

ANALYSIS OF SELF-CONFIDENCE LEVELS AMONG ELEMENTARY SCHOOL CHILDREN IN BERAU REGENCY

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ABSTRACT

Background: The elementary school years constitute a critical period for the development of competence, aligning with the psychosocial stage of "industry versus inferiority." Self-confidence serves as a protective factor against mental health disorders; however, data from Berau Regency indicates the presence of children falling into "borderline" and "abnormal" mental health categories. **Methods:** This study employed a descriptive quantitative design with a cross-sectional approach. The sample consisted of 105 fourth and fifth-grade students from SDN No. 002 Sambaliung, selected using consecutive sampling. The Lauster Self-Confidence Scale, comprising 19 items, was used as the research instrument. Data analysis was conducted using univariate analysis to determine frequency distributions and percentages. **Results:** The findings revealed that the majority of respondents (59 students or 56.2%) possessed a good level of self-confidence, while 46 students (43.8%) fell into the low category. The respondents were predominantly aged 10–11 years, and almost all (98.1%) lived with their biological parents. **Conclusion and Recommendations:** While most students demonstrated strong self-confidence, the prevalence of low self-confidence remained notably high. It is recommended that schools and community health centers (Puskesmas) conduct periodic screenings and develop psychosocial interventions based on expressive communication to strengthen the children's self-concept.

Keywords: Elementary School Children, Self-Confidence, Lauster Scale.

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INTRODUCTION

The primary school years, spanning the ages of 6 to 12, represent a critical developmental period for a child. During this phase, children undergo a significant shift in their social interactions, moving from a family-centered environment to a school setting that demands adaptation to academic challenges, social norms, and cultural diversity. Every interaction and experience at school directly shapes the child's long-term psychological and social foundations. (Khoirunnisa dkk., 2021). According to Erikson's theory of psychosocial

development, elementary school-aged children are in the stage of industry versus inferiority—a period during which they actively build self-confidence and competence through various learning activities and social interactions. Successfully navigating this stage fosters a sense of industry (or competence), whereas failure can give rise to feelings of inferiority, which have long-term implications for the child's psychosocial development. (Orenstein & Lewis, 2025).

Belief in one's own potential—often referred to as self-confidence—is a mental attitude that encompasses optimism in completing tasks, objective assessment of situations, and a logical, realistic mindset. (Lauster, 1992 dalam Rahmawati dkk., 2025). In a school setting, children with a healthy level of self-confidence tend to be more proactive in asking questions and are willing to explore new things without the looming fear of failure. This dynamic undeniably fosters the coherent evolution of the educational process. Conversely, a lack of self-confidence can trigger chronic anxiety, causing children to hesitate in their interactions and become easily discouraged when facing academic challenges. (Rahmawati dkk., 2025). At the international level, data from the Global Burden of Disease Study 2019 indicate that 6.8% of children aged 5 to 9 years and 12.4% of adolescents aged 10 to 14 years are affected by at least one type of mental disorder. (Indonesia National Adolescent Mental Health Survey, 2023). This situation underscores the importance of paying serious attention to children's mental health starting from primary school age..

At the local level, data Dinas Kesehatan Kabupaten Berau (2024) It was noted that out of 837 children aged 4–15 years who underwent early detection, 205 (24.5%) were classified as abnormal, and 237 (28.3%) fell into the borderline category. More specifically, the SDQ screening conducted. UPT Puskesmas Sambaliung (2024) A study involving 410 elementary school students (grades 1–6) found that 26 students (6.3%) fell into the borderline category, while 16 students (3.9%) were in the abnormal category. Preliminary data from SDN No. 002 and SDN No. 005 Sambaliung indicated a need to improve students' expressive communication skills. Many students exhibited excessive shyness when asking questions and a reluctance to speak in front of their peers. This situation was further complicated by reports of verbal bullying affecting students' social-behavioral health, necessitating further research using quantitative instruments to accurately assess their levels of self-confidence.

Several studies have addressed student self-confidence, such as qualitative analysis by Antika dkk. (2023) and Irnawati dkk. (2023) to correlation studies by Faizah (2022) This study employs a quantitative descriptive design using a validated Lauster instrument on a larger sample (105 students) in Berau Regency—an area with limited empirical data on the self-confidence of elementary school children—thereby yielding a comprehensive statistical profile that can serve as a basis for evidence-based intervention policies.

The primary objective is to conduct an in-depth analysis of the self-confidence levels of elementary school students and to identify their demographic profiles. By focusing on an area

that has previously lacked empirical data, these findings are expected to contribute practically to strengthening school-based mental health support systems and enriching community nursing interventions in the region.

