

TEACHERS' STRATEGIES IN DEVELOPING STUDENTS' SELF-CONFIDENCE

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Abstract

Self-confidence is an essential psychological factor that influences students' academic performance, social interaction, and emotional development. Teachers play a crucial role in shaping students' confidence through instructional strategies, classroom management, and interpersonal communication. This study aims to explore teachers' strategies in developing students' self-confidence and analyze their impact on learning engagement. The research employed a qualitative descriptive approach involving classroom observations, interviews with teachers, and documentation analysis. The findings indicate that teachers apply various strategies such as positive reinforcement, student-centered learning, cooperative learning, public speaking activities, and emotional support. These strategies significantly contribute to increasing students' participation, motivation, and self-belief. The study concludes that consistent and supportive teaching strategies are essential for fostering students' self-confidence and creating a positive learning environment.

Keywords: *Teacher Strategies, Self-Confidence, Student Development, Classroom Learning, Motivation.*

INTRODUCTION

Self-confidence is a fundamental psychological factor that plays a crucial role in students' personal, social, and academic development. In the learning process, self-confidence enables students to recognize their abilities, take responsibility for their learning, and actively engage in classroom activities. Students who possess high self-confidence tend to show greater motivation, stronger persistence in facing academic challenges, and better communication skills. They are more willing

to express opinions, ask questions, and participate in discussions, which positively influences their academic achievement and learning satisfaction. In contrast, students with low self-confidence often experience feelings of anxiety, self-doubt, and fear of making mistakes. These emotional barriers can limit students' participation, reduce learning motivation, and ultimately hinder academic performance (Bandura, 1997)

In modern education, the development of self-confidence is increasingly recognized as an essential learning outcome alongside cognitive achievement. Education is no longer focused solely on transferring knowledge but also on fostering students' character, emotional intelligence, and social skills. Self-confidence is closely related to students' self-efficacy, which refers to their belief in their ability to complete tasks and achieve goals. Students who have strong self-efficacy are more likely to set higher goals, apply effective learning strategies, and persist in difficult situations. Therefore, building students' self-confidence is not only beneficial for academic success but also for their long-term personal and professional development (Mills et al., 2007).

Within educational settings, teachers play a strategic and influential role in shaping students' confidence. Teachers are not only responsible for delivering academic content but also function as facilitators, motivators, mentors, and role models who guide students' learning behavior and emotional development. The way teachers interact with students, provide feedback, manage classrooms, and design learning activities significantly affects students' perceptions of themselves. When teachers demonstrate supportive attitudes, show respect, and provide encouragement, students feel valued and accepted. This positive classroom climate helps students develop courage to participate actively and take intellectual risks without fear of being judged or criticized (Hattie, 2012).

Effective teaching strategies are essential in creating learning environments that support students' self-confidence development. Strategies such as student-centered learning, cooperative learning, inquiry-based learning, and project-based learning allow students to take an active role in the learning process. Through group discussions, collaborative tasks, and problem-solving activities, students are given opportunities to share ideas, negotiate meaning, and learn from peers. These experiences gradually strengthen students' communication skills and self-belief. Moreover, presentation-based activities and public speaking practices help students overcome speaking anxiety and develop confidence in expressing ideas in front of others.

Previous research has consistently shown that positive teacher-student interaction has a significant impact on students' emotional well-being and self-esteem. Emphasizes that motivational strategies implemented by teachers, such as providing praise, setting achievable goals, and offering constructive feedback, can enhance students' learning engagement and confidence. When students

receive recognition for their efforts rather than only for their results, they develop a growth mindset and become more resilient in facing academic challenges. Emotional support from teachers also plays a vital role in helping students cope with stress, build self-respect, and maintain positive attitudes toward learning (Jannah & Hizriani, n.d.; Listyani & Kristie, 2018; Sabah Jameel, n.d.).

