

## Habituation Of Self-Confidence Character in Elementary School For Developing Independent Personality

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### Abstract

This article discusses the importance of instilling self-confidence in elementary school students in order to develop independent individuals. However, in practice, many students are still hesitant, shy, and dependent on others when completing tasks, which hinders their independence in learning and interacting. Through planned activities, self-confidence can be developed regularly in the school environment. This study uses a qualitative approach with a descriptive method, which aims to describe in detail the implementation of instilling self-confidence in elementary school students. The results of this implementation show positive changes, namely that students become more confident in their abilities, more active in learning, and more courageous in making decisions without always asking for help from others. It is concluded that instilling self-confidence in elementary school is very important in shaping independent individuals. The limitation of this study is that it was only conducted in one school, so the findings cannot be generalized widely. Therefore, further research is recommended to involve more schools with different conditions and combine qualitative and quantitative approaches to obtain more comprehensive results regarding the effectiveness of instilling self-confidence in students.

Keywords: character; self-confidence; independence; habit\_formation

### 1. Introduction

Character education is one of the government programs implemented through education, from early childhood education to higher education. This program aims to facilitate efforts to shape the nation's character in line with national expectations. Thus, students are expected to develop and apply good character behaviors in school, family, and community settings [1]

Shaping the character of students is one of the main objectives of education set by the government. Character education is considered important as a means of developing individuals with noble character [2]. Ki Hajar Dewantara, at the Taman Siswa Congress in 1930, explained that character education is a combination of education and character, which is generally understood as an effort to nurture character (inner strength and morals), intellectual intelligence, and physical development in children.

One learning model that is believed to be able to provide meaningful learning experiences is project-based learning (PjBL). This model emphasizes the active involvement of students in working on projects that are relevant to everyday life. Through projects, students not only learn to understand concepts but also hone collaboration, communication, creativity, and problem-solving skills. Several studies have indicated that the application of PjBL can increase learning motivation and higher-order thinking skills. However, studies on the effectiveness of PjBL in directly improving science learning outcomes at the elementary school level are still relatively limited. (1) There is a positive influence on project-based

Strong self-confidence plays an important role in supporting various aspects of life, ranging from academic achievement, social interaction, to problem-solving skills. However, not all students have adequate self-confidence, so special attention and strategies are needed to develop it. This condition is evident when some students show hesitation to speak in front of the class because they are unsure of their contribution. In certain situations, there are also students who tend to avoid opportunities to showcase their social and leadership skills, which ultimately limits their personal development. Students' level of self-confidence is generally reflected in learning activities, where students with low self-confidence tend to be passive, reluctant to participate, and even prefer to isolate themselves because they feel incapable and afraid to get involved in ongoing activities [3]

When children enter elementary school, independence becomes more important as they begin to face new challenges in the school environment. These challenges require more complex social, emotional, and cognitive skills. The transition period from kindergarten to elementary school is a critical period in a child's development. At this stage, children begin to develop a sense of responsibility for school tasks, such as doing homework, following classroom rules, and interacting with peers. Therefore, the development of independence in elementary school-aged children is an important focus for parents, teachers, and researchers in the field of education and child development [4].

Habituation is the process of repeating positive behaviors in daily life that serve as a means of shaping an individual's character. In character education, habituation plays a strategic role in developing the quality of students' personalities. This effort needs to be instilled from an early age through the family and school environments so that values of goodness can be consistently internalized. The continuous application of habituation encourages students to develop positive attitudes, such as honesty, discipline, diligence, and responsibility. Thus, habituation not only strengthens character but also equips students to face various challenges in life in the future [5]

Basic education is an important foundation in shaping children's character. However, in reality, many elementary school students still lack confidence, such as being hesitant to express their opinions, afraid to speak in front of the class, or overly dependent on friends or teachers when completing assignments. This hinders the development of independence, which should begin to form at an early age. In fact, self-confidence is an important character trait, as it forms the basis for developing independence, the courage to make decisions, and the ability to face various challenges in life.