METHODS

Research Design

The study employed a descriptive quantitative design with a cross-sectional approach, wherein the phenomenon of self-confidence levels was measured at a single point in time using descriptive statistical analysis. Without the manipulation of variables, the research focused on obtaining representative numerical data from the students. The study was conducted in January 2026 at SDN No. 002 in Sambaliung District, Berau Regency.

Populasi dan Sampel

The study population consisted of all 106 fourth- and fifth-grade students at SDN No. 002 Sambaliung. Consecutive sampling was employed, whereby all population members meeting the inclusion criteria were recruited as respondents sequentially until the required sample size was reached. This technique was selected due to the relatively small population size, which allowed for the collection of comprehensive and representative data. (Nursalam, 2020). During the implementation phase, one student was absent due to illness, resulting in a final sample of 105 participating respondents. Inclusion criteria comprised: actively enrolled 4th and 5th-grade students aged 9–12 years; receipt of parental/guardian approval (informed consent); provision of personal assent; and the ability to communicate verbally and comprehend instructions. Exclusion criteria comprised: parents/guardians who declined participation; and children with significant physical or mental conditions that precluded the provision of valid responses.

Data Collection

The instrument used was the Lauster Self-Confidence Scale, consisting of 19 statements rated on a 4-point Likert scale (1 = Strongly Disagree to 4 = Strongly Agree) and covering five dimensions: belief in self-ability, optimism, objectivity, responsibility, and rationality. The instrument was adapted into language suitable for elementary school-aged children and tested for validity (calculated $r > \text{table } r$) and reliability (Cronbach's Alpha ≥ 0.70). Data collection was conducted directly by the researcher in the classroom using a guided questionnaire administration method. The cut-off point was determined using the median value with a 90% confidence interval: the "Good" category applied to scores ≥ 58 , while the "Low" category applied to scores < 58 .

Data Analysis

Univariate data analysis was performed using SPSS version 26.0 to generate frequency distributions (f) and percentages (%) for all variables. Statistical values were reported to

three decimal places, in accordance with journal reporting standards there is missing data in this research because the collection was carried out guided and directly by the researcher.

Ethical Statement

This study received ethical approval from the relevant institution. All participants (via their parents or guardians) signed informed consent forms prior to the commencement of data collection. Each child also provided assent as an expression of voluntary agreement. The confidentiality of data and respondent identities was fully maintained throughout the research and reporting processes.

RESULTS

This study involved 105 respondents comprising 4th and 5th-grade students from SDN No. 002 Sambaliung, Berau Regency. The respondents' demographic characteristics and the distribution of self-confidence levels are presented below.

Table 1. Frequency Distribution of Respondent Characteristics: Grade IV and V Students at SDN No. 002 Sambaliung (n=105)

Characteristic	Frequency (f)	Percentage (%)
Gender		
Male	55	52,4
Female	50	47,6
Age		
9 years old	17	16,2
10 years old	48	45,7
11 years old	37	35,2
12 years old	3	2,9
Class		
Class IV	49	46,7
Class V	56	53,3

Birth Order in the Family

First	45	42,9
Second	41	39
Third	16	15,2
Fourth	3	2,9

Residency Status

With Parents	103	98,1
With Grandparents	1	1
With Siblings/Uncles/Aunts	1	1
Total	105	100

Source: Primary data, 2026

Based on Table 1, the majority of the 105 respondents were male (55 respondents, 52.4%). Regarding age groups, the largest segment consisted of 10-year-olds (48 respondents, 45.7%), followed by 11-year-olds (37 respondents, 35.2%). In terms of grade level, the majority were in Grade V (56 respondents, 53.3%). Regarding birth order, the majority were first-born children (45 respondents, 42.9%). Based on living arrangements, almost all respondents lived with their biological parents (103 respondents, 98.1%).

Table 2. Frequency Distribution of Self-Confidence Levels Among Grade IV and V Students at SDN No. 002 Sambaliung (n=105)

Self-Confidence Category	Frequency (f)	Percentage (%)
Good Self-Confidence (score ≥ 58)	59	56,2
Low Self-Confidence (score < 58)	46	43,8
Total	105	100

Source: Primary data, 2026

Based on Table 2, out of 105 respondents, the majority (59 students or 56.2%) demonstrated a "Good" level of self-confidence (score ≥ 58), while 46 students (43.8%) fell into the "Poor" category (score < 58).

DISCUSSION

Demographic Characteristics of Respondents

The gender distribution in this study showed a relatively balanced composition, with males slightly more dominant (52.4%). Betancourt dkk. (2024) emphasizing that gender is a demographic factor influencing the development of self-confidence, yet environmental factors and parenting styles prove to be more decisive than biological factors. Sintia & Rochmah (2023) adding that parental support and a conducive school environment play a greater role in shaping a child's self-confidence, regardless of gender. In the Indonesian context, gender-based differences in self-confidence are largely shaped by social expectations and cultural stereotypes. (Agatha & Hazim, 2024).

