

ANALYSIS OF CONFIDENCE LEVEL IN ELEMENTARY SCHOOL AGE CHILDREN AT SDN 008 LEMPUNAH, JEMPANG DISTRICT, WEST KUTAI REGENCY

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ABSTRACT

Confidence in elementary school children is a belief in a positive attitude, and an individual's mental ability to understand their potential to act, be independent, make simple decisions, and adapt to the environment and achieve the desired results. Elementary school-age children are a group of 6-12 years old who are experiencing rapid development in various aspects, such as physical, cognitive, social, language, and emotional. This study aims to analyze the level of confidence in elementary school-age children at SDN 008 Lempunah, Jempang District. The study used a quantitative descriptive design with a cross-sectional approach. The sampling technique is *consecutive sampling*. The sample in this study consisted of 106 students. The instrument in this study is in the form of Lauster's confidence questionnaire, which is compiled based on five indicators of confidence on the Likert scale. Data analysis was carried out univariate to describe the characteristics of respondents and the distribution of student confidence levels. The results showed that most of the respondents were in the high category, namely 61 respondents (57.55%). Furthermore, respondents with low confidence levels amounted to 45 respondents (42.45%). The results of univariate data analysis showed that the confidence level of elementary school-age children at SDN 008 Lempunah was mostly in the high category. The determination of the category is based on the median value as the cut off point.

Keywords: Elementary schoolchildren, Confidence, Lauster Scale

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INTRODUCTION

Elementary school-age children are a group of 6-12 years old who are experiencing rapid development in various aspects, such as physical, cognitive, social, language, and emotional. During this time, children begin to learn to manage emotions, understand social interactions, and develop more complex

thinking skills (Zakiyah et al., 2024). Confidence is an individual's belief in his or her ability to perform an action and achieve the desired result. Individuals with good confidence are able to assess themselves realistically, be positive, and dare to take steps according to the goals they want to achieve (Rosyida et al., 2025).

Confidence in elementary school age children is a child's belief in their ability to carry out daily activities and in completing tasks according to the child's own developmental stage, every child is always motivated to have a healthy self-image, which is able to respect themselves and can build self-confidence. Self-confidence plays an important role in a child's mental development, character, and social abilities. Children with high self-confidence tend to be optimistic, dare to try new things, actively participate, and are able to socialize well. On the other hand, children with low self-confidence often feel afraid of failure, easily anxious, passive in learning, and show obstacles in achieving achievement (Kamaruddin et al., 2022).

Globally, the issue of mental health in children is a serious concern. The WHO (2024) estimates that one in seven children aged 10–19 years have a mental health problem, but most have not been identified and do not receive adequate treatment. Low self-confidence is one of the risk factors that can worsen this condition because it has an impact on academic achievement, social skills, and psychological well-being of children. In Indonesia, low confidence in children is still often found. The causative factors include family parenting, lack of environmental support, the existence of traditions or habits that suppress children's self-expression, and negative experiences at school. Children with low self-confidence generally have difficulty expressing opinions, feel embarrassed, afraid to try new things, and are unable to think independently (Antika et al., 2023).

To obtain an initial picture of the condition of student confidence in the field, researchers on October 6, 2025 collected initial data on 10 students of SDN 008 Lempunah. Data collection was carried out using five closed-ended questions related to learning activities and social interaction in schools. The results of data collection showed that all respondents had the courage to actively participate in the class, such as answering the teacher's questions and asking questions when they did not understand the material. However, in the aspect of academic confidence, only 2 students felt able to complete difficult tasks independently, while 8 students still needed help. In addition, as many as 6 students stated that they felt embarrassed to speak in front of the class and 8 students felt nervous when they had to appear in front of many people. These findings suggest that although students have had the courage to interact with teachers, most still show low levels of confidence, particularly in the academic aspects and the courage to appear in public. Based on these conditions, this study aims to analyze the level of confidence in elementary school-age children at SDN 008 Lempunah.

METHODS

Research Design: This study uses a quantitative descriptive design with a cross-sectional approach. The population in this study is all 4th, 5th, and 6th grade students at SDN 008 Lempunah which totals 122 students. The sampling technique uses *consecutive sampling*, which is where all members of the population who are present and meet the inclusion criteria at the time of the study are made respondents until the time of data collection is completed.

Inclusion Criteria: Students who are actively registered at SDN 008 Lempunah, Students who are in grades 4, 5 and 6 in the 2025/2026 school year, Students with an age range of 9-12 years, which is in accordance with the developmental stage of elementary school age children, Students who are present when the data collection process is carried out, Students who are willing to be respondents and obtain written permission from parents or guardians of students, Students who are able to read and understand the questions in the questionnaire.

