



Teacher Pedagogical Competence and Its Role in Strengthening's Student Self-Confidence in Indonesian Language Learning

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Abstract: This study aims to analyze the relationship between teachers' pedagogical competence and the strengthening of students' self-confidence in Indonesian language learning at the Giri Jaya Cluster, Baturraden. Using a descriptive qualitative approach with a case study method in five elementary schools, data were collected through classroom observations, in-depth interviews, and analysis of learning documents. The results of the study show a clear correlation: in schools with pedagogically competent teachers – as evidenced by student-centered lesson plans, facilitative methods, and authentic assessment students showed moderate to high levels of self-confidence; conversely, teacher-centered learning environments and limited assessment correlated with low student confidence. The practical implication is that a community of teachers within a cluster needs to be developed, where teachers who have successfully implemented innovative methods can share their experiences. This study concludes that effective pedagogical practices, such as cooperative learning, creating a safe classroom climate, and providing constructive feedback, are critical foundations for building student confidence. These findings underscore the central role of mature teaching competencies in holistic student development.

Abstrak: Penelitian ini bertujuan menganalisis hubungan antara kompetensi pedagogik guru dan penguatan kepercayaan diri siswa dalam pembelajaran Bahasa Indonesia di Gugus Giri Jaya, Baturraden. Menggunakan pendekatan kualitatif deskriptif dengan metode studi kasus di lima sekolah dasar, data dikumpulkan melalui observasi kelas, wawancara mendalam, dan analisis dokumen pembelajaran. Hasil penelitian mengindikasikan hubungan yang jelas: di sekolah dengan guru yang memiliki kompetensi pedagogik terlihat dari RPP yang berfokus pada murid, teknik pengajaran yang fasilitatif, dan evaluasi yang autentik terhadap siswa menunjukkan tingkat kepercayaan diri yang tinggi. Sebaliknya, lingkungan belajar yang berpusat pada guru dan penilaian terbatas mengindikasikan adanya hubungan dengan kepercayaan diri siswa yang rendah. Implikasi praktisnya, perlu dikembangkan komunitas antar guru dalam kelompok gugus, di mana guru yang telah berhasil menerapkan metode inovatif dapat berbagi pengalaman mereka. Studi ini menyimpulkan bahwa praktik pedagogik efektif, seperti pembelajaran kooperatif, penciptaan iklim kelas yang aman, dan pemberian umpan balik konstruktif, merupakan fondasi kritis untuk membangun kepercayaan diri siswa. Temuan ini menggarisbawahi peran sentral kompetensi mengajar yang matang dalam perkembangan siswa secara holistik.

A. Introduction

Indonesian language instruction in elementary schools plays a strategic role not only in literacy mastery but also in developing students' communication skills and self-confidence. However, the field shows that many students remain reluctant to actively participate in learning activities, especially when it comes to expressing opinions, asking questions, or presenting work results in front of the class.

Observations in the Giri Jaya Cluster in Baturraden reinforce this phenomenon. Initial observations in five elementary schools indicate that Indonesian language instruction remains teacher-centred, with low student participation and marked reluctance to speak in class. This low self-confidence not only hinders the development of cognitive competencies but also neglects students' socio-emotional development, which is the foundation of lifelong learning (Rambe et al., 2023). This condition suggests that the pedagogical aspects of teachers have not fully encouraged the creation of a safe and supportive learning environment for the development of students' self-confidence (Nazim et al., 2024)

Lecture methods still dominate the learning process in the field, while student participation is low and characterized by a lack of confidence. In fact, self-confidence plays an important role as the foundation for active engagement and learning success. Therefore, there is an urgent need to overcome the crisis of confidence that hinders the optimization of students' potential, especially in the context of implementing the Merdeka Curriculum, which emphasizes character building (Srumangestu & Fitriani, 2024).

Teachers are professionals who continuously develop their profession, reconstruct, reformulate, and revitalize learning in order to fulfill the concept of education, namely education as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential, have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, the community, the nation, and the state (Aryani, 2024). Pedagogy refers to the art and practice of educating children. The development of thinking on this subject gave rise to "pedagogy," the science that specifically studies how to educate children (Suyitno, 2021).

