

Building Self-Esteem and Emotional Control in 5th Grade Students of SDN Wonoplembon 02: The Key to Achieving Academic and Non-Academic

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Article Info	Abstract
Keywords: Academic achievement, Character education, Elementary school, Emotional control, Self-confidence	This research aims to analyze the role of self-confidence and emotional regulation skills in improving the academic and non-academic achievements of fifth-grade students at SD N Wonoplembon 02, as well as to formulate effective development strategies to optimize the students' potential comprehensively. The main issues identified are the low level of students' self-confidence (only 5-10% dare to perform in front of the class) despite 95% of students mastering basic literacy skills well, difficulties in emotional regulation that lead to apathy towards learning, and limited collaboration with parents in shaping students' affective character. This qualitative research used observation and interviews with fifth-grade teachers conducted in March 2025. The research results indicate that external factors, particularly family upbringing, contribute up to 75-80% to the formation of students' self-confidence. The recommended solutions include the implementation of collaborative learning strategies with a "peer teaching" approach, intensification of weekly talent showcase programs and P5 activities as platforms for appreciating creativity, strengthening collaboration with parents through parenting programs focused on developing supportive parenting patterns, and the development of adaptive strategies to manage technological distractions by positively integrating technology into learning while building students' emotional regulation skills.

INTRODUCTION

Elementary education plays a strategic role in holistically shaping the character and academic potential of students. In the complex landscape of 21st-century education, student success is no longer determined solely by cognitive aspects, but also by affective factors, including self-confidence and the ability to manage emotions. These two aspects serve as the fundamental framework that dictates both the academic and non-academic success of learners. Self-confidence

is defined as an individual's belief in their own capabilities and potential when facing various learning situations and challenges. According to Januaripin and Munasir (2024), students with high levels of self-confidence tend to possess strong learning motivation, the courage to try new things, and the ability to demonstrate independence in the academic process. Furthermore, self-confidence has proven to be a significant predictor of academic achievement, as it fosters active participation and resilience when confronting learning difficulties.

In alignment with self-confidence, emotional control or emotional maturity refers to the capacity to recognize, understand, and appropriately manage emotions. Arjuna et al. (2024) emphasize that emotional intelligence is a vital key for students to build healthy social relationships, manage academic stress, and maintain a positive attitude toward educational activities. Students with well-developed emotional intelligence are capable of maintaining concentration, reducing anxiety during examinations, and possessing social skills that support success both inside and outside the classroom. The interconnectedness between self-confidence and emotional maturity has been confirmed by research from Azizah et al. (2024), which demonstrates a significant relationship between these two aspects. Both serve as the core foundation for developing individuals who can act rationally, optimistically, and responsibly in both school and social lives. Within the context of elementary education, reinforcing these two aspects must be conducted systematically through a balanced pedagogical approach that addresses both student academic achievement and emotional development.

Despite the theoretical recognition of the importance of these affective aspects, field phenomena reveal a contrasting reality. Based on preliminary observations at SDN Wonoplenbon 02, fifth-grade students exhibited indicators of low self-confidence, becoming easily stressed when facing assignments, and experiencing difficulties in expressing their emotions healthily. This condition directly impacts their low participation in learning, as well as their minimal engagement in extracurricular activities and non-academic competitions. The gap between the significance of affective factors and the actual condition of students in the field creates an urgent need to develop effective developmental strategies. Consequently, this study is driven by the following research question: How can efforts to build self-confidence and emotional control in fifth-grade students at SDN Wonoplenbon 02 serve as the key to achieving academic and non-academic success? This study aims to analyze the role of self-confidence and emotional control capabilities in comprehensively enhancing student achievement, as well as to formulate effective developmental strategies to support optimal student accomplishments in both academic and non-academic fields.

By examining the relationship among self-confidence, emotional intelligence, and student achievement, this study is expected to provide practical and theoretical contributions for educators, school counselors, and educational policymakers in designing learning approaches that are more inclusive and oriented toward full student potential development. The findings of this research will serve as a foundation for creating an educational environment that not only produces academically accomplished students but also individuals who are emotionally mature and confident in facing future challenges.

