

The Role of Self-Confidence in Enhancing Students' Active Participation in Indonesian Language Learning among Fourth-Grade Elementary School Students

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Abstract

Active participation is essential in Indonesian language learning because it provides elementary school students with opportunities to develop communication skills and engage meaningfully in classroom learning. This study aimed to explore and describe the role of self-confidence in shaping students' active participation during Indonesian language learning. A qualitative approach with a case study design was employed at SD Negeri 1501 Hurung Jilok during the second semester of the 2025/2026 academic year. Participants comprised one fourth-grade teacher and eight students purposively selected to represent high, moderate, and low levels of self-confidence. Data were collected over six weeks through eight classroom observations, semi-structured interviews, and documentation. Data were analyzed iteratively through data condensation, data display, and conclusion drawing and verification. Trustworthiness was strengthened through source and method triangulation, member checking, and an audit trail. The findings showed that students with higher self-confidence tended to participate more spontaneously by asking and answering questions, expressing opinions, and engaging in discussions, whereas students with moderate or low self-confidence participated more conditionally and often required encouragement. Students' confidence was shaped by the interaction of internal and contextual factors, particularly fear of making mistakes, teacher support, peer support, previous learning experiences, and classroom atmosphere. Teachers supported confidence by providing equitable opportunities to participate, positive reinforcement, group discussions, and a psychologically supportive learning environment. The study demonstrates that self-confidence is closely intertwined with students' active participation and is shaped by both personal beliefs and classroom conditions.

Keywords: Active participation, Elementary education, Indonesian language learning, Self-confidence, Student engagement.

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I. INTRODUCTION

Elementary education represents a critical stage in developing students' academic competencies, social skills, and character as foundations for subsequent levels of education. At this level, learning is directed not only toward knowledge acquisition but also toward the development of thinking, communication, collaboration, and character (Faadiyah et al., 2025). One important indicator of successful learning in elementary school is students' active participation. Through asking and answering questions, engaging in discussions, and expressing opinions, students can construct knowledge, develop critical thinking skills, and engage more meaningfully in the learning process.

Active participation is particularly important in Indonesian language learning because it is closely associated with the development of language and communication skills. However, Fitriyani and Anwar (2024) and Qasthalani et al. (2025) reported that some students remain reluctant to ask questions, hesitate to express their opinions, and choose to remain silent during learning even when they understand the material. Such conditions suggest that active participation is influenced not only by academic ability but also by psychological factors that shape students' willingness to engage in classroom activities. One psychological factor that may play an important role in this process is self-confidence.

Self-confidence is an internal factor that can encourage students to participate actively in learning. Students with greater self-confidence tend to be more willing to express their opinions, ask questions when experiencing difficulties, and participate in classroom discussions without excessive fear of making mistakes. In contrast, students with lower self-confidence may experience hesitation, embarrassment, or concern about others' judgments and consequently remain silent despite understanding the material. Pusfitasari and Wati (2021) found a positive relationship between self-confidence and students' learning outcomes. Similarly, Febrianti et al. (2025) reported that higher

self-confidence was associated with a greater tendency to participate actively in learning and achieve better learning outcomes. These findings indicate that self-confidence deserves attention as an important psychological factor associated with students' engagement and learning experiences in elementary education.

Active participation reflects students' direct involvement in the process of constructing knowledge. It can be manifested through asking questions, responding to others, participating in discussions, expressing ideas, and collaborating with peers during learning activities. Such involvement not only facilitates deeper engagement with learning materials but also provides opportunities to develop critical thinking, communication, collaboration, and problem-solving skills. Previous studies have emphasized the contribution of active student participation to more effective, interactive, and meaningful learning experiences (Faadiyah et al., 2025; Nisak et al., 2025; Nurhayati et al., 2024). Therefore, creating conditions that encourage students to participate actively is an important component of elementary classroom instruction.