Research Instruments: The instruments used in this study were adapted from Hadiwati's (2019) research initially containing 32 statements. The instrument was then adopted and adjusted to the research context and the characteristics of the respondents of elementary school children. After going through the validity test, as many as 19 statements were declared valid so that they were used as instruments in this study.

Data Processing: The data processed includes demographic characteristics of respondents and result scores obtained from the results of filling out questionnaires. The collected data is then managed and the data is entered into a statistical software program for analysis. Confidence scores are categorized into low to high levels for analysis purposes. Data analysis consisted of univariate analysis to describe respondent characteristics and variable distribution.

Research Ethics: This research has obtained research ethics approval from the Research Ethics Committee of ITKES WIYATA HUSADA SAMARINDA with Number: 051/ITKES-WHS/KEPK/EC./2026. In addition, this research has also received a research implementation permit from SDN 008 Lempunah with Number: 422.02/04/SDN 008-JP/I/2026 The entire research process is carried out by paying attention to the principles of research ethics.

RESULTS

In this study, the results of data processing are directly related to the research variable, namely the level of confidence of elementary school-age children. The data is presented in the form of a percentage distribution to provide an overview of the tendency of the respondents' confidence level. This study involved 106 students of SDN 008 Lempunah as respondents. The following

are presented the demographic characteristics of the respondents and the distribution of confidence levels.

Tabel 1. Distribution of respondent characteristics by gender, age, cohabitation status, parental condition

Characteristics of respondents	Quantity	
	f	%
Gender		
Male	51	48,11
Women	55	51,89
Total	106	
Age		
9 years	5	4,72
10 years	41	38,68
11 years old	29	27,36
12 years	31	29,25
Total	106	
Living together		
Parents	93	87,74
Grandparents	11	10,38
Brother/uncle/aunt	2	1,89
Total	106	
Current family condition		
Intact (father and mother still together)	99	93,40
Divorce	5	4,72
Daddy is gone	2	1,89
Total	106	

Based on table 1. It shows that the characteristics of respondents based on gender of all respondents are mostly female, which is 51.89%, the age characteristics are mostly 10 years old, which is 38.68%, most of the respondents live with their parents, which is 87.74%, and for the condition of parents, now the respondents are mostly still intact (father and mother are still together), which is 93.40%.

Tabel 2. Percentage Distribution of Confidence Levels

Confidence level	Quantity	
	f	%
Low	45	42,45%
High	61	57,55%

Total	106	100,00 %
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Based on Table 2, the distribution of the level of confidence of elementary school age children shows that most of the respondents are in the high confidence category as many as 61 students (57.55%), while the low category is 45 students (42.45%). This shows that the confidence level of elementary school-age children tends to be above the middle value of the distribution of the respondent group.

DISCUSSION

Demographic Characteristics of Respondents

The characteristics of the respondents in this study describe the general condition of elementary school-age children who are the subject of the study, with a total of 106 respondents. The depiction of respondent characteristics is important to provide context to the research results, as individual characteristics can affect the child's level of confidence. Gender differences are one of the factors that can affect the development of confidence in elementary school-age children, because boys and girls have different tendencies in emotional and social development (Biology et al., 2024).

Based on Erikson's theory of psychosocial development, children aged 9–12 years are in the stage of industry versus inferiority, which is the stage when children try to show their abilities and gain recognition from the surrounding environment. Support from families, especially parents, also plays an important role in building children's confidence. Children who receive good emotional support tend to have more stable confidence than children who do not receive support from the family environment (Purnamasari & Karneli, 2021; Race, 2025).

Primary School Children's Confidence Level

The results of the study showed that most elementary school-age children were in the category of high confidence. This finding illustrates that the majority of respondents have confidence in their ability to carry out daily activities in the school environment. The findings in this study are also in line with several previous studies that show that confidence in children is part of psychosocial development that plays a role in shaping adaptive behavior, independence, and the ability to face academic and social demands. Children with a good level of confidence tend to show a more active attitude, dare to try, and do not easily avoid tasks because they have a positive perception of their competence (puteri, 2025).

Although the majority of respondents are in the high category, there is still a proportion of children with low confidence. This condition shows that psychosocial development is not even in all students. Children with low self-confidence tend to doubt their abilities, are afraid of making mistakes, and are more passive in learning activities. If you don't get the right stimulation, these conditions can affect adaptability, social interaction, and academic success. This condition can be influenced by the experience of failure, lack of social

support, or the lack of opportunities for children to express themselves (Kamaruddin & Fitria, 2023).

