

Analysis of Students' and Parents' Perceptions of Self-Confidence in Learning at Gadang IV Public Elementary School in Malang City

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Abstract: This study aims to describe the results of an analysis of fourth-grade students' and their parents' self-confidence in the 2024/2025 academic year. Data analysis was conducted using a self-confidence survey questionnaire completed by students, and the results revealed parents' views on their children's levels of self-confidence in the context of learning in elementary school. The study employed a qualitative descriptive design incorporating a survey as the primary data collection instrument. It involved 56 fourth-grade students and their 56 parents. Data collection was conducted using a self-confidence questionnaire validated using a Likert scale. The results of the analysis of student self-confidence indicators included the ability to understand material (85%), the courage to express opinions (75%), readiness to face challenges (80%), and cooperation in groups (75%). Meanwhile, the results of the questionnaire on parents' confidence in accompanying their children's learning were 79.38%, openness to receiving advice from teachers or the school was 84.17%, and role modeling to foster children's self-confidence was 80.83%. These data show that both parents and students have relatively high levels of self-confidence. However, there are variations in students' confidence in expressing opinions and in parents' ability to support their children's learning. These findings confirm that collaboration between parents and students can build children's self-confidence and play a strategic role in learning success in elementary school.

Keywords: Elementary school, parents, self-confidence, student learning



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A. Introduction

Self-confidence is an aspect of personality that reflects a feeling and belief in one's ability to achieve success through one's own efforts and in dealing with a situation (Wulandari et al., 2025). In the elementary school level, students often face challenges in understanding material, interacting with friends, and daring to express their ideas. At the same time, parents play a significant role in guiding, motivating, and fostering children's confidence in their abilities. Therefore, analyzing self-confidence from both perspectives is important for understanding its relationship with the quality of learning in elementary

school, thereby enabling the design of more effective learning strategies to support the achievement of quality basic education goals (Febrianti et al., 2023). This research supports Sustainable Development Goal 4 on quality education by focusing on self-confidence, a factor that influences learning quality.

Several previous studies have shown that self-confidence is closely related to students' motivation to learn and academic achievement. Research by Nusi et al. (2025) reveals that students with high self-confidence tend to be more active in class and can overcome learning difficulties with more effective strategies. Meanwhile, Nababan & Nasution (2022) emphasizes that parental support is crucial in shaping children's self-confidence from the elementary school years onward. A study on increasing the self-confidence of elementary school students through psychoeducation on interpersonal intelligence obtained a result of 0.816, which means that there is a significant difference between the pretest and posttest, meaning that interpersonal intelligence can increase students' knowledge and understanding of self-confidence (Agatha and Hazim, 2024; Simanjuntak and Ginting, 2023). The research by Ajeng Kinanti et. al (2025) studied students who participated in dance extracurricular activities at a private elementary school in Bukit Lawang. The results showed that participation in school dance extracurricular activities increased students' self-confidence, as reflected in their desire to perform in front of an audience. Thus, this previous literature has confirmed the important role of self-confidence in education. Although many studies discuss the role of self-confidence in student learning success, most focus only on students as the main subjects (Mawaddah et al., 2023).

Very few studies have examined parents' views as guardians of their children's self-confidence simultaneously. In fact, parents are the people closest to them who have a significant influence on shaping their children's self-confidence. This gap highlights the need for more comprehensive studies that involve both perspectives, namely, parents (guardians) and students. Although previous studies have provided valuable insights, most still focus solely on students, without considering how parents assess and influence their children's self-confidence. In addition, many studies tend to be purely quantitative, failing to explore the social and emotional context behind the development of self-confidence. Riatulhilar, et al (2023) report that parental factors contribute to students' self-confidence, including a positive family environment, parental support, peer interactions, and academic experiences and achievements. This shortcoming underscores the need to develop more integrative research that draws on diverse perspectives. This study presents a novel approach that simultaneously analyzes the self-confidence of elementary school students from two perspectives: the students themselves and their parents.

Based on the researcher's initial observations at Gadang 4 Public Elementary School in Kota Malang, one problem students face at school is low self-confidence. Interviews with classroom teachers revealed that 50% of students lack self-confidence, so the school's teachers must provide additional guidance. With this approach, the study aims to

provide a more complete picture of the factors that shape students' self-confidence and to find common ground between students' and parents' perceptions. This analysis will also highlight trends in respondents' answers using descriptive methods, so the results can serve as a reference for strengthening learning strategies and parental guidance at home. Based on this background, the problem formulation is: how do students' and parents' perspectives differ regarding self-confidence in learning in elementary school? The purpose of this study is to analyze the level of self-confidence of elementary school students based on the perceptions of students and parents through data analysis obtained from the results of a questionnaire related to: (a) an overview of the level of student self-confidence based on student responses; (b) identifying parents' views on their children's confidence levels; and (c) finding the relationship between the perspectives of parents and teachers in the context of children's learning in elementary school.

