

Building Self-Confidence in Elementary School Civic Education Learning

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Abstract

Purpose: There are three objectives of this study. 1) To describe the habit of daring to act in activities. 2) To describe the habit of making decisions without hesitation. 3) To explore the habit of expressing ideas in Civic Education learning.

Methodology: This type of research uses qualitative ethnography, data collection through interviews, observation, and document analysis.

Results: The results show that teachers and students consider creativity as an important aspect of Civic Education learning, where discussion, value reflection, and idea expression activities are proven to increase courage, independent thinking, and the ability to respect other people's opinions, while also making students more confident and actively involved in the learning process.

Applications/Originality/Value: This study shows the practical benefits of fostering creativity in civic education learning, where discussion, reflection, and idea expression strategies can foster courage, independent thinking, and mutual respect, making them relevant for developing students' character and creativity.

Introduction Section

Self-confidence is one of the important attitudes that needs to be cultivated from an early age. According to [Azzahra & Dessty \(2024\)](#), self-confidence is an attitude and belief that comes from a strong determination within oneself, enabling one to face various challenges in life and accept one's own abilities realistically, both strengths and weaknesses, in order to achieve personal happiness. Self-confidence not only shapes a positive mental attitude, but also shows a strong correlation with student achievement. This is in line with the findings of [Fitriyani & Anwar \(2024\)](#), which show that self-confidence has a significant influence on Indonesian language learning outcomes, as evidenced by a correlation coefficient of 0.60.

In addition to its influence on academic aspects, self-confidence also plays an important role in the development of students' social and communication skills. Self-confidence is closely related to the speaking ability of elementary school students, because confident students are usually more courageous and fluent in expressing their opinions in front of the class. Other studies show that the application of positive self-talk techniques can increase students' self-confidence, especially in reducing anxiety when speaking in public ([Nurfallah et al. 2024](#)).

However, observations at the research site showed that a number of students still showed hesitation when asked to express their opinions, were unable to make simple decisions independently, and were not actively involved in classroom discussions. This situation was further exacerbated by the fact that the learning process was still dominated by conventional methods, limited use of media, and a classroom atmosphere that did not fully support students' freedom to express their ideas. This is in line with the findings of researchers who show that students often refrain from speaking because of their fear of making mistakes, low self-confidence, and fear of social judgment from teachers and peers ([Arifah et al. 2025](#)).

The low self-confidence of these students can be traced back to various root causes, whether originating from teachers, students, the media, or the learning environment. The root cause from teachers is that learning tends to utilize conventional and repetitive learning methods, so that learning is less able to encourage students to dare to express their opinions ([Setiawati et al. 2024](#)). The root cause from students is that a lack of confidence arises from excessive fear and worry about their abilities ([Billfadawi & Safrizal, 2023](#)). In addition, learning media that are limited to textbooks and memorization of moral values make learning activities less interesting and do not encourage students to express their opinions ([Ridwan & Nurhidayati, 2025](#)). The school environment is also unsupportive, with a competitive classroom culture and a tendency for peers to mock students when they say something wrong ([Indriana Ulul Azmi et al. 2021](#)).

This situation is not in line with the objectives of Civic Education, which emphasizes character building, moral courage, and the ability to express opinions politely in a democratic school environment. The low level of courage among students in expressing their opinions and making decisions shows that learning outcomes are not yet optimal. Civics Education should be a space for students to practice expressing ideas, appreciating diversity of views, and developing self-confidence through direct experience in discussions and simple decision-making, while fostering tolerance, empathy, and

respect for differences (Cahyani et al. 2024). When students are still passive and hesitant to speak, this condition indicates the need for more participatory learning strategies to increase their involvement (Franyta et al. 2023).