Previous studies have emphasized the importance of character education at the elementary school level, including through curriculum integration, habits in routine activities, and examples set by teachers. Efforts to build character traits such as discipline, responsibility, and religiosity have been widely studied, not only in terms of quantity but also in terms of their positive influence on student behavior. Several studies have also discussed the development of self-confidence through activities such as presentations, group work, or academic and non-academic competitions. However, these studies are still partial and have not comprehensively reviewed the process of instilling self-confidence as a foundation for shaping student independence. Based on previous studies, there are several areas of research that have not been explored much,

such as how the process of instilling self-confidence can be systematically integrated and how instilling self-confidence contributes to the formation of independent personalities in elementary school children.

Based on the overall explanation in the introduction, this research is titled “The Habituation of Self-Confidence Values in Elementary Schools to Form Independent Individuals.”

## 2. Methodology

This study uses a qualitative approach with a descriptive method. A qualitative approach was chosen because this study focuses on the process, meaning, and experiences of students in building self-confidence character values. The descriptive method is used to describe the phenomena that occur in the field, related to the application of habit formation strategies, student responses, the role of teachers, and their impact on the formation of independent individuals. This approach allows researchers to analyze in depth how the habit formation process is carried out, the obstacles that arise, and changes in student behavior over time.

This study was conducted at SDN 53 Sawerigading. This location was chosen because the school has integrated character education into learning and non-learning activities. In addition, this school has various characteristics and real objects that represent the general context. The research subjects consisted of 20 fifth-grade students, who were selected because at this age students are building their self-identity and need to strengthen their self-confidence. The fifth-grade teacher was directly involved in implementing strategies to instill the character value of self-confidence. The principal, who plays a role as a policy maker and director in implementation of character education in schools. The research procedure was carried out in several stages. The first stage was the preparation stage, which involved submitting a research permit to the school principal, compiling observation instruments, interview guidelines, and documentation formats, and coordinating with teachers regarding the schedule for implementing activities. The second stage was the implementation stage, which involved conducting classroom observations to identify the forms of habit formation carried out by teachers and conducting in-depth interviews with teachers and the school principal. Related to strategies, obstacles, and goals for instilling self-confidence, observing changes in student attitudes over several weeks, both in class and in non-academic activities such as morning assemblies and group work. Third, the Final Stage involves collecting documents such as photos of activities, teacher notes, and student portfolios, processing, classifying, and analyzing data based on predetermined themes.

Data collection techniques were carried out in three main ways. First, participatory observation, where researchers were directly involved in the learning process to observe teacher-student interactions, especially during habit formation activities. Second, observation focused on student behavior during performances, teacher responses to students, and classroom dynamics that supported or hindered the habit formation process. Third, interviews were conducted with classroom teachers, school principals, and several students. The interviews aimed to obtain more detailed information about the strategies, obstacles, and perceived impacts of habit formation of self-confidence. Fourth, documentation included students' daily activity records, worksheets, portfolios, and photos of activities. The documentation data was used to

reinforce the results of the observations and interviews to obtain a comprehensive picture of the process of habit formation of self-confidence.

Next, Data Analysis Techniques, data is analyzed using the Miles and Huberman (1992) model, which consists of three stages. First, Data Reduction, data obtained from observations, interviews, and documentation is sorted and selected according to the focus of the research. The data not only covers people, but also objects and natural objects, as well as behavior and changes. Second, Data Presentation, the reduced data is organized in the form of narratives, tables, and thematic matrices to make it easier for researchers to draw conclusions. Third, Drawing Conclusions and Verification, after the data is presented, researchers interpret it by comparing the field results with relevant theories. The conclusions are then verified repeatedly to ensure the validity of the findings. Fifth, Data Validity: to ensure data validity, source and method triangulation techniques are used. Source triangulation is done by comparing information from teachers, students, and principals. Meanwhile, method triangulation is done by comparing the results of observations, interviews, and documentation. In this way, the research results become more credible and accountable.