B. Method

This study uses a qualitative descriptive approach (Kurniawati and Rindrayani, 2025). This approach was chosen because it is suitable for describing psychological phenomena, specifically the levels of self-confidence of students and parents, based on respondents' answer tendencies. The population consisted of fourth-grade elementary school students, with a sample of 56 students and 56 parents who actively participated in Pancasila education lessons and completed the self-confidence questionnaire. Descriptive analysis allowed the researchers to obtain a general picture without conducting complex hypothesis testing, while still providing meaningful information about the patterns in respondents' answers (Maimunah et al., 2021). The research data were collected through questionnaires distributed to fourth-grade elementary school students and their parents. The research subjects were fourth-grade elementary school students and their parents, and the research object was the level of self-confidence of both parties. The student questionnaire focused on aspects of self-confidence, including understanding lesson material, solving problems, working in groups, and expressing opinions. Meanwhile, the parent questionnaire emphasized indicators of self-confidence in assisting children with their studies, openness to receiving advice from teachers and the school, and the role of parents as role models in fostering children's self-confidence.

The researchers began data collection by distributing questionnaires directly at schools and through teacher assistance so that respondents could complete them accurately according to their individual understanding. Self-confidence consists of the following indicators: believing in one's own abilities, making independent decisions, having a positive self-concept, and daring to express opinions (Fitayanti et al., 2022). Therefore, the self-confidence indicators used in this study are as follows.

The collected data were analyzed descriptively by calculating frequency distributions, percentages, and trends in respondents' answers, which were grouped into four indicators, namely: 1) belief in one's own abilities, 2) acting independently in making decisions, 3) having a positive self-concept, and 4) daring to express opinions. This

descriptive analysis was used to obtain a general picture of the level of self-confidence among students and parents. Furthermore, interpretation was carried out using Creswell & Clark, (2011) qualitative data analysis theory, which emphasizes examining patterns, trends, and meanings from numerical data presented in descriptive form. Thus, the analysis can provide an in depth understanding of the similarities and differences in perceptions of self-confidence among students and parents in the context of elementary school learning. In this study, the instrument was a Likert-scale questionnaire with a 1-4 scoring range. There were positive and negative item statements. For each positive questionnaire item answer, the value is always 4, often 3, sometimes 3, and never 1. Meanwhile, for negative questionnaire item answers, the value is always 1, often 2, sometimes 3, and never 4 (Sudarsana et al., 2020). The categories of self-confidence based on the Likert scale with four assessment scores are as follows.

Table 1. Self-Confidence Indicators

No.	Indicator
1.	I am confident that I can understand all the subject matter that I teach my students well.
2.	I do not hesitate to ask my fellow teachers when teaching material that I have not mastered yet.
3.	I believe that a teacher's role as a role model is to guide and direct students according to their potential.
4.	I feel unable to complete administrative tasks such as creating learning tools without the help of others.
5.	I am confident that with critical thinking skills, I can complete learning tasks well.
6.	I always wait for instructions from the principal or other teachers before taking action.
7.	I choose to prepare learning materials according to my own ideas.
8.	In carrying out tasks at school, I cannot make decisions without first asking the principal or other teachers.
9.	I dare to refuse invitations from fellow teachers or parents if they are not appropriate.
10.	I feel that I am an important teacher at school.
11.	I accept suggestions for myself even though I have shortcomings.
12.	I am proud of my own abilities.
13.	I am confident that I can become a better teacher day by day.
14.	I am not afraid to express my opinion in school evaluation meetings.
15.	I am happy when the principal asks me for my opinion.
16.	I dare to ask questions when I don't understand something.
17.	I prefer to remain silent rather than express my opinion in front of other teachers.
18.	I continue to speak even if my opinion differs from that of other teachers.

