivation, will encourage and give a positive response to revive the spirit of learners. When learning activities students are asked to answer questions from the teacher, but the learners feel afraid and silent do not answer them. This is where the teacher acts as a motivator, the teacher must encourage and invite students to try to answer even though the answer is not correct. When the student successfully answers the question, the teacher gives appreciation or reward to the student that can be "hi five" or say "good". When the student does a

problem or something and then the student says that he can not do it, then the teacher must provide motivation and support to the learners, namely invite to solve it together and tell the learner if he can solve it then it will be given a plus. The teacher must continue to encourage the learner to be brave, the teacher can tell the learner that he "can" do it and finish it. Rewards can be either food or goods. Motivation from teachers is very important in growing the confidence of learners. The teacher must be diligent in providing motivation to the learner so that he is encouraged and his desire to do things that can increase his confidence. This is in line with the opinion of Isna Nurla (2011:60) expressing that "confidence is an extraordinary force. Confident like a reactor that generates all the energy that is in a person to achieve success.

3. Teachers act as inspirations Teachers as inspiration should be able to be an inspiration for their students with what the teacher has or can use inspiration from exemplary figures so as to foster confidence in students. According to Wiyani (2012: 8587) the role of teacher as an inspiration is that a teacher must raise the spirit to progress by moving all the potentials that have in order to achieve spectacular achievements for himself and the community. Here teachers must be able to develop and display their creativity when learning or other activities. As an inspiration the teacher should be able to be an example or model for the student,

such as when the student is asked to come forward the class introduces themselves, the teacher can give an example to the student who feels less courageous to perform until the student is willing to try.

4. Fostering a sense of responsibility  
Giving students the opportunity to make their own decisions about their behavior can be interpreted as the teacher's efforts to give responsibility to students. This responsibility will direct students' positive attitude towards themselves which is realized by the efforts to achieve high learning achievement and improve personal integrity in the face of social pressures. This also shows the teacher's appreciation for student behavior, so that students feel they have a role and are included in educational activities. Appreciation for student behavior is seen by students as a

benchmark in behaving. [31 Ibid.,H.2]

5. Helping students be proud of themselves  
Pride in the success that has been achieved is one of the keys to be more positive in looking at the abilities that have. Encouraging students to be proud of the success they have achieved means teachers encourage students to strive for success. In general, culture forbids that every individual should not show pride in his or her learning achievements. But it turns out that attitude can eliminate the opportunity to judge yourself. Therefore, the teacher must encourage students to be able to show pride in the success that has been achieved by him. (Ibid. H. 22)  
From the explanation, basically every student must have their own competence. But not yet aware of a competency,

## CONCLUSION

Therefore it is necessary to hone the competency early so that students are able to realize a competency that has. The potential of learners is very influential in their future success if their confidence is honed properly. When confidence is trained, people will believe and be confident in their abilities. Even when students do something that doesn't meet expectations, they will continue to be positive-minded. With the process of confidence certainly in the student is very easy in the learning process because there will be no burdens such as embarrassment, not confidence when taking the stage, and fear that arises in the student

The result of this conclusion is that confidence in elementary school-age children is the main element of personal formation. Lack of confidence in elementary school-age children in teaching and learning activities in school or in social interaction with the school community can make it difficult for the child to achieve the expected achievements.

The number of problems that occur in elementary school-age children such as difficulty in self-adjustment, conflict with parents or friends, personal problems, or academic problems, as well as unpreparedness in facing exams, then the main quality that a learner must have is confidence. Confidence is one of the important elements so that the continuity of learning in school can run

very well. As much as possible teachers should eliminate pessimism in students by fostering confidence which among others teachers should act as mentors, motivators, inspirations, foster a sense of responsibility, and help students be proud of themselves.

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