METHODS

This study employed a qualitative approach. According to Bungsu and Dafit (2021), qualitative research is a research procedure that generates descriptive data in the form of spoken or written words and the observable behavior of the people being studied. This method helps to determine how self-confidence and emotional control capabilities can influence academic and non-academic achievement. This research was conducted through several stages, namely the planning stage, the implementation stage, and the evaluation stage. The planning stage involved determining the objectives, strategies, and targets to be achieved, as well as coordinating and requesting permission from the relevant parties to conduct observations in the fifth-grade

classroom of SDN Wonoplembon 02. The implementation stage was carried out on Friday, March 21, 2025. During this stage, permission was requested to conduct interviews. For the sampling method, interview guideline sheets were utilized, and the interview questions were tailored to the informant, who was the fifth-grade homeroom teacher at SDN Wonoplembon 02. Meanwhile, the evaluation stage consisted of analyzing the recorded observation results. Following this, an observation report was compiled, encompassing the findings, conclusions, and recommendations. The observation results were also discussed with the classroom teacher and school authorities to determine the subsequent steps to be taken for the holistic development of the students' potential.

RESULT AND DISCUSSION

The results of this study reveal that the level of self-confidence among fifth-grade students at SDN Wonoplembon 02 still requires special attention. Teacher observations indicate that the majority of students experience limitations in expressing self-confidence, in both academic and non-academic contexts. This phenomenon is manifested through the students' reluctance to actively participate in class discussions and a tendency to engage in distracting activities, such as playing or drawing, while the learning process is underway. Irsyad et al. (2021) state that self-confidence exerts a positive influence on academic achievement, accounting for an 18% contribution. Consequently, students who possess high self-confidence tend to be more assured in navigating the learning process and more active in developing their potential.

Table 1. Students' Self-Confidence Profile Across Various Learning Domains

Domain	Ability Level	Percentage of Students	Behavioral Characteristics
Literacy Skills	Good	95%	Capable of reading and writing fluently
Verbal Courage	Low	5-10%	Fearful when asked to read in front of the class
Extracurricular Participation	Limited	-	Domination by specific students in PSHT (Persaudaraan Setia Hati Terate) activities
Expression of Opinions	Very Limited	-	Reluctant to participate in class discussions

A paradoxical finding was identified in the relationship between students' academic ability and self-confidence. Despite the low level of self-confidence, nearly all students demonstrated good mastery of basic literacy skills. This indicates that technical competence can develop independently of self-confidence levels; however, the optimization of academic potential still requires adequate support from affective aspects. Irsyad et al. (2021) reveal that self-confidence and motivation are interconnected factors that can be developed through activities encouraging self-actualization, such as organizational or talent-based activities.

A striking difference was observed in students who were actively involved in extracurricular activities, particularly PSHT. This group of students demonstrated higher courage in expressing opinions and engaging in social interactions. This finding reinforces the argument that involvement in non-academic activities can function as a catalyst for the development of student self-confidence. A specific case was found among students who possessed a profile of low social interaction but high academic achievement. This condition indicates that self-confidence within social and academic contexts can develop separately, thereby confirming the complexity of psychological dynamics in the learning process. Students' emotional regulation capabilities

present a multidimensional challenge with a substantial impact on academic achievement. The manifestation of the inability to manage negative emotions such as fear, anxiety, and frustration was observed in the form of an apathetic attitude toward the learning curriculum. This phenomenon can be understood as a defensive mechanism employed by students when facing academic pressures that exceed their emotional regulation capacity.

Table 2. Determining Factors of Emotional Control and Their Impacts

Factor Category	Direction of Influence	Observed Indicators	Impact on Achievement
Emotional Resilience	Positive	Courage to take risks	High academic achievement
Technological Distraction	Negative	Prolonged difficulty in focusing	Decline in concentration
Family Support	Dominantly Positive	75-80% influence on self-confidence	Holistic achievement
School Programs	Positive	Increase in student participation	Motivation and self-appreciation

An in-depth analysis reveals that students with good emotional regulation capabilities demonstrate superior achievement compared to those who experience difficulties in managing their emotions. This capability functions as a psychological foundation that enables students to maintain composure when facing examinations, demonstrate perseverance in completing complex assignments, and exhibit high resilience when confronting academic failure. Efendi and Ardianti (2021) demonstrate that emotional intelligence exerts a significant influence on student learning achievement. Emotional intelligence allows students to effectively manage academic stress and pressure. Furthermore, they note that emotional intelligence and self-discipline jointly contribute to academic success, as evidenced by significant results in regression analysis.

Emotional resilience possesses a strong correlation with students' courage to explore new challenges. Emotionally resilient students tend to not fear making mistakes and demonstrate a rapid recovery capacity after experiencing failure. Conversely, students with weak emotional regulation show a tendency to give up before trying, which ultimately hinders the development of their academic and non-academic potential. A significant finding of this study is the dominance of external factors in shaping students' self-confidence and emotional control capabilities. Family parenting styles contribute up to four-fifths of the formation of student self-confidence, although this relationship is not absolutely deterministic. This phenomenon confirms that the family environment is a primary determinant in the psychological development of students.