Source: Adapted from Oktarini et al. (2019)

Table 2. Self-confidence assessment categories

No.	Self-confidence criteria	Interval
1	Very low	0% - < 20%
2	Low	20% - < 40%
3	Moderate	40% - < 60%
4	High	60% - < 80%
5	Very high	80% - < 100%

Source: Adapted from Ernitasari et al. (2022)

C. Results and Discussion

Based on the results of descriptive analysis, the following picture emerges regarding the level of confidence among elementary school students and parents' perceptions of their children's confidence:

Results

Brief description of student confidence based on student questionnaire responses

Based on observations during lessons (Figure 1), most students showed a relatively good level of confidence in completing problems and working together in groups. However, their courage to express their opinions in front of the class remained relatively low, with more than a third of students hesitating or lacking confidence when asked to speak in public. Meanwhile, the questionnaire results show that most respondents had a good understanding and independence in learning, as seen from the students confidence in understanding Pancasila Education material, which received the highest score (100%), confidence in completing problems on their own (97.06%), and confidence in their ability to think to complete tasks (100%). In comparison, 73.52% rejected the notion that they were incapable without others' help. In terms of confidence in class and decision-making, students showed high confidence when working on group assignments (100%) and when choosing exam answers based on their own thinking (97.06%), and 73.53% were able to refuse invitations from bad friends.

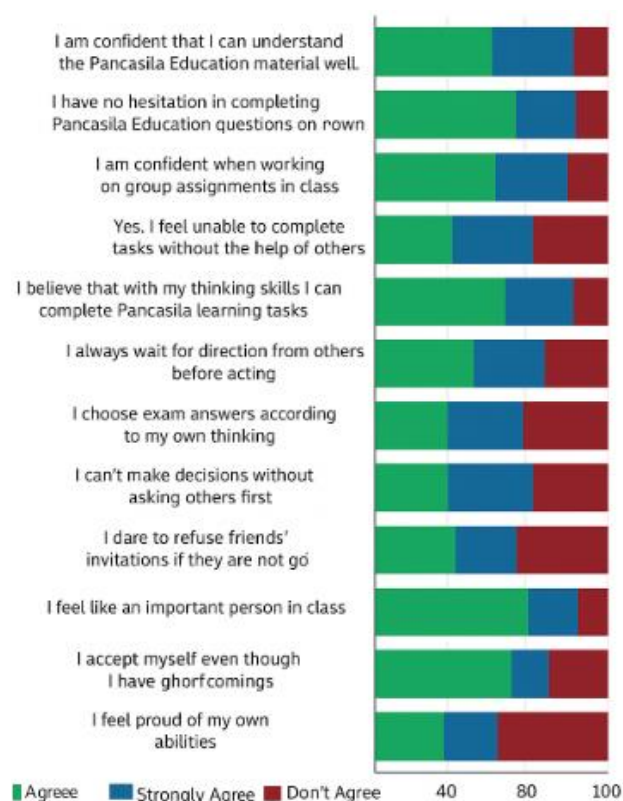


Figure 1. Distribution of Student Self-Confidence Questionnaire Responses

However, only 47.06% felt important in class. In terms of self-acceptance and future expectations, the majority of students accepted themselves as they are (97.06%), were proud of their abilities (94.12%), and were confident that they could become better teachers (85.29%). The level of courage to express opinions was also relatively high, as shown by their courage to discuss (94.12%), willingness to be asked for their opinion (97.06%), courage to ask questions when they do not understand (97.05%), and courage to speak up even if they disagree with their friends (79.41%), with 88.24% rejecting the attitude of staying silent rather than expressing their opinion. Nevertheless, a number of students continued to exhibit dependency on others, as indicated by those who waited for instructions (41.17%) and those who experienced difficulty making decisions independently (44.11%). The following are the students' answers based on the questionnaire responses in Figure 1.

Based on the Figure 1, the student questionnaire responses focus on four main aspects of student confidence, namely: 1). understanding the subject matter: 80% of students showed high confidence in understanding the material; 2). completing problems independently: 80% of students were able to do so without assistance; 3). working together in groups: 78% of students were confident enough to contribute to group work, and 78% were brave enough to speak up even when they disagreed, ask questions, and give opinions. Students appeared confident in their ability to understand the material and handle assignments on their own; nevertheless, some were still hesitant to articulate their thoughts during class discussions. From these results, students generally have strong confidence in learning, especially in understanding the material and working independently on problems. However, they need to improve their courage to express their opinions in front of others.