The characteristics of Indonesian language learning require students to engage actively in listening, speaking, reading, and writing activities. Speaking activities, in particular, require students to express opinions, ask questions, respond to others, and participate in discussions with teachers and classmates. Students' willingness to engage in these activities may depend not only on their mastery of learning content but also on their confidence in communicating with others. Students with greater self-confidence tend to express ideas and interact more readily, whereas those with lower self-confidence may remain silent or hesitate to communicate their thoughts. Thus, self-confidence represents a relevant psychological factor for understanding differences in students' active participation in Indonesian language learning (Aulia et al., 2023; Ijirana et al., 2024; Qasthalani et al., 2025).

Previous studies have demonstrated associations between self-confidence and students' communication skills, classroom participation, and learning outcomes across different educational levels. Nevertheless, much of the existing research has focused on the effects of particular instructional models or strategies on students' self-confidence or has quantitatively examined relationships between self-confidence and learning outcomes. Comparatively less attention has been devoted to qualitatively exploring how self-confidence is manifested in and shapes students' active participation during Indonesian language learning at the elementary school level. Moreover, evidence from elementary schools in local contexts remains limited, leaving students' experiences of confidence and classroom participation insufficiently understood. A qualitative case study is therefore valuable for examining these experiences within the actual classroom context in which they occur.

The present study addresses this gap by focusing on the role of self-confidence in students' active participation during Indonesian language learning in elementary school. Rather than examining self-confidence primarily in relation to academic achievement or the effectiveness of a particular instructional model, this study explores how self-confidence is reflected in students' willingness to ask questions, express opinions, respond to questions, and participate in classroom discussions. The study was conducted in an authentic fourth-grade classroom context at SD Negeri 1501 Hurung Jilok, allowing the phenomenon to be examined in relation to students' actual classroom experiences and behaviors.

Preliminary observations in the fourth-grade classroom at SD Negeri 1501 Hurung Jilok revealed noticeable variation in students' active participation during Indonesian language lessons. Among the eight students involved in the study, some voluntarily asked questions, responded to the teacher, and expressed their opinions during learning activities. Others tended to remain silent, hesitated to speak in front of the class, were reluctant to ask questions despite experiencing difficulties in understanding the material, and responded primarily when directly called upon by the teacher. These contrasting patterns suggest variation in students' self-confidence that may be related to how they participate in classroom learning. This empirical phenomenon provides an important basis for examining more closely how self-confidence operates within students' active participation.

Understanding the role of self-confidence in active participation may provide useful insights for teachers seeking to establish classroom environments in which students feel safe and supported when expressing ideas, asking questions, and interacting with others. Such understanding is

particularly relevant to Indonesian language learning, where communication and interaction constitute important components of the learning process. Beyond contributing to research on elementary education, the findings may inform instructional practices that attend not only to academic competencies but also to the psychological conditions that support students' classroom engagement. Accordingly, this study aims to explore and describe the role of self-confidence in shaping the active participation of fourth-grade students during Indonesian language learning at SD Negeri 1501 Hurung Jilok.

II. METHOD

This study employed a qualitative approach with a case study design to develop an in-depth understanding of the role of self-confidence in shaping students' active participation during Indonesian language learning. A case study design was considered appropriate because it enables a phenomenon to be examined intensively within its natural context while accounting for the interrelationships among individuals, behaviors, and the environment in which the phenomenon occurs (Harrison et al., 2017).

The study was conducted during the second semester of the 2025/2026 academic year at SD Negeri 1501 Hurung Jilok. Participants comprised one fourth-grade teacher and eight students who were purposively selected to represent variations in self-confidence at high, moderate, and low levels. Purposive sampling was used because it enables the selection of participants whose characteristics are particularly relevant to the research purpose (Campbell et al., 2020). Student classification was based on a two-week preliminary observation focusing on five behavioral indicators: willingness to ask questions, respond to questions, express opinions, speak or perform in front of the class, and demonstrate confidence in completing tasks independently. The preliminary classifications were subsequently discussed with the classroom teacher to strengthen participant selection. This process resulted in the selection of three students representing high self-confidence, three representing moderate self-confidence, and two representing low self-confidence.