According to Ki Hajar Dewantara, teachers' pedagogical competence is not limited to mastery of subject matter, but also includes the role of teachers as mentors who apply the among system based on the principles of *ing ngarso sung tuladha* (leading by example), *ing madya mangun karso* (building enthusiasm), and *tut wuri handayani* (providing encouragement). This concept emphasizes the importance of creating a learning environment that respects students' natural potential (natural disposition), enabling teachers to build students' self-confidence through a humanistic, dialogical, and student-centered approach. In the context of Indonesian language learning, teachers who apply this principle will encourage students to dare to express their opinions, actively participate, and grow into independent and confident individuals (Fajri & Trisuryanti, 2021).

The concept of self-confidence in the Islamic framework is governed by the principle of balance (*tawazun*) between *tawakkal* (surrender after making an effort) and *ikhtiar* (maximum effort). Islam instils divine optimism, in which a believer's self-confidence stems

from their belief in Allah's promises and His help, provided their goals and methods are correct. Islam also reminds us of the basic identity of humans as 'abdullah (servants of Allah), who are inherently limited. This awareness serves as a guard against being deceived by one's own success and as a shield against despair when facing failure, because we believe in the destiny and wisdom that Allah has determined (Nursalim & Iskandar, 2021). Self-confidence in Islam is not arrogance but rather a healthy, humble attitude of certainty. It is a combination of tawakal (trust in Allah), obedience to religious values, and good personal development (Mahsunah & Musbikhin, 2023).

Previous studies have extensively examined teachers' pedagogical competencies, but the focus has tended to be on improving cognitive learning outcomes and classroom management (Mustari & Muhammad, 2023). On the other hand, studies on student self-confidence have mostly been conducted at the junior high school/high school level or among prospective teachers, so there are still few studies that highlight its formation at the elementary school level as a critical phase of character development (Azmalayah et al., 2024). Furthermore, the integration of pedagogical competence with the strengthening of self-confidence in the context of the implementation of the Merdeka Curriculum, especially in rural areas, has not been explored in depth. This Research gap lies in the absence of studies that systematically link the dimensions of pedagogical competence (planning, implementation, evaluation) with strategies for building student self-confidence in Indonesian language learning in elementary schools.

The novelty of this Research lies in its attempt to integrate psychopedagogical and character education perspectives within the Merdeka Curriculum, with a focus on strengthening self-confidence as a crucial affective outcome. This Research offers a process-oriented approach to analyzing how each aspect of pedagogical competence contributes to the formation of student self-confidence. In addition, this Research develops a practical model to strengthen teachers' contextual self-confidence in rural areas, thereby enriching the literature on competency-based character education for teachers in Indonesia.

Based on the identified research gap and theoretical considerations, this study is guided by several explicit research questions. First, how are teachers' pedagogical competencies covering lesson planning, learning implementation, and evaluation conceptualized and enacted in Indonesian language learning at elementary schools in the Gugus Giri Jaya cluster?. Second, how do variations in teachers' pedagogical competencies influence the level of students' self-confidence in Indonesian language learning activities?. Third, what pedagogical strategies and classroom practices are most effective in strengthening students' self-confidence within the context of the Merdeka Curriculum, particularly in rural elementary school settings?. These research questions are formulated to systematically examine the relationship between pedagogical competence and the affective development of students, with a specific focus on self-confidence as a core component of holistic character education.

Based on this background, this study generally aims to analyze the relationship between teachers' pedagogical competence and the strengthening of students' self-

confidence in Indonesian language learning at Gugus Giri Jaya. The findings of this study are expected to contribute theoretically through an empirical model that places the affective dimension at the heart of pedagogical practice, as well as to serve as the basis for the development of teacher training programs oriented towards holistic student character building.