Despite the recognized importance of self-confidence in education, many students still struggle with low self-esteem and limited classroom participation. Factors such as fear of negative evaluation, previous learning failures, lack of parental support, and unsupportive learning environments contribute to students' low confidence levels. In addition, some teachers still rely on traditional teacher-centered approaches that limit students' opportunities to actively participate and express ideas. As a result, students may become passive learners who depend heavily on teachers and lack confidence in their own abilities (Rachmawati et al., 2024).

These challenges highlight the need for more effective and intentional teaching strategies that focus on students' psychological development, particularly self-confidence. Understanding how teachers implement specific strategies and how these strategies influence students' learning behavior is essential for improving educational practices. Therefore, this study aims to explore teachers' strategies in developing students' self-confidence and analyze their impact on students' participation, motivation, and learning engagement. By identifying effective teaching practices, this study is expected to contribute to the development of more inclusive, supportive, and confidence-oriented learning environments that promote students' academic success and personal growth.

METHOD

This study employed a qualitative descriptive research design to explore teachers' strategies in developing students' self-confidence in classroom learning. The qualitative approach was chosen because it enables researchers to obtain a comprehensive and in-depth understanding of social phenomena that occur naturally in educational settings. Unlike quantitative research, which focuses on numerical data and statistical analysis, qualitative research emphasizes meaning, experience, and interaction. In this context, understanding teachers' strategies and students' responses requires direct engagement with the classroom environment and close observation of teaching and learning processes.

The descriptive nature of this research allows the researcher to describe phenomena as they occur without manipulating variables. This approach is particularly relevant for examining teaching practices because it provides rich and contextualized data about how teachers implement strategies,

how students respond emotionally and behaviorally, and how classroom dynamics influence students' self-confidence. Through this design, the researcher was able to capture real classroom interactions, instructional practices, and communication patterns between teachers and students. The participants of this study consisted of teachers and students from a secondary school. Three teachers and twenty students were selected using purposive sampling. This sampling technique was applied to ensure that participants had relevant experience and knowledge related to the research focus. The selected teachers represented different teaching styles and classroom management approaches, while the students represented diverse academic abilities and levels of self-confidence. By involving participants with varied characteristics, the researcher aimed to obtain more comprehensive data and gain multiple perspectives on the implementation of confidence-building strategies.

To collect the data, several data collection techniques were employed to ensure data credibility and triangulation. Classroom observation was conducted to directly examine teaching and learning activities. During the observation process, the researcher focused on identifying teachers' instructional strategies, interaction patterns, classroom atmosphere, and feedback practices that contributed to students' self-confidence development. Observations also allowed the researcher to record students' participation, communication behavior, and emotional responses during learning activities. This method provided authentic data about real classroom conditions and minimized reliance on self-reported information.

In addition to observation, semi-structured interviews were conducted with both teachers and students. The interview format allowed the researcher to prepare guiding questions while still providing flexibility for participants to express their thoughts and experiences freely. Teachers were asked about their teaching strategies, classroom management techniques, and efforts to support students' emotional development. Meanwhile, students were asked about their learning experiences, feelings of confidence in class, and perceptions of teachers' support. These interviews provided deeper insights into participants' perspectives and helped clarify findings obtained from classroom observations.

Documentation analysis was also used as a complementary data collection technique. Various supporting documents, such as lesson plans, teaching materials, student worksheets, and assessment records, were examined to understand how teachers planned and implemented learning activities related to self-confidence development. Documentation helped validate the consistency between teachers' planned instructional strategies and their actual classroom practices. Moreover, this technique strengthened the reliability of the research findings by providing additional evidence.

The collected data were analyzed using thematic analysis. This analytical process involved several systematic steps, including data reduction, data display, and conclusion drawing. During data reduction, the researcher selected and organized relevant information related to teachers' strategies and students' self-confidence. The data were then categorized into meaningful themes, such as positive reinforcement, cooperative learning, emotional support, and student participation. In the data display stage, the researcher organized the information into descriptive narratives and thematic patterns to facilitate interpretation. Finally, conclusions were drawn based on recurring patterns and relationships identified in the data.

