

THE ROLE OF TEACHERS IN APPLYING A HUMANISTIC APPROACH TO FOSTER SELF-CONFIDENCE IN UPPER-GRADE ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

This qualitative case study aims to explore how upper-grade elementary school teachers foster students' self-confidence through humanistic classroom practices. The study was conducted at SDN 1 Ulak Balam in South Sumatra, Indonesia. Data were collected through classroom observations, semi-structured interviews, and document analysis involving three teachers, six students with varying levels of self-confidence, and one school principal selected purposively. Data were analyzed using an interactive model. The findings reveal that teachers consistently applied supportive and empathetic approaches in their daily instruction, despite limited formal training in pedagogy. Various instructional strategies—such as structured questioning, small-group activities, and inclusive participation—were found to encourage student engagement and confidence. A strong emotional connection between teachers and students emerged as a key facilitating factor, while differences in student personalities and fear of peer judgment posed notable challenges. These results underscore the importance of providing structured professional development in student-centered teaching approaches and promoting school-wide efforts to create safe and supportive learning environments that enhance student self-confidence.

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INTRODUCTION

Schooling serves purposes that extend well beyond academic achievement; it is fundamentally concerned with shaping individuals who are capable, resilient, and self-aware (Nurrahman et al., 2025). Within the framework of educational psychology, a child's growth is understood as a multidimensional process encompassing cognitive, affective, emotional, and social domains (Panggalo et al., 2024). Among the various psychological attributes that educators are called to nurture, self-confidence occupies a particularly strategic position, as it underpins a student's willingness to engage with challenges and persist through difficulty (Fitriatin, 2024).

A substantial body of research affirms the central role that self-confidence plays in academic and social functioning (Nanaz et al., 2025). Students who hold a strong belief in their own capabilities are markedly more likely to participate actively, voice their perspectives, and build constructive relationships with peers (Andini et al., 2025). In contrast, those who doubt their abilities often disengage from learning, avoid social interaction, and struggle to sustain effort when faced with obstacles. Furthermore, self-confidence is significantly associated with academic achievement, suggesting that investing in students' confidence constitutes a long-term educational priority (Khaulah et al., 2026). This aligns with the theoretical work on self-efficacy, which demonstrates that personal beliefs about one's competence exert a direct influence on cognitive engagement, motivation, and goal-directed behavior (Alfidyah, 2025).

The upper-grade years of elementary schooling, specifically Grades 4 through 6 (ages 9 to 12), represent a developmental period during which self-confidence is particularly susceptible to social influences. Children at this stage increasingly turn to social comparison as a yardstick for evaluating their own worth, making the responses of teachers and classmates highly consequential (R. Lubis et al., 2025). According to Erikson's psychosocial theory, this period is characterized as the industry versus inferiority stage, wherein children who experience success in meaningful tasks develop a robust sense of competence, while repeated failure or invalidation may give rise to lasting feelings of inadequacy (Cahyani et al., 2025). Additionally, self-acceptance and self-confidence among elementary school students are substantially shaped by the quality of social interactions they experience within the school environment (Sakinah et al., 2024).

Preliminary field observations carried out in February 2026 at SDN 1 Ulak Balam revealed a concerning pattern across grades IV, V, and VI. In each class, only two to three students showed willingness to answer questions without prompting, while the majority avoided eye contact, looked downward, or appeared preoccupied with their notebooks. Passive behavior in elementary school learning is driven not only by psychological barriers but is also exacerbated by the limited use of participatory instructional methods by teachers (Febriyan et al., 2025). An interview with the Grade V homeroom teacher further confirmed that many students experienced a persistent fear of being ridiculed by classmates when giving incorrect responses.

Addressing this challenge calls for an instructional paradigm that deliberately centers the psychological well-being of student. The humanistic approach, with its emphasis on the inherent worth and growth potential of every individual, offers a compelling framework for this purpose. Humanistic psychology asserts that human beings possess an intrinsic drive toward self-determination and positive development (Saputro, 2025). Within education, this perspective translates into a teacher role that prioritizes acceptance, empathy, and authentic connection as the conditions for meaningful learning (Sugiarto, 2025). Prior studies have demonstrated that humanistic teaching positively affects student confidence and classroom

climate, particularly through non-verbal reinforcement and supportive interactions (Zuhriansah, 2025).

Accordingly, this study pursued three interrelated objectives: to describe how teachers apply humanistic principles to build self-confidence, to identify instructional strategies grounded in the humanistic approach, and to examine contextual factors influencing their implementation.

Humanism emerged as a response to the limitations of behaviorism and psychoanalysis, emphasizing human agency and personal growth (Tahfidzi et al., 2026). Humanistic learning theory places subjective individual experience as the most authentic source of knowledge, distinguishing it from behaviorist approaches that focus solely on observable behavior (Pradnyantari & Amalia, 2025). Its application in education is characterized by inductive reasoning, active student participation, and a focus on humanizing the learner as a whole person.