Data were collected over six weeks from April to May 2026 through classroom observations, semi-structured interviews, and documentation. Eight classroom observations, each lasting approximately 70 minutes, were conducted to document students' self-confidence-related behaviors and active participation during naturally occurring Indonesian language lessons. Semi-structured interviews with the classroom teacher and all eight students lasted approximately 20–40 minutes and explored students' experiences of classroom participation, factors that supported or inhibited their confidence, and the roles of teachers and peers in shaping their willingness to participate. All interviews were audio-recorded with participants' consent and transcribed verbatim. Documentary evidence, including photographs of learning activities, samples of students' work, attendance records, and teacher notes, was used to complement the observational and interview data. The researcher served as the primary research instrument, supported by observation and interview guides, field notes, and documentation.

Data analysis was conducted iteratively using the interactive model of Miles, Huberman, and Saldaña (2020), involving data condensation, data display, and conclusion drawing and verification. Interview transcripts, observation notes, and documentary evidence were read repeatedly to achieve familiarity with the data. Relevant data segments were then coded according to recurring patterns, including willingness to participate, fear of making mistakes, teacher support, peer support, and classroom atmosphere. Codes with similar meanings were grouped into broader categories and subsequently developed into themes through comparisons across participants and data sources. Throughout the analytical process, codes, categories, and emerging themes were repeatedly checked against the original data to maintain interpretive consistency and ensure that the findings remained grounded in participants' experiences (Nowell et al., 2017).

The trustworthiness of the findings was strengthened through source and method triangulation, member checking, an audit trail, and attention to credibility, dependability, confirmability, and transferability. Source triangulation involved comparing information obtained from students and the classroom teacher, while method triangulation involved examining convergence across observations, interviews, and documentation. Member checking was conducted by sharing summaries of the findings with the classroom teacher and selected students to confirm that the

interpretations adequately reflected their experiences. Dependability and confirmability were supported by maintaining records of the research procedures, interview transcripts, field notes, and the coding and theme-development process. Transferability was facilitated by providing sufficient descriptions of the research context and participant characteristics to enable readers to assess the relevance of the findings to other educational settings (Nowell et al., 2017).

III. RESULTS AND DISCUSSION

A. Results

The findings were derived from classroom observations, semi-structured interviews, and documentation concerning students' self-confidence during Indonesian language learning in the fourth grade at SD Negeri 1501 Hurung Jilok. The analysis generated four main themes: (1) the profile and characteristics of the case study participants, (2) students' self-confidence during Indonesian language learning, (3) factors influencing students' self-confidence, and (4) teachers' efforts to strengthen students' self-confidence. These themes are presented systematically to illustrate how self-confidence was manifested in students' active participation during classroom learning.

1. Profile and Characteristics of the Case Study Participants

The study involved one fourth-grade teacher (G1) and eight students purposively selected to represent high, moderate, and low levels of self-confidence. This variation was intended to capture differences in students' participation during Indonesian language learning. The participant classification is presented in Table 1.

Table 1. Research Participants

No.	Participant	Code	Description
1	Fourth-grade teacher	G1	Key informant
2	Student	S1	High self-confidence
3	Student	S2	High self-confidence
4	Student	S3	Moderate self-confidence
5	Student	S4	Moderate self-confidence
6	Student	S5	Low self-confidence
7	Student	S6	Low self-confidence
8	Student	S7	High self-confidence
9	Student	S8	Moderate self-confidence

A total of nine participants were involved, consisting of one teacher and eight students. Among the students, three were classified as having high self-confidence, three as having moderate self-confidence, and two as having low self-confidence. This variation provided the basis for examining differences in active participation across students. Preliminary observations also showed diverse participation patterns within the class. Some students participated spontaneously by asking or answering questions, whereas others tended to remain passive and waited for teacher prompts before becoming involved in classroom activities.

2. Students' Self-Confidence during Indonesian Language Learning

Data from observations, interviews, and documentation showed that students' levels of self-confidence were reflected in different forms of active participation during Indonesian language learning. These differences were evident in their willingness to answer questions, ask questions, express opinions, and speak in front of the class. Although all students were provided with opportunities to participate, their responses varied according to their observed levels of self-confidence. The main indicators and field findings are summarized in Table 2.