To ensure the trustworthiness of the research, several strategies were applied, including triangulation of data sources, prolonged engagement in the field, and careful documentation of the research process. By combining observation, interviews, and documentation, the researcher was able to cross-check information and enhance the credibility of the findings. Through this systematic research process, the study aimed to provide a comprehensive understanding of teachers' strategies in developing students' self-confidence and their impact on classroom learning dynamics.

RESULT

The findings of this study revealed that teachers applied various strategies to develop students' self-confidence in classroom learning. These strategies were implemented both consciously and consistently through daily teaching practices, classroom interaction, and learning activities. Based on classroom observations, interviews, and documentation analysis, five main strategies were identified: positive reinforcement, student-centered learning, cooperative learning, public speaking and presentation activities, and emotional support. Each strategy contributed differently to students' confidence development, yet all were interconnected and mutually reinforcing in creating a supportive learning environment.

1. Positive Reinforcement Strategy

Positive reinforcement emerged as one of the most frequently used strategies by teachers to enhance students' self-confidence. Teachers regularly provided verbal praise, motivational statements, and constructive feedback during classroom activities. Expressions such as "good job," "excellent answer," and "you have improved a lot" were commonly used to acknowledge students' efforts and achievements. This form of appreciation encouraged students to participate more actively and reduced their fear of making mistakes.

Observation results showed that students who received positive feedback tended to become more confident in answering questions and sharing ideas. Even students who initially appeared shy and hesitant gradually became more willing to engage in classroom discussions after receiving consistent encouragement from teachers. Teachers also emphasized the importance of praising students' efforts rather than focusing solely on correct answers. By appreciating the learning process, teachers helped students develop a growth mindset and perceive mistakes as part of the learning experience.

Interview data supported these findings. Many students stated that they felt more confident when teachers recognized their efforts and gave supportive comments. Students reported that positive reinforcement made them feel valued and respected, which motivated them to participate more actively in learning activities. Teachers also acknowledged that providing encouragement helped build positive relationships with students and created a more comfortable classroom atmosphere.

2. Student-Centered Learning Strategy

Student-centered learning strategies were widely implemented to promote active student involvement and independence. Teachers organized learning activities that required students to take an active role, such as group discussions, project-based learning, and problem-solving tasks. These activities allowed students to explore ideas, share opinions, and make decisions related to their learning processes.

Classroom observations indicated that student-centered learning created more dynamic and interactive learning environments. Students were encouraged to express their thoughts freely and work collaboratively to solve problems. This approach helped students develop a sense of ownership over their learning, which positively influenced their self-confidence. When students were given opportunities to contribute ideas and make decisions, they felt more capable and responsible for their learning outcomes.

Furthermore, students reported that student-centered activities made learning more enjoyable and meaningful. They felt more confident because they were not merely passive recipients of information but active participants in the learning process. Teachers also observed that students became more independent and confident in completing tasks and presenting their work. This strategy proved effective in fostering both academic engagement and personal development.

3. Cooperative Learning Strategy

Cooperative learning played a significant role in building students' confidence through peer interaction and collaboration. Teachers frequently used group work activities to encourage students to share ideas, discuss concepts, and solve problems together. In small group settings,

students felt more comfortable expressing their opinions and asking questions compared to speaking in front of the entire class.

Observation data revealed that group discussions provided a supportive environment where students could learn from each other and gain confidence through peer feedback. Students who were initially quiet became more active participants when working in groups. They gradually developed the courage to speak and share ideas after receiving positive responses from peers. Interviews with students indicated that cooperative learning helped reduce anxiety and fear of making mistakes. Students felt less pressured when working with classmates because they could rely on group support. Teachers also noted that cooperative learning promoted social skills, communication abilities, and mutual respect among students. These social interactions contributed significantly to the development of self-confidence and interpersonal competence.

4. Public Speaking and Presentation Activities

Public speaking and presentation activities were intentionally integrated into classroom learning to improve students' communication skills and confidence. Teachers regularly assigned presentation tasks, storytelling activities, and oral reports. Although many students initially experienced nervousness and anxiety when speaking in front of others, continuous practice helped them gradually overcome these challenges.

