

Empowering young minds: Enhancing self-confidence in 5th-grade elementary students through positive self-talk

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Keyword : Self-confidence; positive self-talk; elementary students.	Abstract Self-confidence is crucial for students to unlock their potential and enhance personal growth. However, some students struggle with low self-confidence, shyness, and anxiety when expressing their opinions in the classroom. Individuals with low self-confidence may experience negative emotions and self-perceptions. This research investigates the impact of self-talk techniques on boosting students' self-confidence. This study falls into the category of quasi-experimental with a one-group pretest-post-test design. The participants in this research were seven 5th-grade elementary school students who exhibited low self-confidence. Self-confidence assessment was conducted using a ten-item scale based on Lauster's Theory. Subsequently, the data were subjected to descriptive analysis and the Sign Test. This study's findings reveal positive self-talk techniques can enhance students' self-confidence. These results offer valuable insights to educators, teachers, and other stakeholders, shedding light on effective strategies to assist students in overcoming their fears and anxieties while helping them realize their full potential through straightforward psychological methods like positive self-talk techniques.			
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INTRODUCTION

Self-confidence is a beneficial thing that improves one's quality of self. With self-confidence, one can help discover new experiences from the positive side of life (Blesia et al., 2021). Self-confidence is crucial for gaining acceptance from others and plays a fundamental role in molding an individual's character. Possessing self-confidence, opportunities, and a supportive environment, including family support, are essential (Arrosagaray et al., 2019). An alternate viewpoint suggests that self-confidence is a mindset or a belief in one's capabilities that enables individuals to act without fear, confidently make decisions in alignment with their desires, take responsibility for their actions, exhibit courtesy in their interactions with others, attain accomplishments that fuel motivation, and possess insight into their strengths and limitations (Nadiyah et al., 2019; Widya et al., 2020), it also includes beliefs such as "I am capable" and "I am valuable," which are accompanied by positive emotions toward oneself (Utami, 2018). According to Lauster, self-confidence is an attitude in which a person feels confident in his abilities to feel comfortable interacting with others and not anxious about taking action (Rindiasari et al., 2021).

Self-confidence is an essential element needed by students to actualize their potential. A student who has self-confidence provides self-satisfaction, has a sense of control over their lives, dare to seek new experiences, can overcome fears or negative thoughts, and makes it easier to communicate, especially when speaking in front

of the class (Bhat, 2022; Sudirman et al., 2020). Additional research has demonstrated a favorable link between the degree of self-assurance and the academic performance of fifth-grade students. Enhanced self-confidence can facilitate students in articulating their thoughts and viewpoints and making constructive choices, particularly within the educational setting (Abdullah et al., 2019). In education, self-confidence is one of the characteristics that must be developed (Kavenuke et al., 2020; Wanabuliandari et al., 2021).

However, a previous study found that about 75% of elementary school students in Indonesia have moderate and low levels of self-confidence, and only about 25% have high self-confidence levels (Daud et al., 2020). In an educational context, low levels of self-confidence can be a barrier to effective learning and self-development. Kimberley and Thursby (2020) emphasized that students with less self-confidence can experience negative emotions and self-perceptions related to academic tasks. Students who have low self-confidence tend to perform poorly when in the classroom. It happens because they are not confident in their abilities, and pessimistic thoughts that arise make them assume that they will fail the test or quiz given by the teacher (Siadah, 2023).

Based on the results of preliminary studies and interviews with the fifth-grade teacher in one of the elementary schools in the Ambarketawang area on April 3, 2023, to students with a total of 19 students, around 30 - 40% showed that there were still some students who lacked confidence, felt anxious and reluctant to speak or express opinions when in class. When the teacher asks students in the class to present an assignment or solve a problem on the board, students may feel reluctant and need additional encouragement to come forward. It can occur due to doubts about one's abilities (Nurmalasari et al., 2023). Students with limited self-confidence need help with learning, decision-making, and interpersonal communication (Astalini et al., 2020; Wanabuliandari et al., 2021). Therefore, it is essential to nurture and increase the self-confidence of students who have trouble.

There are various methods to increase self-confidence: collaborative learning model, educational cinema techniques, and positive self-talk. The application of positive self-talk techniques is not limited to a certain age but can be used by children, adolescents, and adults. Positive thinking is a method that assists individuals in finding solutions so that they become more skillful, confident, and resilient in the face of stressors (Aulia & Widyana, 2022). Therefore, one of the three techniques that can be applied to elementary school children is positive self-talk, which can help them develop self-confidence. Self-talk includes an internal dialog with oneself, which can consist of self-directed statements, often positive or negative (Feeney, 2022; Hermansyah, 2021). Self-talk can be a psychological tactic to increase confidence levels while reducing anxiety (Hasbi & Asni, 2023). Self-talk techniques are beneficial in three ways: improving quality of life, strengthening mental health, and maintaining a healthy mind (Atmoko et al., 2018; Bergen et al., 2022). This technique teaches children to direct their thoughts to positive and constructive things to become confident in their abilities. Positive self-talk can increase enthusiasm and confidence (Jun et al., 2023). Previous research that used positive self-talk on about 35% of psychology students with low self-confidence showed effective results in increasing students' self-confidence (Dimala et al., 2023). Another study also found that positive self-talk can also help individuals overcome tests, depression, and anxiety (Solehah, 2022). However, it has been found that self-talk techniques

are still less practical (Kartika & Tjakrawiralaksana, 2021). So, this study also wants to re-examine the application of positive self-talk techniques in increasing self-confidence in fifth-grade elementary school students.