Identifying parents' views on their children's self-confidence levels

The majority of parents considered their children to have reasonably good self-confidence, especially when it comes to independent learning at home. It differs from the opinion of (Pangestu et al., 2020), who argue that parents can play an important role in fostering self efficacy by giving their children opportunities to try things out, complete tasks independently, and express their opinions. However, some parents still saw their children as lacking confidence in accepting criticism or feedback from their parents. Interestingly, there was a slight difference in perceptions, with students tending to rate their confidence lower than their parents do. It indicates a perception gap that can be used as material for evaluation in learning assistance at school and at home. These findings contradict previous research, which stated that parents are facilitators of their children's confidence. In fact, students perceived themselves as still quite capable of having the confidence to solve their problems (Malau et al., 2023). It means that elementary school-aged children still need their parents' support in making decisions. The following is a summary of parents' responses regarding their self-confidence in elementary school learning.

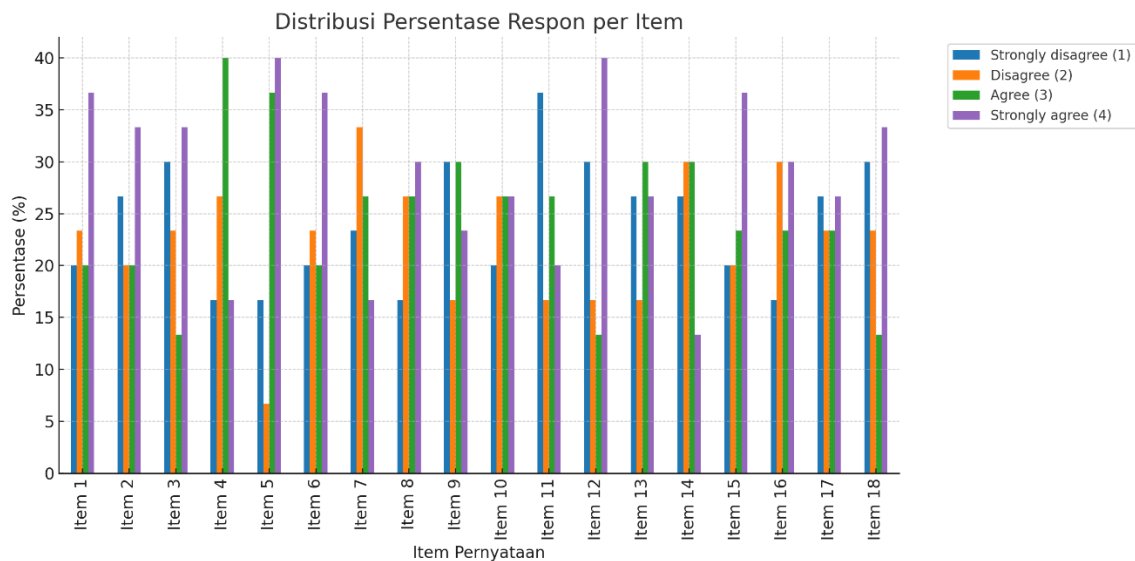


Figure 2. Distribution of Responses to the Parent Confidence Questionnaire

The results of the above questionnaire show that the majority of parents fall into the 'agree' and 'strongly agree' categories for positive statements about parental self-confidence, indicating that they have sufficient self-confidence in guiding their children's learning and feel proud of their abilities. Although some parents remained hesitant to foster their children's self-confidence, they expressed their views on school forums. As indicated by the interview results regarding parents' opinions on fostering their children's self-confidence at home, "Learn to understand what your children want, not what we want." (ED/16-09-2025/SD NG). Meanwhile, below is the opinion of parents who are optimistic that they are capable of educating their children at home, which is slightly different from the opinions of other parents who shared tips on assisting their children's learning:

"Teach children as much as you can, and if there are differences in answers with children, why should you be embarrassed to ask teachers or fellow parents? During parent-teacher meetings, express your opinion; whether it is used or not does not matter. It is only natural to share your opinion as long as we remain polite." (DNS/16-09-2025/SD NG)

The level of parental confidence in assisting their children's learning is relatively high, with a score of 81.46%. It reinforces the data that a high level of confidence and involvement in the learning process leads to a positive collaborative relationship between parents and the school in providing guidance and input to sustain learning programs in elementary schools. The following is the average response of parents as a whole.