Maslow's hierarchy of needs outlines five levels of human motivation, culminating in self-actualization, with esteem needs playing a crucial role in fostering confidence in educational settings (Ananda & Thayyibi, 2025). Teachers who attend to students' esteem needs help create conditions that support intrinsic motivation and academic self-belief.

Rogers' person-centered approach highlights the importance of relational conditions such as unconditional positive regard, empathy, and congruence in facilitating student growth (Wafi et al., 2025). These qualities enable teachers to create a psychologically safe environment where students feel valued and supported. Educators are thus expected to act as facilitators who guide students in developing their potential while fostering positive behavior (Rosdiana et al., 2026).

Self-confidence is a multidimensional construct related to self-belief and competence in performing tasks. The concept of self-efficacy further refines this understanding by focusing on domain-specific beliefs about one's ability to succeed (Safara et al., 2025). Instructional strategies that actively involve students, such as participatory learning approaches, have been shown to significantly enhance self-confidence (Satar et al., 2024).

The role of teachers in fostering student development is further supported by sociocultural theory, particularly the concept of the Zone of Proximal Development, which emphasizes scaffolded learning. Effective classroom management and supportive teaching practices are critical factors in cultivating self-confidence among students. Empirical evidence confirms that humanistic teaching approaches contribute to improved student confidence and a positive learning environment.

METHOD

This study employed a qualitative case study design to explore humanistic teaching practices in depth. Qualitative methods are particularly suitable for examining socially constructed phenomena such as teacher-student interactions and their influence on self-confidence (Nasarudin et al., 2024). The research was conducted at SDN 1 Ulak Balam during the second semester of the 2025/2026 academic year.

Participants were selected through purposive sampling to ensure relevance to the research objectives (Mushofa et al., 2024). The sample included three homeroom teachers, six students representing varying levels of self-confidence, and one school principal.

Data were collected through observation, semi-structured interviews, and document analysis. Observations captured natural classroom interactions, while interviews provided deeper insights into participants' experiences. Document analysis offered additional contextual information from lesson plans and classroom records (Ali Ibrahim et al., 2024).

Data analysis followed an interactive model involving data condensation, data display, and conclusion drawing. Trustworthiness was ensured through triangulation, prolonged engagement, and member checking to validate findings and interpretations.

RESULTS AND DISCUSSION

RESULTS

Teacher's Role in Applying Humanistic Principles

Interview data revealed that all three upper-grade teachers at SDN 1 Ulak Balam developed an understanding of humanistic teaching through personal initiative and self-directed reading, rather than formal professional development. This understanding was aligned with Rogers' theoretical constructs (Sari & Daulay, 2025).

G1 emphasized treating each student as a whole person whose feelings, potential, and individual needs must be acknowledged. G2 highlighted empathy as the core of teaching practice, especially in addressing differences in student ability levels. G3 focused on the uniqueness of each learner as the basis for instructional decisions.

Across all classrooms, teachers consistently applied unconditional positive regard. Academic performance did not determine teacher attention or encouragement. Instead, participation opportunities were distributed equally.

G1 avoided reprimanding students for incorrect answers in public. G2 encouraged a norm where student opinions were valued. G3 created open communication channels that allowed students to speak without fear. These practices reflected Rogers' humanistic principles in practice (Purwari et al., 2026).

Student responses supported these findings. S1 (Grade IV) felt secure due to teacher warmth. S2 (Grade IV) felt valued because the teacher listened carefully. S6 (Grade VI) reported confidence in expressing opinions when treated respectfully.

However, implementation across classrooms was not fully consistent. Differences appeared in frequency and stability of humanistic behaviors. This indicates that intuitive understanding alone may lead to uneven practice. Previous studies also show that confidence-building practices in schools are often not systematically implemented (Purnama, 2025).

Humanistic-Based Strategies for Fostering Student Self-Confidence

The study identified several instructional strategies grounded in humanistic principles. G1 used scaffolded questioning, starting from simple to more complex questions. G2 applied group presentations, peer discussion, and structured turn-taking. G3 used rotation in answering questions to reduce social pressure.

Positive reinforcement was applied consistently across all classes. Verbal praise ranged from simple acknowledgment to recognition of effort, such as "thank you for trying". This was supported by applause, points, stickers, and star stamps.

Students confirmed the impact of these strategies. S4 (Grade V) reported increased motivation due to continuous encouragement. S6 (Grade VI) linked public praise with higher enthusiasm for participation.

Theoretically, these strategies combine Rogers' humanistic approach and Vygotsky's scaffolding concept (Tjhong et al., 2025). Gradual participation from low-risk to high-risk tasks reflects the Zone of Proximal Development. This supports confidence development through structured assistance and emotional safety (Ashari et al., 2025).