Observation results showed that students' presentation skills improved over time. They became more confident in maintaining eye contact, speaking clearly, and organizing ideas logically. Teachers provided guidance and feedback to help students improve their performance, which further strengthened students' confidence.

Students reported that repeated exposure to public speaking activities helped them become more comfortable speaking in front of peers. They learned to manage nervousness and develop self-control during presentations. Teachers also emphasized that creating a supportive audience environment was important to ensure that students felt safe and respected during presentations. This approach helped students build confidence and develop essential communication skills for academic and future professional contexts.

5. Emotional Support Strategy

Emotional support was identified as a crucial factor in developing students' self-confidence. Teachers demonstrated care and empathy by listening to students' concerns, offering personal encouragement, and providing guidance when students faced academic or personal difficulties. This supportive behavior created a positive emotional climate in the classroom.

Observation data indicated that teachers often provided individual attention to students who appeared anxious or lacked confidence. Simple actions such as asking about students' well-being, giving motivational advice, and showing understanding contributed to students' emotional comfort. Students expressed that feeling supported and understood by teachers made them more confident to participate in class and express their ideas.

Interview findings further revealed that emotional support strengthened teacher-student relationships and increased students' trust in teachers. When students felt emotionally secure, they were more willing to take learning risks and actively engage in classroom activities. Teachers also recognized that emotional support was essential for building students' self-esteem and creating a learning environment that promotes psychological well-being and academic success.

DISCUSSION

The findings of this study confirm that teachers' instructional and interpersonal strategies play a vital role in developing students' self-confidence. The results indicate that confidence development is not an isolated psychological process but is strongly influenced by classroom interaction, teaching methods, and emotional support provided by teachers. This finding is consistent with educational psychology theories that emphasize the social nature of learning and the importance of supportive learning environments.

Positive reinforcement emerged as one of the most effective strategies in enhancing students' self-confidence. Social cognitive theory, students develop self-efficacy through social interaction, observation, and feedback from significant individuals such as teachers. When students receive positive feedback and encouragement, they are more likely to believe in their abilities and feel motivated to participate in learning activities. Praise and constructive feedback function as external motivators that gradually become internalized, strengthening students' intrinsic motivation and self-belief. This result is also supported by Hattie and Timperley who state that effective feedback significantly influences students' learning performance and self-regulation. When feedback focuses on effort and improvement rather than solely on outcomes, students develop a growth-oriented mindset and greater confidence in their learning abilities .

The implementation of student-centered and cooperative learning strategies also significantly contributed to students' confidence development. These approaches promote active engagement, autonomy, and meaningful social interaction. Johnson and Johnson argue that cooperative learning enhances not only academic achievement but also social skills and self-esteem. By working collaboratively, students experience shared responsibility and mutual support, which reduce

anxiety and increase confidence. In this study, students who participated in group discussions and collaborative tasks demonstrated greater willingness to express ideas and engage in classroom activities. This finding aligns with sociocultural theory, which emphasizes the importance of social interaction in cognitive and emotional development. Through peer collaboration, students learn from each other and gain confidence as they successfully complete tasks together (Hikmat & Hidayat, 2025; Ningsih et al., 2025).

Furthermore, presentation-based activities and public speaking tasks were found to be effective in improving students' communication skills and reducing speaking anxiety. Kolb's experiential learning theory explains that learning occurs through direct experience, reflection, and active experimentation. By repeatedly engaging in presentation activities, students gain practical experience that helps them overcome fear and develop confidence. This result is consistent with previous studies indicating that regular speaking practice enhances students' oral communication skills and self-confidence. Continuous exposure to public speaking opportunities allows students to gradually adapt to performance situations, develop self-control, and build resilience against anxiety (Wahyu Pertiwi et al., 2025).