B. Method

This study uses a descriptive qualitative approach with a case study method to gain an in-depth understanding of the learning phenomenon in a real context. The Research was conducted in five elementary schools in the Giri Jaya Cluster, Baturraden District, Banyumas Regency. The location was chosen based on the characteristics of rural schools implementing the Merdeka Curriculum, making it relevant to examine teachers' pedagogical competencies in strengthening self-confidence.

Research participants were selected using purposive sampling. They consisted of five sixth-grade teachers (one from each school) who met the criteria of having at least 3 years of experience and of having implemented cooperative learning models. The selection of five teachers was considered adequate for a qualitative case study to obtain a variety of practices and achieve data saturation. A total of 15 sixth-grade students (three per school) were also involved based on teacher recommendations to represent varying levels of confidence (high, medium, low). In addition, five school principals were involved to provide contextual data.

The data collection process in this study was designed by applying the principle of triangulation to obtain a comprehensive and valid picture. Data were collected through three complementary techniques. First, participatory observation using a Structured Observation Sheet containing operational indicators to measure teachers' pedagogical competence, covering aspects of implementation planning, method selection, classroom management, and feedback. As well as students' self-confidence as reflected in their courage to express opinions and level of participation in discussions. Observations were conducted three times across different learning settings in each school to obtain consistent, in-depth data. Second, semi-structured in-depth interviews were conducted with three groups of informants, namely teachers, students, and school principals. The interview instrument was designed as a guideline containing several open-ended questions. These questions were designed to explore each participant's perceptions, experiences, and deep reflections. Third, a document study was conducted by analyzing various academic archives using a document analysis format. The documents examined included teachers' lesson plans, learning assessment instruments, post-teaching reflection notes, and student report cards. The document analysis aimed to confirm and enrich the findings from observations and interviews, thereby strengthening data convergence.

The data analysis was conducted interactively and continuously, drawing on the model by Miles, Huberman, and Saldaña (Miles et al., 2014). The analysis began with data condensation, which involves selecting, focusing, simplifying, and organizing relevant

information. The next stage entailed presenting the data through thematic narratives that clearly describe patterns and the meaning of the findings. The final stage involved drawing conclusions and verification, which were continuously performed throughout the analysis process to ensure alignment between the data and interpretation. Data validity was guaranteed through triangulation of sources and techniques by comparing the results of observations, interviews, and documentation. This step aimed to achieve consistency in findings and enhance the internal validity of the Research. Consequently, the Research results are expected to provide a credible portrayal of how group discussions strengthen the self-confidence of elementary school students.

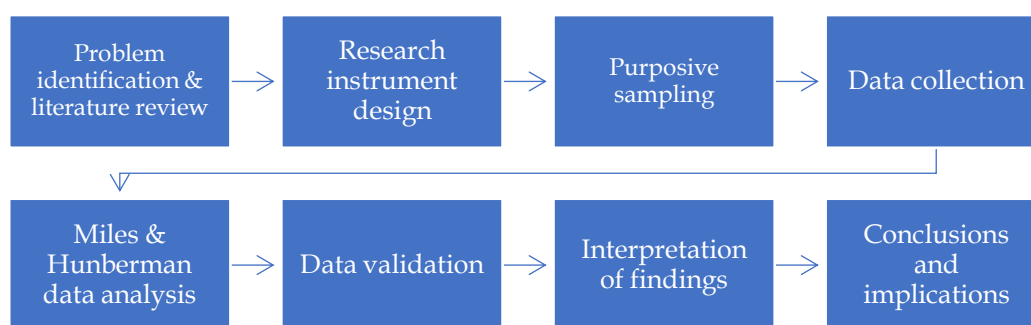


Figure 1. Research Flow

C. Result

Based on initial observations, in-depth interviews with sixth-grade students, teachers, and principals, as well as document studies (lesson plans and report cards) conducted in five elementary schools in the Giri Jaya Cluster, it can be concluded that there are variations in students' self-confidence levels that are closely correlated with teachers' pedagogical competence in the classroom, particularly in Indonesian language subjects.

An analysis of student self-confidence reveals a diverse picture. Self-confidence is measured by factors such as the courage to express opinions, responsiveness in answering questions, independence in completing tasks, and calmness during presentations. The results can be classified into three categories and are summarized in Table 1 below.