Age distribution shows that the majority of respondents are aged 10-11 years (80.9%). This age range is in the concrete operational stage according to (Piaget dalam Wulandari dkk., 2023), ...where the child begins to be able to evaluate their own abilities more objectively and realistically. Research Cruz dkk. (2023) It is emphasized that the ages of 10 to 12 represent a critical transitional period for the formation of self-identity and self-esteem, during which peer influence begins to outweigh family influence. This makes the period highly crucial for interventions aimed at fostering self-confidence. Regarding living arrangements, the fact that 98.1% of respondents live with their biological parents creates a situation that potentially supports the development of self-confidence. Khoirunnisa dkk. (2021) states that the quality of parenting is more important than mere family structure, such that the physical presence of parents must be balanced with active emotional involvement.

Self-Confidence Levels of Elementary School Children

The results of this study found that 56.2% of respondents possessed a good level of self-confidence, while 43.8% fell into the low category. These findings are consistent with research... Antika dkk. (2023) ...which found that 61.5% of elementary school students in Palembang possessed good self-confidence based on the Lauster scale. Faizah (2022) which reported relatively high average self-confidence scores, despite significant individual variation. This consistent pattern indicates that the self-confidence profiles of elementary school children across various regions of Indonesia tend to be similar; while the "good" category predominates, there remains a proportion in the "poor" category that warrants attention.

From a developmental perspective, the 10-to-11-year-olds who make up the majority of the sample are in the "industry versus inferiority" stage of Erikson's psychosocial theory. (Orenstein & Lewis, 2025). During this phase, children actively develop competence and compare their abilities with those of their peers. Children who successfully navigate this stage with a supportive environment build strong self-confidence, whereas those who feel

inferior—due to a lack of support or unresolved experiences of failure—tend to face obstacles in the development of self-confidence. (Mokalu, 2022). The higher proportion of children with good self-confidence is likely linked to relatively stable family circumstances, as evidenced by the high percentage of respondents living with their biological parents (98.1%).

The 43.8% proportion of children with low self-confidence carries significant clinical implications. Low self-confidence during childhood can potentially pave the way for more complex psychosocial issues—such as anxiety, stress, and depression—during adolescence. (Agatha & Hazim, 2024; Cruz dkk., 2023). Data I-NAMHS (2023) ...supports this sense of urgency by highlighting the high prevalence of anxiety issues among Indonesian adolescents. At the local level, reports from the Sambaliung Community Health Center (2024) and the Berau Regency Health Office (2024)—which documented borderline and abnormal cases during mental health screenings for elementary school students—further underscore the need for structured follow-up.

These findings align with the Sustainable Development Goals (SDGs) agenda, particularly Goal 3 (Good Health and Well-Being) and Goal 4 (Quality Education). Strong self-confidence serves as a fundamental psychological asset that enables children to learn optimally, participate actively in social life, and grow into a productive generation. Therefore, self-confidence enhancement programs represent not only a mental health initiative but also an investment in the future quality of Indonesia's human resources. Various studies recommend specific interventions, such as group counseling, assertiveness training, and game-based programs. (Apriyani dkk., 2025), as well as collaborative involvement among parents, teachers, and healthcare professionals (Kusumawati dkk., 2022) ...as an effective approach to boosting the self-confidence of elementary school children.

This study has several limitations that should be acknowledged. First, the cross-sectional design precludes drawing causal conclusions regarding the relationship between demographic variables and self-confidence levels. Second, the study was conducted at only one school in Sambaliung District; therefore, generalizing the findings to other schools in Berau Regency requires consideration of differing population characteristics. Third, the use of self-report measures with elementary school children carries the potential for social desirability bias. Further research employing analytical or experimental designs—and involving larger, more diverse samples—is needed to identify the determinants of self-confidence and to test the effectiveness of specific psychosocial interventions.

CONCLUSION

This study concludes that among 105 fourth- and fifth-grade students at SDN No. 002 Sambaliung, Berau Regency, the majority (56.2%) demonstrated a good level of self-confidence, while 43.8% fell into the low category. The respondents were predominantly male (52.4%), 10 years old (45.7%), fifth-graders (53.3%), and first-born children (42.9%); nearly all lived with their biological parents (98.1%). Given the significant proportion of children

with low self-confidence, it is recommended that the school develop programs based on expressive activities—such as group presentations and role-playing—and acknowledge students' courage to reinforce a positive self-concept. The Sambaliung Community Health Center (Puskesmas) is advised to integrate self-confidence screening into routine health assessments and to train school health unit (UKS) teachers in the early detection of psychosocial issues. Future research should employ analytical or experimental designs with a broader sample across Berau Regency to more comprehensively identify determinants and evaluate the effectiveness of interventions aimed at boosting self-confidence among elementary school students.

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