Confidence is also related to the child's involvement in the learning process. Students who are confident in their abilities are more likely to participate in class activities, dare to ask questions, and are able to express their opinions. Such active involvement contributes to the understanding of the material and academic achievement. This is in line with recent research showing that self-confidence has a significant relationship with learning outcomes and student involvement in elementary school learning. In addition to the academic aspect, self-confidence also affects interpersonal communication skills. Children who are confident are more likely to interact with peers and teachers, are able to work together, and do not experience significant obstacles in adjusting to the school environment (Putri & Ridwanudin, 2024).

Children with high self-confidence generally show the ability to complete tasks independently and are not easily dependent on others. Confidence in one's own abilities makes children dare to try and not give up easily when experiencing difficulties. This shows that most students already have a positive perception of their competence in academic activities. On the other hand, in the low category, children tend to doubt the results of their work, often ask for help, and are afraid of making mistakes. This condition usually arises due to the experience of failure or a lack of positive reinforcement from the learning environment (Zakya et al., 2024).

The formation of children's confidence is inseparable from environmental factors. Teacher support, peer acceptance, and positive learning experiences are important stimuli in the psychosocial development of school-age children. An environment that provides opportunities for participation and rewards will strengthen a child's perception of self-competence, while negative experiences can lead to doubts and withdrawn behaviors. This is in accordance with developmental theory which states that social interaction and learning experiences play a role in the formation of children's confidence and also influence student learning involvement in the latest educational research (Azzarah & Wicaksono, 2024).

Confidence is also seen in the courage of children to speak in class, ask questions to teachers, and convey ideas. The dominance of the high category shows that some students are quite comfortable expressing their thoughts. However, the existence of a low category indicates that some children choose to remain silent, avoid appearing in front of the class, and are afraid of being laughed at. This is a common characteristic of children with low self-confidence at school age (Sutiasih & Zakiah, 2023). Confident children tend to be sociable, active in play, and able to work together with peers. The results of the study tend to be high and show that the school's social environment is quite supportive of children's social development. Meanwhile, children with low categories are usually more withdrawn, passive in groups, and waiting to be invited first. This condition shows that social-emotional development is not even among all students (Khotimah et al., 2024).

Optimism is an important component of self-confidence. Children with high categories are generally confident that they can complete tasks and are not afraid to try new things. They see mistakes as part of the learning process. On the other hand, children with low categories tend to give up easily, are afraid of failure, and avoid challenges. These differences show that learning experiences and environmental support greatly influence the formation of children's mental attitudes (Azzarah & Wicaksono, 2024).

Based on the results and description of the discussion above, it can be concluded that the level of confidence of elementary school children in this study tends to be in the high category, which shows that the majority of students have confidence in their abilities in academic and social activities in the school environment. Good confidence can be seen from the child's courage to participate in learning, the ability to interact with peers, and an optimistic attitude in completing tasks. However, there are still some students with low self-confidence categories who show doubts about their abilities, lack the courage to express their opinions, and tend to be passive in class activities. This condition indicates that the child's psychosocial development is not even in all respondents. Therefore, support for the school environment, teachers, and positive social interaction remain important factors in strengthening and stimulating the development of children's confidence.

Overall, the results of this study confirm that self-confidence is an important aspect in the psychosocial development of elementary school-age children which affects learning engagement, social skills, and academic achievement. A supportive environment, positive learning experience, and reinforcement from teachers and peers play a role in shaping children's perception of self-competence. Thus, efforts to improve the quality of the learning environment that supports active participation and student empowerment need to be continuously developed so that the development of confidence can grow optimally and evenly among all elementary school-age children.

CONCLUSION

Based on the results of the research and discussion on the Analysis of Confidence Level in Elementary School-Age Children at SDN 008 Lempunah, it can be concluded that the characteristics of the respondents show that the majority of students are female, 10 years old, and most of them live with their parents and come from families with intact parents. The results of univariate data analysis showed that the level of confidence of elementary school-age children at SDN 008 Lempunah, obtained that of the 106 respondents, most of them were in the high category, namely 61 respondents (57.55%), while 45 respondents (42.45%) were in the low category. The determination of the category is based on the median value as the cut off point. These findings illustrate that in general, the level of confidence of elementary school-age children in this study tends to be in the high category. Overall, this study provides a real picture of the confidence condition of elementary school age children at SDN 008 Lempunah. The results of this research are expected to be

the basis for planning and implementing efforts to increase student confidence through support from the school environment, family, and health workers.

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