This study aims to test and evaluate the effect of the positive self-talk method on improving the self-confidence of fifth-grade students attending an elementary school in Ambarketawang. The aim was to understand better how positive self-talk can influence students' self-confidence. The results of this study will likely provide valuable insights for educators, teachers, and other stakeholders, which can shed light on effective strategies to help students overcome their fears and anxieties, ultimately enabling them to realize their full potential. This study hypothesizes that positive self-talk techniques can effectively increase students' self-confidence.

METHOD

This research was a quasi-experimental study with a one-group pretest-post-test design. Quasi-experimental research is a suitable choice when randomization of subjects into groups is not possible, especially in research in education and psychology, which is often carried out in the field or classroom environment with existing groups (Coolican, 2018; Frey, 2022). The research design used was a pretest-posttest design without group control. This design involved giving an initial test (pre-test) to the research subject before being given a particular treatment or intervention, and after the treatment or intervention was given, the issue was then given a final test (post-test) (Frey, 2022; Salkind, 2010). In this study, two variables were observed: the positive self-talk technique (independent variable), used as manipulation, and self-confidence (dependent variable), which received treatment.

The population of this study was fifth-grade students attending an elementary school in Ambarketawang, totaling 19 students. Sampling was carried out using the purposive sampling technique; they were chosen as research subjects because they had previously identified through observation and interviews that they had low self-confidence and found that as many as seven students still had insufficient self-confidence.

The instrument became the data collection method in this study. The tool used was a self-confidence scale based on Lauster's theory developed by Arum et al (2022). This scale used questions to measure learners' self-confidence levels in various situations and tasks. This scale consisted of ten items, with a validity value that meets the criteria with Aiken's V coefficient ≥ 0.3 and has a reliability level of 0.735.

The positive self-talk technique became the intervention in this study. The positive self-talk technique in group counseling aims to increase members' self-confidence (Feeney, 2022). The first stage, the self-talk listening stage, allowed group members to identify negative self-talk in certain situations. At this stage, the counselor gave examples to students and provides opportunities for students to express negative thoughts, such as what makes students not confident while in class. After that, in the second stage, the counselor asked each student to write down the negative self-talk, which helps them realize the negative thoughts that can hinder self-confidence. The third stage was to change the negative self-talk to positive, where the counselor helps group

members understand that negative opinions can be altered by exploring positive ideas and setting rational goals. For example, "I can overcome the fear and will try again" or "I will try again and will be better." Finally, in the fourth stage, group members were encouraged to build positive self-talk and practice it regularly. Thus, the self-talk technique became an effective tool in helping group members increase self-confidence and overcome obstacles in dealing with certain life situations.

The data analysis methods employed encompass descriptive statistical analysis and the utilization of the Sign Test. Descriptive statistical analysis summarises the collected data, encompassing metrics like the highest value, lowest value, average, median, and standard deviation of the research variables, which, in this particular case, refer to student confidence levels. Conversely, the Sign Test was employed to evaluate the difference in students' self-confidence levels before and after implementing the self-talk technique.

RESULTS AND DISCUSSION

Result

Table 1. Distribution of Students Based on Gender Frequency

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	9	47.4	47.4	47.4
	Female	10	52.6	52.6	100.0
	Total	19	100.0	100.0	

Based on **Table 1**, 5th-grade student respondents in one of the elementary schools located in Ambarketawang are ten (52.6%) female students and nine (47.4%) male students.

Table 2. Distribution of Students Based on Age Frequency

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	1	5.3	5.3	5.3
	11	17	89.5	89.5	94.7
	12	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

Based on **Table 2**, student respondents are mostly 11 years old, with a percentage of 89.5%, totaling 17 students, and there is one student aged 12 years and one student aged ten years, both of whom have a rate of 5.3%.

Table 3. Distribution of Students According to Their Self-Confidence Levels Frequency.

		Level of Self-Confidence			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	1	5.3	5.3	5.3
	Medium	6	31.6	31.6	36.8
	High	12	63.2	63.2	100.0
	Total	19	100.0	100.0	

Referring to **Table 3**, it is observed that one individual exhibits low self-confidence, constituting 5.3% of the total. Meanwhile, 31.6% of the students demonstrate moderate self-confidence, and 12 students, equivalent to 63.2%, possess high self-confidence. Consequently, students with medium and low self-confidence receive the intervention of the self-talk technique.