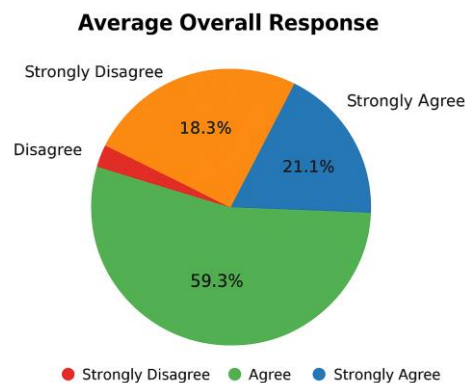


Figure 3. Distribution of Responses to the Parent Confidence Questionnaire

This visual data at Figure 3 shows the overall average response from the questionnaire results: 59.3% of respondents agreed, confirming that the majority of parents had a positive perception of their children's learning activities. Parents had high confidence in their ability to understand their children's subject matter. Parental awareness is important for understanding the curriculum and actively supporting their children's learning, including openness and humility in communicating with teachers or other parents, thereby strengthening social collaboration in the educational community. The level of parental confidence in guiding their children's learning at home is very high at 21.1%, meaning that parents were aware of their primary role in their children's education, starting at home. This confidence reflects a moral and emotional responsibility to consistently guide children.

The 18.3% who disagreed are parents who had not formed an opinion yet. Based on the identification of these parents, in addition to being busy working outside the city, they also felt unable to accompany their children in learning and teaching materials at home without help from others, making it challenging to collect questionnaire data for this study. Based on the results of interviews with parents of students, they said, "I feel unable to accompany my children in their studies and teach them material at home without the help of others." (SAR, 17-09-2025, SD NG).

This statement demonstrates the parents' realistic awareness of their limitations. Parents were willing to accept support from teachers as part of the collaborative learning process, believing that their life experiences and work were important assets for their children's learning. However, 1.3% of parents strongly disagreed, holding opposing views, as not all parents were confident in their ability to accompany their children in completing homework at home. Therefore, some parents believed they needed someone to help guide their children in catching up on missed material or completing their homework.

The relationship between parents' and teachers' perspectives on student learning in elementary school

Based on the general description of the questionnaire responses, 59.3% of parents agreed and 21.1% strongly agreed with statements related to their role in assisting their

children's learning. It means that parents took their responsibility for their children's learning process at home very seriously. As stated in the interview results, some parents said, "As parents, we continue to strive for the best education for our children in the future, even though we are capable, the support from teachers at school also motivates our children to learn" (NAS/ 17-09-2025/ SD NG).

There is a synergistic relationship between teachers and parents in supporting children's learning in elementary school. Several important patterns are apparent, including: a). Parents' confidence in assisting their children with their studies; most parents feel confident in their ability to guide their children's learning at home. It aligns with what parents said during the interviews, "Be a parent who is close to their children, who can be the most comfortable place for children in any situation" (TR, 18-09-2025, SD NG). It shows a high sense of responsibility and confidence in their role as learning companions. This confidence is an important basis for successful collaboration with teachers, because confident parents tend to be more active in communicating and participating in the educational process.

Parents' openness to input from teachers

Positive responses to indicators of openness to receiving advice show that parents recognized the importance of professional guidance from teachers. They were willing to adjust their approach to learning at home in accordance with the school's guidance. This strengthens the reciprocal relationship between teachers and parents as equal educational partners, rather than a one-way instructional relationship. The role of parental role modeling in building children's self-confidence. Most respondents also demonstrated exemplary attitudes, such as consistently supporting their children's learning, showing a positive attitude towards their school, and appreciating the learning process. This exemplary behavior reinforces the internalization of character values, discipline, and responsibility that teachers also teach at school. Thus, parents play the role of primary role models, while teachers reinforce the academic and socio-emotional aspects at school. These results show that successful learning in elementary school is not only determined by teachers, but also greatly depends on the support and positive perceptions of parents. Good collaboration will create a consistent learning environment between home and school.

Discussion

This study's results reinforce previous research findings that self-confidence is a key factor in students' academic and socio-emotional success (Arifin and Sabri, 2022; Azzahra and Putri, 2025). Students with high self-confidence are more courageous in facing learning challenges, actively participate in class activities, and are able to collaborate with their peers. The difference in perception between students and parents in assessing children's self-confidence can be understood through the framework of social-emotional development theory. According to Wati, (2020), elementary school-aged children are at a stage of seeking self-recognition in their social environment, making

them more sensitive to peer and teacher assessments (Marvavilha, 2020). In addition, elementary school students have strong self-confidence in their cognitive abilities and learning independence, demonstrating a positive attitude (Helty and Dina, 2025), in line with Bandura's (1997) theory that self-efficacy significantly influences motivation and academic achievement.