Maslow's theory also supports these findings, particularly the esteem needs that influence confidence and participation (Aprilia et al., 2025). When students feel valued, their willingness

to participate increases. Previous studies also confirm that participatory roles significantly improve self-confidence in elementary students (Lukman et al., 2025).

Observation Results Across Three Classes

Observation results showed increasing self-confidence from Grades IV to VI. Grade VI students demonstrated higher autonomy, such as voluntary participation and active discussion. Grades IV and V showed moderate participation levels.

This pattern indicates that sustained exposure to supportive learning environments contributes to confidence development over time (Nurhasanah, 2025).

Table 1. Summary of Observation Results Across Three Classes

Observed Aspect	Indicator	Grade IV	Grade V	Grade VI
Unconditional Acceptance	No differentiation based on academic performance	Yes	Yes	Yes
	Positive response when students answer incorrectly	Sometimes	Yes	Yes
	Equitable attention to all students	Yes	Sometimes	Yes
Care & Sensitivity	Recognizes students showing signs of anxiety	Sometimes	Sometimes	Sometimes
	Adequate wait time before interrupting student responses	Yes	Sometimes	Yes
Authenticity & Consistency	Sincere and consistent teacher behavior	Sometimes	Yes	Sometimes
	Genuine verbal and non-verbal appreciation	Sometimes	Yes	Yes
Scaffolding & Facilitation	Guides students without immediately providing answers	Yes	Yes	Sometimes
	Open questioning to promote independent thinking	Yes	Yes	Yes
	Active encouragement of group participation	Yes	Yes	Yes
Student Self-Confidence	Voluntary hand-raising frequency	Sometimes	Sometimes	Yes
	Willingness to present in front of class	Yes	Yes	Yes
	Engagement in collaborative group tasks	Yes	Yes	Sometimes
	Overall classroom atmosphere	Sometimes	Sometimes	Yes

Note: Yes = consistently observed | Sometimes = occasionally observed | No = not observed

Supporting and Inhibiting Factors

DISCUSSION

The findings indicate that teacher–student emotional relationships are the most influential factor in building self-confidence (Rubihalia et al., 2026). This aligns with Rogers’ person-centered theory, which emphasizes empathy, acceptance, and congruence as key conditions for psychological growth. When teachers provide emotional safety, students are more willing to participate (Harsantik et al., 2025).

Institutional support also strengthens confidence development. School programs such as KKG activities, literacy routines, and extracurricular events provide structured opportunities for expression (S. M. Lubis & Novebri, 2025). These findings are consistent with Maslow’s hierarchy of needs, where fulfillment of belongingness and esteem needs supports motivation and self-confidence (Aprilia et al., 2025).

Peer support further contributes to confidence formation. Students reported that encouragement from classmates increased participation willingness (Mardiyah et al., 2025).

This reflects sociocultural theory, where learning and behavior are shaped through social interaction.

However, several barriers remain. Student diversity and limited instructional time challenge teachers in implementing individualized support. More critically, fear of peer ridicule reduces student participation. This confirms that social-emotional safety is a key determinant of classroom engagement (Abdullah et al., 2025).

Overall, the findings show that student self-confidence develops through the interaction of humanistic teaching, scaffolding strategies, and supportive social environments. Without systematic implementation and institutional support, these effects remain inconsistent across classrooms.

CONCLUSION

This study shows that the application of humanistic principles by upper-grade teachers at SDN 1 Ulak Balam plays an important role in developing students' self-confidence. Teachers were able to implement key humanistic values such as empathy, unconditional positive regard, and recognition of student individuality, even though these understandings were developed independently rather than through formal training. These values were reflected in classroom practices that created a safe, supportive, and inclusive learning environment.

The findings also indicate that humanistic-based instructional strategies, such as scaffolded questioning, structured participation, role rotation, and consistent positive reinforcement, are effective in increasing students' willingness to participate in learning activities. These strategies help students gradually build confidence by providing emotional support and structured opportunities to express themselves.

However, the implementation of humanistic teaching was found to be inconsistent across classrooms due to the lack of structured professional development. This suggests that teachers need more systematic training to ensure a more consistent and effective application of humanistic principles in classroom practice.

In addition, several supporting and inhibiting factors influence the development of students' self-confidence. Positive relationships between teachers and students, supportive peer interactions, and school-based programs contribute significantly to building confidence. On the other hand, differences in student characteristics, limited instructional time, and fear of negative peer judgment remain challenges that hinder active participation.

Overall, the study concludes that building students' self-confidence requires not only the use of humanistic teaching strategies but also continuous support from the school environment. A more structured, consistent, and well-supported implementation of humanistic education is essential to optimize students' confidence, participation, and overall development.

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