Table 2. Indicators and Findings of Students' Self-Confidence

Indicator	Field Findings
Willingness to answer questions	Some students responded confidently to the teacher's questions
Willingness to ask questions	Only several students actively asked questions
Willingness to express opinions	Students with higher self-confidence were more active in expressing opinions

Willingness to speak in front of the class	Some students remained shy and hesitant
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As shown in Table 2, self-confidence was particularly visible in students' willingness to respond to questions and become involved in classroom activities. However, the degree of willingness differed among students. To deepen these observations, semi-structured interviews were conducted with the teacher and all eight students. The condensed findings are presented in Table 3.

Table 3. Summary of Findings on Students' Self-Confidence and Active Participation

Participant	Self-Confidence Level	Summary of Findings	Form of Participation
S1	High	Highly confident when understanding the material	Active in answering and discussion
S2	High	Confident but cautious when responding	Active in answering
S3	Moderate	Confidence increased through experience speaking in front of the class	Began to participate publicly
S4	Moderate	Moderately confident in classroom interaction	Asked questions and expressed opinions
S5	Low	Confidence improved through peer support	Participated in discussion
S6	Low	Low confidence but gradually improved through practice and teacher support	Responded when sufficiently confident
S7	High	High confidence accompanied by consistently active participation	Highly active
S8	Moderate	Confidence increased when given opportunities by the teacher	Became more involved

Classroom observations showed that students with high self-confidence more frequently raised their hands when the teacher asked questions, expressed opinions during discussions, and volunteered to speak in front of the class. In contrast, students with moderate or low self-confidence tended to wait for teacher prompts or participated only when they felt certain about their responses. This pattern was consistent with the teacher's account:

"Usually, confident students are willing to raise their hands, ask questions when they do not understand, try to answer without being afraid, and participate more actively during reading or presentation activities." (G1, Interview, April 20, 2026)

Student interviews further supported these findings. S1 explained:

"Yes, I like it because I can read and answer questions ... Sometimes I am active when I know the answer." (S1, Interview, April 22, 2026)

Similarly, S4 described the role of self-confidence in reducing embarrassment during learning:

"Yes, so I won't feel shy." (S4, Interview, April 22, 2026)

S7 also described a change in participation as confidence increased:

"An active student is someone who wants to ask and answer questions ... now I am more active because I have started to feel confident." (S7, Interview, April 22, 2026)

By contrast, students with lower self-confidence still demonstrated caution when participating. S6 stated:

"Sometimes I feel nervous, but I still try to answer when I am sure." (S6, Interview, April 22, 2026)

These interview accounts were consistent with classroom observations. Students who reported feeling nervous were also observed lowering their heads, avoiding eye contact with the teacher, and responding only after receiving encouragement. The convergence between

observation and interview data indicates that fear of making mistakes was one factor that constrained students' active participation. Overall, the findings suggest that self-confidence was closely associated with the intensity and form of students' participation during Indonesian language learning. Students with higher self-confidence tended to participate more spontaneously and consistently, whereas those with moderate or low self-confidence were more likely to participate conditionally or after receiving encouragement. At the same time, the findings also show that active participation was not shaped by self-confidence alone, but was influenced by teacher support, peer support, classroom atmosphere, and students' previous learning experiences.

3. Factors Influencing Students' Self-Confidence

The findings from observations, interviews, and documentation identified four main factors influencing students' self-confidence during Indonesian language learning: teacher support, peer support, previous learning experiences, and a supportive classroom atmosphere.

Teacher support was reflected in the provision of motivation, encouragement, and continuous appreciation throughout the learning process. Students who received direct encouragement from the teacher tended to be more willing to raise their hands, answer questions, and express opinions. Peer support was also important, particularly through group interactions characterized by mutual respect and acceptance. Positive experiences when speaking or performing in front of the class further contributed to students' confidence, while a safe and psychologically supportive classroom atmosphere reduced their hesitation to participate.