### 3. Result and Discussion

#### 3.1 Results

The study entitled “Habituation of Self-Confidence Values in Elementary Schools to Shape Independent Individuals” was conducted at SDN 53 Sawerigading, focusing on fifth-grade students. This study not only focused on students but also included various objects and natural objects as well as various forms of activities to habituate self-confidence values. This study also included student responses, changes that occurred in students, and obstacles encountered in implementing self-confidence values. The following are the results of the study:

Tabel 1. Research Results

Aspect	Habit -forming-Activity	Change
Findings	Prayer,presentation, questions and answers, courage to appear simple	The familiarization process is carried out routinely and consistently through simple activities (observation, interviews, documentation).
Initial Response	Students are shy, nervous, and tend to be passive at school	At first, the students lacked confidence
Changes	More confident in speaking, actively asking questions, appearing,independent;	70–80% of students experienced significant improvement
The role Of teachers	increased participation Praise, extra credit, applause, patience, and constructive criticism	Teachers play an important role in providing a sense of security

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Constraints	Quiet students, minimal family support, limited time	A personalized approach and specific strategy are needed
Impact	Students are more active, confident, independent; class discussions are dynamic	Habituation has a real impact on student behavior and independence.
Conclusion	Performed in turns, varied, consistent	The changes show that building self-confidence directly contributes to the formation of students' independence.

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### 3.2 Discussion

Our findings indicate that instilling self-confidence through routine activities in elementary school has a direct impact on the development of students' independence. Based on observations conducted in the school environment, it appears that students who are accustomed to appearing confident in various activities such as expressing their opinions in front of the class, leading prayers, and taking responsibility for group tasks demonstrate a higher level of independence in learning and in their daily social behavior.

In addition to observation, interviews with teachers revealed that students who were given regular opportunities to perform in front of the class experienced significant development in courage and self-confidence. Teachers also emphasized that simple habit-forming activities, such as short presentations, answering questions, or leading prayers, have a major impact on shaping independent attitudes. Meanwhile, through documentation of school activities in the form of

These findings reinforce previous research revealing that consistent character value habituation can increase students' self-confidence, courage, and responsibility [6], [7], [8]. The results of this study are also in line with other findings using a qualitative approach, where observations of student behavior show that habit-forming activities such as giving opportunities to speak, express opinions, and make simple decisions can strengthen self.

When compared to previous studies, this study has several similarities and differences. In terms of similarities, all previous studies emphasized the importance of habitual activities in schools as a means of instilling character values, especially self-confidence, responsibility, and independence. Previous researchers [9] agree that character cannot be formed through theory alone, but through real activities that are carried out repeatedly in school life. In addition, habituation is considered effective because it involves the cognitive, affective, and psychomotor aspects of

In terms of differences, this study highlights a descriptive qualitative approach using observation, interviews, and documentation techniques, thereby providing a more comprehensive picture of the process of instilling self-confidence in elementary school students. This approach differs from several previous studies that only used surveys, questionnaires, or interviews, so this study focuses more on empirical evidence of students'

actual behavior during the habit formation activities. Thus, this study adds a new perspective in understanding how

Another important effect of instilling self-confidence is the emergence of self-awareness and personal responsibility in every learning activity. Students who are accustomed to thinking positively, daring to try, and being able to evaluate themselves tend to show more independent and disciplined attitudes in carrying out their responsibilities at school and at home [10], [11], [12]. Therefore, schools, as environments that shape character, have an important role in creating continuous, meaningful activities that are oriented towards strengthening

In practical terms, this research provides several benefits. First, it serves as a reference for teachers in designing habit-forming activities that can foster students' self-confidence and independence in elementary schools. Second, it serves as a reference for schools to strengthen a positive culture based on character values. Third, it contributes theoretically to the development of character education in Indonesia, particularly in terms of instilling self-confidence to support the realization of the Pancasila Student Profile, which is independent, faithful, and competitive. Thus, this study provides scientific and practical value in shaping students' independence through the strengthening of self-confidence from an early age.

#### **4. Conclusion and Recommendations**

The results of the study indicate that instilling self-confidence through routine activities in elementary school, such as praying together, giving presentations, asking and answering questions, has a direct effect on the development of students' independence. The consistent instilling of these values encourages positive change, whereby students who were initially passive, shy, and lacked self-confidence gradually become more courageous, active, and able to express themselves independently. Teachers play a significant role in providing motivation, praise, and creating a safe environment for students to express themselves, so that these activities not only build self-confidence but also strengthen independence in the learning process.

Based on these results, it is recommended that teachers continue to develop activities that instill self-confidence using a variety of interesting and relevant methods, so that students are increasingly encouraged to be brave and independent. Schools are also expected to provide support by creating a conducive environment, involving parents in providing motivation at home, and ensuring that character-building programs are carried out continuously. In this way, self-confidence will not only

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