Studies on student confidence in citizenship education have been conducted in various countries. Research in Indonesia shows that self-reflection, presentations, and group work can increase student confidence (Yosi & Utama, 2023). Studies in Australia confirm that active involvement in data-based citizenship education can strengthen self-confidence and critical thinking skills (Makar et al. 2023). Findings in the Netherlands show that participatory learning practices and teacher support influence students' civic attitudes and self-confidence (Coopmans et al. 2020). Research in Europe reveals that self-efficacy plays an important role in shaping moral awareness and self-confidence (Eidhof & de Ruyter, 2022). In Ireland, the application of SEL in citizenship education has been shown to increase students' self-confidence (Silke et al. 2024). Meanwhile, a study in Canada shows that leadership-based SEL programs can strengthen students' self-confidence in various learning activities (Kim et al. 2024).

Although previous studies have discussed aspects of self-confidence, most of them still focus on the final results and have not examined the process of self-confidence habit formation ethnographically. Research on how courage to act, decision-making skills, and expression of ideas develop in Civic Education learning among elementary school students is also still limited. In addition, previous studies have not linked participatory and reflective habits with the values of Pancasila as the basis for the formation of sustainable self-confidence. This gap shows the need for an ethnographic approach to describe the habit formation process in a more in-depth and contextual manner.

The novelty of this study lies in its examination of the habit formation process of the three main aspects of self-confidence, namely the courage to act, the ability to make decisions, and the ability to express ideas through a reflective and participatory approach combined with Pancasila values. This approach not only develops self-confidence from a psychological perspective but also strengthens the civic character of students.

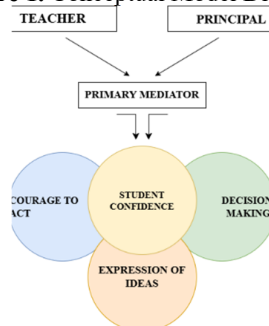
To overcome students' low self-confidence, this study offers learning based on reflective and participatory habits. Through self-reflection activities, group discussions, and role-playing, students are trained to be more courageous in speaking, making decisions, and expressing ideas. Teachers act as facilitators who create a safe and open learning atmosphere, so that self-confidence can be strengthened in line with the values of Pancasila.

This study has three objectives. 1) To describe the habit of daring to act in PPK learning activities. 2) To describe the habit of making decisions without hesitation in PPKn learning. 3) To explore the habit of expressing ideas in PPKn learning.

Theory Review (Conceptual Model)

The conceptual model of this study highlights three main habits that support each other in building students' self-confidence, namely courage to act, decision making, and expression of ideas. Courage to act arises through active participation in discussions, role-playing, and group activities, which also provide opportunities for practicing decision making and expressing ideas. Decision making involves rational and ethical consideration of alternatives and consequences, while expression of ideas includes the ability to convey opinions, construct arguments, and engage in cooperative dialogue. These three habits reinforce each other, where success in decision making and expression of ideas increases self-confidence and initiative, while courage to act becomes the foundation for the development of other habits.

Figure 1. Conceptual Model Diagram.



In the conceptual diagram, these three main habits are depicted as three interacting circles with “Student Self-Confidence” as the center point, which is the result of the integration of the three. The arrows originating from the teachers and principal emphasize their role as mediators who create a safe, inclusive, and participatory classroom environment. This diagram visually shows how the interaction between habits and school support shapes the process of building self-confidence in a systematic and sustainable manner.

Method

This study uses a qualitative approach with an ethnographic design because it aims to gain an in-depth understanding of the process of developing students' self-confidence in Pancasila and Civic Education (PPKn) learning. Ethnography was chosen because it allows researchers to observe social interactions and cultural practices in the classroom that influence the development of courage to act, decision-making, and open expression of ideas, while emphasizing the religious and disciplined cultural context of the school ([Risku et al. 2022](#)). The researcher took the position of a moderate participant observer, which is to be involved in learning activities to obtain data naturally, while maintaining objectivity in recording interactions between teachers and students.

The research location was at SD Muhammadiyah PK Baturan, Karanganyar Regency, which has a conducive learning environment, complete facilities, and active support from parents and the community. The characteristics of this school are in line with the ethnographic approach because it emphasizes observation of the students' socio-cultural context and consistent character building.