Classroom observations showed that students who received encouragement from the teacher were generally more willing to participate than those who did not receive direct prompting. Positive peer interaction also appeared to help several previously passive students begin contributing to group and class discussions. The fourth-grade teacher (G1) explained that the most common barriers were largely internal to the students:

"Some students are afraid of making mistakes, feel embarrassed to speak in front of their classmates, and are not fully confident in their own abilities." (G1, Interview, April 20, 2026)

This account was supported by students' statements. S2 explained that fear of making mistakes limited participation:

"I do not always answer the teacher's questions because I am afraid of being wrong." (S2, Interview, April 22, 2026)

In contrast, social support within the classroom was associated with greater willingness to participate. S5 stated:

"Yes, I actively participate in discussions because my friends listen to me, and when I feel more confident, I answer more often." (S5, Interview, April 22, 2026)

Observational data similarly indicated that students who received support from teachers and peers were more willing to attempt answers, express opinions, and participate in learning activities than students who perceived less support.

Overall, the findings indicate that students' self-confidence emerged through the interaction of internal and external factors. Internal factors, such as fear of making mistakes and uncertainty about one's own ability, tended to inhibit participation. In contrast, teacher encouragement, positive peer interaction, successful learning experiences, and a safe and supportive classroom atmosphere strengthened students' willingness to engage. These findings suggest that self-confidence should not be understood solely as an individual characteristic, but also as a psychological condition shaped by the social and instructional environment in which learning occurs.

4. Teachers' Efforts to Strengthen Students' Self-Confidence

The findings further showed that the teacher played an important role in strengthening students' self-confidence during Indonesian language learning. Based on observations, interviews, and documentation, several classroom strategies were identified, including providing equal opportunities for participation, offering positive reinforcement, facilitating group discussions, and creating a safe and supportive learning environment.

First, the teacher provided equal opportunities for all students by distributing turns and classroom roles more evenly, allowing each student to participate regardless of ability level. Second, positive reinforcement was provided through praise, applause, verbal encouragement, and simple forms of appreciation in response to students' participation. Third, group discussion was used to encourage interaction, cooperation, and confidence in communicating with peers. Fourth, the teacher attempted to maintain a classroom atmosphere in which students could express ideas without excessive fear of making mistakes, with incorrect responses treated as part of the learning process rather than as failures.

Classroom observations showed that the teacher consistently invited all students to answer questions and express opinions in turn. Praise, applause, and encouragement were frequently provided to students who attempted to respond, even when their answers were not fully correct. During group discussions, the teacher moved among the groups, monitored interaction, and encouraged less active students to contribute their ideas.

The interview with G1 supported these observations:

"I give all students the same opportunity to express their opinions, provide motivation, use positive reinforcement, and avoid immediately saying that an answer is wrong so that they feel comfortable trying." (G1, Interview, April 20, 2026)

The teacher further explained:

"I usually give appreciation such as praise, words of encouragement, and simple rewards when students are willing to try answering or speaking in front of the class." (G1, Interview, April 20, 2026)

Students also described the importance of teacher encouragement in supporting their participation. S2 stated:

"I become more active when the teacher encourages me." (S2, Interview, April 22, 2026)

Similarly, S6 identified:

"Practice and support from the teacher." (S6, Interview, April 22, 2026)

The teacher's gradual approach also appeared to help students who were initially hesitant become more willing to participate. S3 described this experience:

"At first I was shy ... but eventually I was willing to go to the front after the teacher encouraged me little by little ... after that I felt happy and more confident." (S3, Interview, April 22, 2026)

S8 likewise emphasized the importance of equal opportunities:

"I feel more confident when the teacher gives all students a chance." (S8, Interview, April 22, 2026)

Taken together, these findings show that the teacher's role extended beyond providing academic instruction. Through encouragement, equitable participation opportunities, positive reinforcement, structured peer interaction, and a non-threatening classroom atmosphere, the teacher created conditions that supported the development of students' self-confidence. These practices were particularly important for students with moderate or low self-confidence, who often required repeated opportunities and interpersonal support before participating more actively in Indonesian language learning.