Table 4. Frequencies

Frequencies		N
PostTest - PreTest	Negative Differences ^a	1
	Positive Differences ^b	5
	Ties ^c	1
	Total	7

- a. PostTest < PreTest
- b. PostTest > PreTest
- c. PostTest = PreTest

Table 4. shows the Negative difference value here, which means that one person does not experience changes in self-confidence level after the self-talk technique is applied. The Positive Differences value means that five people experienced a change in self-confidence level after the self-talk technique was used. Then, the Ties value means that one person did not experience any difference after the self-talk technique was applied.

Table 5. Sign Test Results

Test Statistics ^a	PostTest - PreTest
Exact Sig. (2-tailed)	.219 ^b

- a. Sign Test
- b. Binomial distribution used.

As indicated in **Table 5**, the Sig. Value stands at 0.219, surpassing the significance level of 0.05. Therefore, a noteworthy mean distinction exists between the pre-test outcomes and the post-test findings, signifying that using the self-talk technique enhances student confidence.

Tabel 6. PreTest and PostTest Results

No	Nama	Pre-Test		Post Test	
		Total	Category	Total	Category
1	AJP	20	Medium	31	High
2	ZFA	29	Medium	32	High
3	DAK	19	Low	29	Medium
4	AF	27	Medium	26	Medium
5	VAR	29	Medium	31	High
6	AAA	29	Medium	29	Medium
7	ASA	22	Medium	30	High

Table 6. shows that the Post-Test results of some students show an increase in scores. Of 7 students, five experienced an increase in the category and two in the same category.

Discussion.

The main objective of this study was to assess the effect of positive self-talk techniques in improving the self-confidence of grade five students enrolled in an elementary school in Ambarketawang. After analyzing the research findings and data, the researcher identified a difference in student's confidence levels before and after applying the positive self-talk technique. This difference can be seen from the research and data analysis results, which showed increased students' self-confidence after applying the positive self-talk technique. This can be seen from the quantitative data, which shows that scores change between the pre-test and post-test phases. In addition, the sign test results explain that there has been an increase in student confidence. Therefore, the use of positive self-talk techniques has the potential to increase students' self-confidence.

The application of positive self-talk techniques has been studied in various contexts, including education, sports, and health care. The effectiveness of positive self-talk techniques in improving mental health and self-confidence has been consistently demonstrated in multiple studies (Liu et al., 2021). This study's results align with research conducted by Dimala (2023), who also used positive self-talk techniques to increase self-confidence. Positive self-talk in the form of praise helps maintain the focus of attention. It is goal-oriented and future-oriented (Kim et al., 2021). Jun's (2023) research findings discuss the impact of psychological skills training on brain intelligence and perceived performance in high school students. They found that positive self-talk is one of the psychological skills training that can increase self-confidence. The importance of positive self-talk on self-confidence in students is that students can have communication skills, think positively, make better decisions, increase motivation, reduce anxiety and stress, and improve academic performance (Abdullah et al., 2019; Bhat, 2022; Indari & Surbakti, 2022). Fathiyah et al. (2023) also explained that students with a positive outlook and good self-acceptance would develop independence, supporting optimal academic achievement. It suggests positive self-talk can help improve psychological states and regulate cognition (Kim et al., 2021). In addition, teaching students to be aware of their self-talk through positive self-talk techniques can improve their ability to generalize and apply strategically for academic and behavioral purposes in various environments ((Feeney, 2022; Root et al., 2017)

The uniqueness of this research lies in its endeavor to assess the impact of the positive self-talk technique on enhancing the self-confidence of fifth-grade students at an Ambarketawang elementary school. Furthermore, this study presents a comprehensive overview of students' self-confidence levels before and after implementing positive self-talk techniques. These results provide valuable insights for education and stakeholders, offering a deeper understanding of how to assist students in conquering their apprehensions and achieving their utmost potential through straightforward psychological methods like positive self-talk techniques.

CONCLUSION

The results of this study provide strong evidence supporting the positive influence of self-talk techniques on elevating the self-confidence of fifth-grade students who initially displayed limited self-confidence.

In an educational context, the results of this study have implications that increasing students' self-confidence can positively impact their active participation in learning, public speaking ability, and social skills. It can also help students more confidently face stressful situations or academic challenges. Therefore, the positive self-talk technique approach can be used by teachers and counselors as a tool to improve students' psychological aspects.

Although the results of this study are positive, some limitations need to be noted. This study was conducted in one elementary school in Ambarketawang, so the generalization of the results must be made cautiously for a wider population. In addition, the duration of the application of self-talk techniques in this study may not have been long enough to measure its long-term impact. Therefore, further research over a longer time may provide deeper insights into the effect of self-talk techniques on self-confidence. In future research, combining self-talk techniques with other psychological approaches or involving a larger sample of students could be considered to strengthen these findings. In addition, other factors that may influence self-confidence, such as social support or school environment, could also be the focus of future research. Thus, this study can serve as a foundation for further research on developing students' psychological aspects in an educational context.

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