The research subjects consisted of the principal, fourth-grade civics teachers, and nine fourth-grade students, selected using purposive sampling based on their relevance to the research focus. The principal was selected because of his strategic role in shaping policy, school culture, and supporting the implementation of self-confidence and courage to act in the classroom. Teachers were selected for their experience in managing classrooms and their deep understanding of student development, while students were selected to represent variations in ability, participation, and confidence levels. The number of participants was determined until data saturation was reached, i.e., when interviews and observations did not add any new information. All participants provided informed consent, and data confidentiality was ensured in accordance with research ethics principles.

Data collection was conducted through observation, interviews, and documents over a period of three months, from July to September 2025. Participatory observation was conducted in 12 meetings, each lasting 50 minutes, to monitor the development of students' self-confidence. Semi-structured interviews, lasting 20–40 minutes per session, were used to explore the experiences and perceptions of teachers and students regarding the learning process ([Busetto et al. 2020](#)); ([Fix et al. 2022](#)). Documents such as lesson plans, teaching modules, teacher notes, student reflection sheets, and photo documentation supported the validity and verification of field data ([Dalglish & McMahon, 2020](#)). Previously, in June 2025, the planning stage was carried out, including a literature review, proposal preparation, research permit processing, and the preparation of research instruments such as interview guides, observation sheets, and document review guides.

Data validity was ensured through source, technique, and time triangulation. Source triangulation was conducted by comparing the results of observations, interviews, and teacher documents. Technique triangulation was applied by verifying student behavior through reflections, assignments, and field notes. Time triangulation was conducted by repeating observations at different times to ensure that student behavior patterns were consistent and not a momentary phenomenon ([Arias Valencia, 2022](#)); ([Vivek, 2023](#)). The validated data was then presented before entering the research reporting stage in October–November 2025.

Data analysis was conducted interactively to involve researchers and participants as collaborators so that the findings were more inclusive and systematic. According to [Goebel \(2022\)](#) and [Mezmir \(2020\)](#), this analysis process included three stages: data reduction, which involved selecting and simplifying important information; data presentation, in the form of descriptions or text representations to facilitate understanding of the relationships between variables; and drawing conclusions by interpreting patterns and themes that represent the phenomenon of students' self-confidence habituation. Thus, this analysis procedure provides a deep understanding of the process of self-confidence habituation in Civic Education learning.

Result

This study produced findings obtained through three data collection techniques, namely interviews, observation, and documentation. Interviews were conducted with eleven participants, namely one civics teacher (G), nine fourth-grade students (S1–S9), and the principal (KS).

Based on the interview results, the habit of self-confidence in acting, making decisions, and expressing ideas in Civic Education learning takes place through structured stages and is supported by a safe classroom atmosphere. G explained:

“At first, students seemed hesitant to speak, but if the classroom atmosphere encouraged openness and I gave them time to think, even shy students began to raise their hands and share ideas.”

KS added a strategic perspective:

“We ensure that teachers create a safe classroom and give all students the opportunity to participate. This kind of environment is important so that courage in acting and decision-making can become a daily habit.”

Observations were conducted during 12 learning sessions from July to September 2025. During a group discussion, one student (S3) said:

“Ma'am, I want to answer, even though I'm not sure.”

Another student (S7) was silent at first, but joined in after a friend encouraged him:

“Go ahead, it's okay if you get it wrong.”

G gave positive reinforcement:
"That's a good idea, go ahead and share your opinion."

Figure 2. Students try to express their opinions by raising their hands.



Field notes show that students are increasingly willing to take turns giving answers and participating in role-playing that simulates decision-making in real-life situations.

Documents such as lesson plans, student reflection sheets, and activity documentation reinforce the findings that activities such as group discussions, role-playing, and reflection sessions were implemented consistently. These activities created a learning environment that enabled students to directly practice expressing ideas, making decisions, and acting confidently in the context of Civics Education learning.

Table 1. Subjects

Name	Subject
G	Civics Teacher
S1–S9	Fourth Grade Students
KS	Principal

During the learning activities, students participated in tasks both in class and in small groups. In one observation, students were asked to make decisions about classroom scenarios based on Pancasila values. S5 said:

"I think we should take turns speaking, so that everyone's ideas can be heard."