Moreover, the results of this study indicate that, in general, elementary school students still experience obstacles in their confidence in public speaking (Kinanti et al., 2025; Suryaningrum, 2024). It aligns with the research by Citra et al, (2025), which found that oral communication skills remain a significant challenge for elementary school students due to embarrassment, fear of making mistakes, and social pressure. Thus, this study emphasizes the importance of collaboration between teachers and parents in building children's self-confidence. Teachers can provide more opportunities for students to perform, while parents can offer emotional support and positive role models at home. However, parents tend to assess their children at school based on experiences at home, so contextual differences influence assessment practices (Taufiqurrahman, 2017).

Parents' views on their children's confidence levels show that 59.3% of parents assess their children's confidence based on their behavior and experiences at home. In line with the opinion of Ardiyana, Akbar, & Karnadi, (2019) parents' views are often based on simple indicators, such as their children's ability to express their opinions, ask questions, or actively participate in family activities. However, when compared with children's perspectives in the context of elementary school learning, there are significant differences. Children often exhibit different behaviors at school compared to at home. For example, some children appear confident in a family environment but tend to be passive in class, or vice versa (Aliyah et al., 2025). This phenomenon shows that children's self-confidence is contextual and influenced by social interactions and environmental support. Therefore, parents' views on children's self-confidence are an important aspect of understanding how support, communication, and home parenting patterns can strengthen or limit the expression of children's self-confidence at school.

This difference shows a close relationship between the context of friendship and children's self-confidence levels (Purnama, 2022). Parents emphasize personal experiences at home (Asiyani et al., 2023), while children express their self-confidence in social dynamics with peers and teachers at school. This finding is in line with Muthmainnah, (2015) view that parents' tendency to assess their children at school is often influenced by their children's experiences at home, suggesting that differences in context can affect assessment practices. Therefore, a mutual understanding between parents and the school is needed to assess children's self-confidence more objectively and comprehensively. With effective communication, parents can understand their children's dynamics at school, while teachers can provide parents with feedback on their children's social and academic development (Pusitaningtyas, 2016). Collaboration between parents and teachers is key to creating a consistent learning environment that supports children's self-confidence in both settings.

The relationship between parents' and children's perspectives in the context of learning in elementary school is embedded in a culture in which family values, norms, and habits shape how children express their self-confidence at school. Parents, as the primary agents of cultural inheritance, tend to judge children through the lens of the culture they embrace at home. For example, in a culture that emphasizes politeness and respect for elders, parents may interpret their child's silence as a sign of kindness, whereas at school, teachers may see it as a lack of confidence. Conversely, in a culture that emphasizes the courage to express opinions, parents will expect their children to speak actively. In contrast, at school, children may adjust to class norms that demand more harmony or togetherness. From the child's perspective, they are in a space of dual interaction: at home, where family cultural values are prevalent, and at school, where a new culture is shaped through interaction with teachers and peers. A child's self-confidence can grow if these two environments are in harmony in providing support. However, it can be hampered if there are differences in interpretation between parental expectations and school demands.

Thus, these findings confirm that the role of parents, guardians, or teachers in cultural context learning is not limited to assessment or monitoring, but also to accompanying children so they can navigate these two cultural spaces. It is supported by previous research highlighting that parents need to understand that children's expressions of self-confidence can vary across home and school cultural contexts. Meanwhile, schools need to provide a space for communication so that parents can gain a complete understanding of their children's behavior in the learning environment (Cahyanto et al., 2025). Self-confidence is a fundamental asset for elementary school students in meeting their needs. With the guidance of teachers at school and parents at home, students grow in experience and ability to become healthy, independent individuals. Conversely, a lack of self-confidence in students can lead to problems such as difficulty socializing, difficulty appreciating their own needs, and an inability to demonstrate their abilities to others (Novita and Sumiarsih, 2021).

D. Conclusion

The results of this study describe the perspectives of students and parents that sufficient self-confidence in learning and working together can help students have the courage to express their opinions in public. Parents assess their children as having relatively high self-confidence in learning at home, though they still struggle to accept criticism or feedback from teachers. There is a difference in perception between students and parents: parents tend to see their children as more confident than students see themselves. Meanwhile, teachers need to actively involve parents in planning and evaluating children's learning activities. Schools can hold regular communication forums to facilitate constructive information exchange between teachers and parents. Parents who have high self-confidence can serve as role models for other parents in school community activities (parent sharing sessions). Finally, suggestions for further research include using

mixed-methods to obtain qualitative explanations of the factors that influence differences in perception between students and parents.

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