Emotional support from teachers also played a crucial role in creating a positive learning environment that fosters students' self-confidence. Students who feel emotionally supported are more likely to take learning risks, ask questions, and express ideas without fear of negative judgment. According to Deci and Ryan's self-determination theory, psychological needs such as relatedness, competence, and autonomy are essential for motivation and personal growth. When teachers provide empathy, understanding, and encouragement, students' sense of relatedness and emotional security increases, which positively affects their confidence and engagement. Additionally, Jennings and Greenberg emphasize that teachers' social and emotional competence significantly influences classroom climate and students' emotional well-being. A supportive classroom environment promotes mutual respect and trust, which are essential foundations for confidence development (Hasibuan & Ahmad Addary Padangsidimpuan, n.d.; Metri et al., 2025). The integration of academic instruction and emotional guidance is therefore essential in developing students' self-confidence. Teachers who focus solely on academic achievement without addressing students' emotional needs may fail to create a holistic learning environment. Conversely, teachers who balance instructional strategies with emotional support can foster both cognitive and psychological growth. This study highlights the importance of adopting a comprehensive teaching approach that combines pedagogical competence with emotional sensitivity.

Overall, the findings of this study reinforce the idea that teachers' strategies play a central role in shaping students' self-confidence. By implementing positive reinforcement, student-centered learning, cooperative learning, experiential activities, and emotional support, teachers can create inclusive and supportive learning environments that empower students. These findings provide practical implications for educators and policymakers to design teacher training programs that emphasize not only instructional skills but also emotional and psychological aspects of teaching. Future research may further explore the long-term impact of these strategies on students' academic achievement and personal development across different educational contexts.

CONCLUSION

This study concludes that teachers' strategies play a crucial and influential role in developing students' self-confidence in the learning process. The findings demonstrate that self-confidence is not formed automatically but is shaped through continuous interaction between teachers and students, instructional practices, and the emotional climate of the classroom. Teachers who implement appropriate and supportive strategies can significantly enhance students' willingness to participate, express ideas, and take academic risks. The results indicate that several strategies are particularly effective in fostering students' self-confidence, including positive reinforcement, student-centered learning, cooperative learning, public speaking and presentation activities, and emotional support. Positive reinforcement helps strengthen students' self-belief by recognizing their efforts and achievements. Student-centered learning empowers students to take responsibility for their learning and develop independence, while cooperative learning promotes collaboration, peer support, and social interaction that reduce anxiety and increase confidence. Presentation-based activities provide students with practical experience in communication, enabling them to overcome fear and improve public speaking skills. Emotional support from teachers creates a safe and respectful learning environment that encourages students to actively engage in classroom activities without fear of negative judgment.

These findings highlight the importance of integrating pedagogical strategies with emotional and psychological support. Effective teaching should not only focus on academic content delivery but also prioritize students' emotional well-being and personal development. Teachers are encouraged to adopt a holistic approach to teaching by combining instructional innovation, positive classroom management, and empathetic communication. By doing so, teachers can create inclusive learning environments that nurture students' confidence, motivation, and long-term learning success.

In practical terms, this study suggests that schools and educational institutions should provide continuous professional development programs that equip teachers with skills in student-centered

pedagogy, classroom interaction management, and emotional support techniques. Teacher training programs should emphasize the development of social-emotional competencies alongside instructional competence to ensure that teachers are well-prepared to address students' psychological needs. Despite the valuable insights provided by this study, several limitations should be acknowledged. This research employed a qualitative approach with a limited number of participants, which may restrict the generalizability of the findings. Therefore, future research is recommended to use quantitative or mixed-method approaches to measure the effectiveness of specific teaching strategies on students' academic achievement, motivation, and psychological development. Longitudinal studies may also be conducted to examine the long-term impact of teachers' strategies on students' confidence and personal growth. In conclusion, developing students' self-confidence should be considered a fundamental goal of education. Teachers, as key agents of change in the classroom, have the responsibility and opportunity to shape students' confidence through thoughtful, supportive, and student-oriented teaching practices. By consistently applying effective strategies and fostering positive learning environments, teachers can help students become confident, resilient, and successful learners who are prepared to face academic and real-life challenges.

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