S2 added:

"I chose this because I think it's fair for everyone."

These statements show that students are beginning to associate moral thinking with decision making. KS also emphasized:

"Through this habit, we want to ensure that every child not only follows the rules, but also dares to think and make their own choices."

In expressing their ideas, students showed improved communication skills and confidence. For example, S4 initially answered slowly, but then said:

"I think we should discuss it first, then make a decision together."

Observations noted interactions between students that included active listening, polite responses, and mutual encouragement, demonstrating the development of social and communication skills.

Triangulation of sources, techniques, and time ensures that students' confidence increases gradually through repeated exposure to participatory activities. G reflected:

"Even students who usually rarely speak in class now regularly express their opinions, and their answers are becoming more mature."

Reflective Questions by Researchers:

(P) *How do students assess the safety of the classroom environment?*

(P) *Which activities have the most influence on courage to act, decision making, and expressing ideas?*

(P) *How do peer reactions influence the process of building student confidence?*

(P) *How do principals view the role of teachers in fostering courage and confidence in students?*

Discussion

The results of the study show that students' self-confidence in acting, making decisions, and expressing ideas develops gradually with the support of a safe and participatory classroom environment. Structured teacher-student interactions enable shy students to begin participating actively, demonstrating that repeated participation and positive reinforcement are the main mechanisms for building courage to act ([Laurentius Ni & Gonsiliana Melan, 2021](#)).

Courage to act can increase participation while fostering student responsibility and initiative. This is reinforced by previous studies that emphasize the importance of the teacher's role in encouraging students' courage to act ([Frانيتya et al. 2023](#)); ([Wahyuni et al. 2022](#)). The role of the principal as a policy maker and school culture builder ensures that courage to act does not arise spontaneously but becomes part of daily practice.

Students' decision-making skills develop through discussions and role-playing activities that require critical assessment of various alternatives. The integration of Pancasila values as a moral framework helps students make rational and ethical decisions, strengthening their cognitive and social abilities ([Chernikova et al. 2020](#)); ([Gustari A & Juliardi B, 2025](#)). For example, S5 states:

"I think we should take turns speaking, so that all ideas are heard."

The habit of expressing ideas through discussion and presentation improves students' communication, critical thinking, and social skills. These activities train students to construct structured arguments, build cooperative dialogue, and appreciate the perspectives of their peers ([Schaefer et al. 2024](#)); ([Wang et al. 2025](#)); ([Fadlul et al. 2023](#)); ([Zannrni, 2022](#)); ([Amerstorfer & Münster-kistner, 2021](#)). Field observations and reflections show that students who were initially passive gradually became able to express their ideas with confidence.

Overall, this study shows that the habit of courageous action, decision-making, and expression of ideas can be systematically developed in elementary school students through teacher-student interactions facilitated by the principal. These findings reinforce the international literature on participatory learning and educational ethnography of citizenship, while also demonstrating a new contribution in the form of integrating Pancasila values as a moral foundation in building student confidence.

Conclusion

The results of the study show that students who were initially shy gradually began to show courage in acting through active participation in discussions, role-playing, and group activities. Teachers play an important role by creating a safe classroom atmosphere, allowing time for thinking, and providing positive reinforcement, so that students feel comfortable expressing their opinions. The role of the principal in shaping a conducive classroom culture ensures that this courage to act becomes a habit that is integrated into daily learning practices, rather than just a spontaneous response.

Students' habit of making decisions develops when they are faced with choices that require critical consideration, for example through group discussions and role-playing simulations. The integration of Pancasila values serves as a moral guide that helps students assess each alternative rationally and ethically. Consistent guidance from teachers enables students to hone their ability to weigh consequences and make appropriate decisions, demonstrating that their cognitive, social, and moral aspects develop along with this habit.

Students also experience an increase in their ability to express ideas through discussion and presentation activities. They learn to structure arguments, respond to their peers' points of view, and build cooperative and respectful dialogue. An inclusive and safe classroom environment encourages students to participate actively, strengthens their self-confidence, and fosters awareness of the importance of every idea, so that expressing ideas becomes part of their daily learning experience.

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