B. Discussion

The findings demonstrate that self-confidence plays an important role in shaping students' active participation during Indonesian language learning in the fourth grade at SD Negeri 1501 Hurung Jilok. The results indicate not only that students with higher levels of self-confidence tend to participate more actively, but also that psychological readiness influences students' willingness to become involved in classroom activities. In this sense, self-confidence functions as an internal resource that shapes students' decisions to ask questions, respond to the teacher, express opinions, and participate in classroom discussions (Hu, 2021; Li et al., 2025).

These findings can be interpreted through Bandura's (1997) social cognitive perspective, particularly the principle that individual behavior emerges from reciprocal interactions among personal factors, behavior, and environmental conditions. Within this framework, beliefs about one's own capabilities, commonly conceptualized as self-efficacy, can help explain why some students are more willing than others to participate. Students who believe that they are capable of understanding the material or completing a task may be more willing to take interpersonal risks, such as asking questions or expressing opinions in front of classmates. In contrast, students who doubt their abilities may avoid situations in which they anticipate negative evaluation or the possibility of making mistakes. Hu et al. (2021) similarly reported that beliefs about personal capability were associated with greater willingness to engage in academic communication and classroom learning activities. Thus, the findings suggest that self-confidence may influence participation partly through students' appraisal of their own capabilities before deciding whether to act.

The findings can also be understood through the concept of mastery experience. Successful experiences, such as answering a teacher's question correctly, completing a task, or receiving positive recognition, can strengthen students' beliefs in their own capabilities. These experiences may subsequently increase their willingness to participate again, creating a reinforcing cycle in which successful participation supports confidence and confidence encourages further participation. Conversely, unsuccessful experiences accompanied by criticism, embarrassment, or peer ridicule may weaken students' willingness to participate. The findings therefore indicate that active participation is shaped not only by academic competence but also by the psychological meaning students attach to their previous classroom experiences.

The results are also consistent with Sardiman's (2018) view that meaningful learning requires students' intellectual, emotional, and social involvement. In the present study, self-confidence appeared to facilitate such involvement. Students who were more confident were not only more physically visible in classroom activities through asking or answering questions, but were also more willing to express ideas and interact with teachers and peers. Sedova and Sedlacek (2023) similarly emphasized that the quality of teacher-student dialogue can contribute to classroom participation by fostering a supportive and psychologically safe learning environment. Accordingly, self-confidence may be viewed as an affective condition that connects students' psychological readiness with their observable participation in learning.

These findings are consistent with previous studies reporting positive associations between self-confidence and students' communication, learning engagement, and academic outcomes (Fitriyani & Anwar, 2024; Lestari et al., 2023; Nofrianti & Wirdati, 2023). Across different educational contexts, students who feel more confident tend to show greater willingness to communicate and participate. However, the present study also indicates that participation should not be understood as the direct product of self-confidence alone. Its expression depends on the interaction between individual characteristics and contextual conditions, including classroom culture, teacher behavior, peer relationships, and the instructional opportunities available to students.

A key contribution of this study lies in explaining more closely how self-confidence is manifested in students' participation rather than merely estimating the strength of an association between variables. Many previous studies have employed quantitative approaches and have therefore emphasized statistical relationships between self-confidence and student outcomes. In contrast, the qualitative case study design used here revealed that students' willingness to participate developed through interactions between personal and contextual factors.

Observations and interviews showed that teacher encouragement, peer acceptance, supportive classroom conditions, and repeated opportunities to speak could strengthen students' willingness to participate, particularly among those who were initially hesitant. These findings reinforce the view that active participation emerges from the interaction between personal beliefs and the learning environment rather than from a single individual characteristic.

This interpretation is particularly relevant to elementary school students, whose emotional and social responses are strongly influenced by classroom interactions and the teacher's role. Students who are academically capable may still remain passive if classroom interaction is dominated by the teacher, opportunities to speak are limited, or mistakes are treated negatively. Conversely, positive reinforcement, respectful responses to student contributions, and collaborative learning opportunities may encourage hesitant students to become more involved. In this regard, self-confidence should be understood as dynamic and responsive to the environment rather than as a fixed student trait. This interpretation is consistent with Li et al. (2025), who highlighted the contribution of positive learning environments to stronger student engagement.