Table 3. School Intervention Strategies for Affective Character Development

Program Type	Implementation Frequency	Strategic Objective	Impact Mechanism
Talent Show	Weekly (Thursday)	Platform for creative expression	Enhancement of self-confidence
Flag Ceremony	Weekly (Monday)	Character discipline building	Leadership and responsibility
Asmaul Husna Recitation	Weekly (Wednesday)	Strengthening spiritual dimension	Composure and emotional regulation
P5 Program	Continuous	Appreciation of students' work	Intrinsic motivation and self-esteem
Collaborative Learning	Daily	Peer teaching and mentoring	Academic self-confidence

The primary challenge in developing students' emotional regulation is the limited collaboration with parents. Difficulties in involving families in the character education process constitute a systemic obstacle that hinders the implementation of holistic strategies. This condition is exacerbated by the perception of some parents that the responsibility for character building rests entirely upon the school, whereas the modeling of emotional control within the family environment exerts a far more substantial influence. The contemporary school environment faces a new challenge in the form of significant technological distraction. Excessive mobile device usage causes students to experience difficulties in maintaining focus for an adequate duration and to exhibit impatience when confronting tasks that require high concentration. This phenomenon impacts the rising levels of student frustration when facing academic achievement pressures. Teachers implement collaborative learning approaches utilizing a "peer teaching" strategy, which provides opportunities for students to act as instructors for their peers. This strategy has proven effective in building student self-confidence through the experience of teaching and sharing knowledge with others.

The applied evaluation system provides additional credit for students who actively participate and are capable of expressing opinions with good articulation. This practice creates achievement differentiation based not solely on cognitive ability, but also on the courage to participate actively. Although this approach can motivate students to be more active, attention must be paid to the potential gap that may arise between confident students and those who still experience psychological barriers. The school programs implemented over the past two years demonstrate a systematic commitment to the development of students' affective character. The integration of spiritual programs, character development, and talent appreciation creates a learning ecosystem that supports the holistic development of students. The weekly talent show functions as a primary platform to build self-confidence, while the P5 program provides appreciation for students' creativity and innovation.

The findings of this study confirm theories emphasizing the importance of external factors in shaping the affective character of elementary school students. The dominance of family and school environmental influences on the development of self-confidence and emotional control reinforces the necessity of an ecosystem approach in character education. Asiyah et al. (2019) emphasize that student self-confidence is the result of a learning process and interaction with their social environment. The paradox between good technical academic ability and low self-confidence indicates that education cannot focus solely on cognitive aspects. Developing affective aspects requires specific, planned, and sustainable strategies to comprehensively optimize student potential. The success of students involved in extracurricular activities in developing self-

confidence provides empirical evidence regarding the importance of diversifying learning experiences. This demonstrates that achievement can be attained not only through formal academic pathways, but also through the development of talents and interests in various fields. The technological challenges faced by students today require adaptive strategies from educators to integrate technology positively into learning while simultaneously developing students' emotional regulation capabilities. This approach is essential to prepare students for the digital era while maintaining a healthy emotional balance.

CONCLUSION

This study demonstrates that self-confidence and emotional control are highly significant determining factors in achieving both academic and non-academic success among fifth-grade students at SDN Wonopolembon 02. Although the majority of students have mastered basic literacy skills well (95%), low self-confidence (only 5-10% possess the courage to perform in front of the class) remains the primary obstacle to optimizing their potential. A paradoxical finding indicates that technical academic competence can develop independently of self-confidence levels; however, holistic achievement still requires adequate support from affective aspects. The dominance of external factors specifically family parenting styles, which contribute up to 75-80% of self-confidence formation reinforces the importance of an ecosystem approach in character education. Students involved in extracurricular activities exhibit higher levels of self-confidence, proving that the diversification of learning experiences and good emotional regulation capabilities are strongly correlated with superior achievement and resilience when facing academic challenges. Based on these findings, the author recommends the implementation of collaborative learning strategies utilizing a "peer teaching" approach, which has proven effective in building student self-confidence. Schools need to intensify weekly talent show programs and P5 initiatives as platforms to appreciate student creativity, as well as strengthen collaboration with parents through parenting programs focused on establishing parenting styles that support children's self-confidence development. Furthermore, adaptive strategies are required to manage technological distractions by integrating technology positively into the learning process while simultaneously developing students' emotional regulation capabilities, ensuring they are prepared to navigate the digital era with a healthy emotional balance.

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