From a theoretical perspective, the study contributes to understanding self-confidence as an affective condition that may shape the learning process before influencing its outcomes. Whereas previous studies have often examined self-confidence primarily in relation to academic achievement, the present findings suggest that its role may first become visible through students' willingness to participate, communicate, and engage with learning activities. The findings therefore extend the application of Bandura's perspective to Indonesian language learning in elementary education by illustrating how beliefs about personal capability, interpersonal experiences, and classroom conditions interact in shaping active participation.

The findings also have practical implications for elementary school teachers. Supporting students' active participation requires attention not only to instructional content but also to classroom conditions that strengthen confidence. Teachers may use small-group discussions before whole-class interaction, provide scaffolding for students who hesitate to speak, use progressively challenging questions, acknowledge students' efforts rather than focusing exclusively on correct answers, and create a classroom culture in which mistakes are treated as a natural part of learning. Such practices may strengthen students' psychological safety and provide more equitable opportunities for students with different levels of confidence to ask questions, exchange ideas, and participate in Indonesian language learning. This implication is consistent with Sedova and Sedlacek's (2023) recommendation that dialogic classroom environments should provide all students with meaningful opportunities to contribute.

IV. CONCLUSION

This study concludes that self-confidence plays an important role in shaping students' active participation during Indonesian language learning in the fourth grade at SD Negeri 1501 Hurung Jilok. Students with higher self-confidence tended to participate more spontaneously and consistently by asking and answering questions, expressing opinions, and engaging in classroom discussions, whereas students with moderate or low self-confidence were more likely to participate when they felt certain or received encouragement. The findings further demonstrate that self-confidence does not operate as an isolated individual characteristic but develops through interactions between personal and contextual factors. Fear of making mistakes and uncertainty about one's abilities inhibited participation, while teacher encouragement, peer support, positive learning experiences, and a safe classroom atmosphere strengthened students' willingness to engage. Teachers therefore play an important role in creating conditions that support students' confidence through equitable participation opportunities, positive reinforcement, group discussions, gradual encouragement, and constructive responses to mistakes. These findings highlight the importance of integrating psychological and instructional support into Indonesian language learning to provide students with greater opportunities to participate actively. Given the context-specific nature of this case study, the findings should be interpreted within the studied classroom rather than generalized broadly to all elementary school students.

CONFLICT OF INTEREST

The authors confirm that no competing financial, professional, or personal interests were present during the conduct or reporting of this research. The study was undertaken independently, and no relationships or circumstances were identified that could have inappropriately influenced the research process or the presentation of its findings.

AUTHOR CONTRIBUTIONS

Yustika Alawiyah Harahap: Conceptualization, Methodology, Investigation, Data Curation, and Writing – Original Draft. **Ade Rabiah Nasution:** Methodology, Investigation, and Writing – Review & Editing. **Atikah Rahmah Nasution:** Data Curation, Validation, and Writing – Review & Editing. **Devina Santri:** Investigation, Validation, and Writing – Review & Editing. **Hamka:** Conceptualization, Supervision, Methodology, and Writing – Review & Editing. All authors participated in the critical review of the manuscript, contributed to the interpretation of the findings, and approved the final version for publication.

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DECLARATION OF GENERATIVE AI AND AI-ASSISTED TECHNOLOGIES

Generative AI and AI-assisted technologies were used solely to support the editorial preparation of this manuscript, including language refinement, academic translation, proofreading, and improvements in clarity and readability. These technologies were not used to conduct interviews or observations, generate research data, perform qualitative coding, develop themes, or determine the interpretation of the findings. All AI-assisted revisions were critically reviewed and verified by the authors against the original research data and intended meaning. Responsibility for the methodology, interpretation, accuracy, originality, and final content of the manuscript remains entirely with the authors.

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