Table 1. Characteristics of Students' Self-Confidence in Indonesian Language Learning

| School | Confidence Category | Dominant Characteristics Observed |
|--------|---------------------|--|
| SD A | middle | Students are quite brave in answering when called on directly by the teacher, but are reluctant to ask questions or express their opinions spontaneously. Participation in discussions is limited to certain students. |
| SD B | high | Most students answered the teacher's questions clearly. Some students were seen leading small group discussions. Students began to disagree with their friends' opinions politely. |

| School | Confidence Category | Dominant Characteristics Observed |
|--------|---------------------|---|
| SD C | middle | Students tend to wait for the teacher's instructions. Confidence is evident in written and individual assignments, but remains low in speaking activities in front of the class. |
| SD D | high | The students were very enthusiastic and scrambled to answer questions. Many students voluntarily came to the front of the class to present their work without being asked. Their facial expressions and body language showed confidence. |
| SD E | low | Students tend to be quiet, look down, and avoid eye contact with teachers. Their voices are soft and tremble when asked to speak. The majority of students prefer to follow their friends' instructions rather than take the initiative themselves. |

The data in Table 1 explicitly show:

- (1) There is a significant variation in students' self-confidence levels across the five schools, ranging from Low (SD E), Moderate (SD A & C), to High (SD B & D).
- (2) High self-confidence is characterized by activeness, initiative, and courage in communication (SD B & D).
- (3) Low self-confidence is manifested through avoidance, dependence, and anxiety in academic interactions (SD E).

Based on interviews and lesson plan analysis, teachers' pedagogical competencies were assessed in lesson planning (as reflected in lesson plans), lesson delivery (including opening, main, and closing activities), and evaluation. The results showed variations in line with students' confidence levels.

Table 2. Teachers' Pedagogical Competence and Its Effectiveness on Students' Self-Confidence

| Pedagogical Competence Aspects | SD A, C, E (middle-low) | SD B & D (high) | Effectiveness on Student Self-Confidence |
|--------------------------------|---|---|--|
| Planning (RPP) | The lesson plans are still conventional, teacher-centered, and lack variety in methods. | The lesson plans have integrated cooperative learning models (such as jigsaw, think-pair-share) and simple project-based learning. | Highly Effective. Student-centered planning. |
| Implementation of Learning | The lecture method dominates. Questions asked tend to be closed-ended. Wait time is given for brief reflection. | Teachers act as facilitators. Use of creative learning media (audio-visual, playing cards): open questions and specific appreciation. | Highly effective. Facilitative and appreciative methods create a safe and supportive learning environment. |

| Pedagogical Competence Aspects | SD A, C, E (middle-low) | SD B & D (high) | Effectiveness on Student Self-Confidence |
|---------------------------------------|---|--|--|
| Class Management | Teachers place greater emphasis on discipline and order. Interaction is mostly one-way. | Teachers encourage collaboration and value each student's contribution. Building warm relationships | Effective. An inclusive and collaborative classroom environment. |
| Evaluation | The evaluation relies more on written tests (as seen from the focus on cognitive report card scores). | Evaluations are conducted authentically and diversely (performance, portfolio, assessment during discussions) and recorded in the lesson plan. | Effective. Diverse evaluations allow students with strengths in non-academic areas to shine. |

The findings in Table 2 explicitly answer the Research objective of analyzing the relationship between teachers' pedagogical competence and students' self-confidence. This relationship can be seen through the following points:

- (1) **A Clear Positive Correlation:** There is a strong parallel pattern. Schools with high teacher pedagogical competence (SD B & D) have students with high self-confidence. Conversely, schools with lower or conventional pedagogical competence (SD A, C, E) have students with moderate to low self-confidence.
- (2) **Planning (Lesson Plans) as a Blueprint for Courage:** Student-centred lesson plans designed using cooperative methods (such as in SD B & D) have proven effective for creating learning activities that intrinsically build self-confidence, such as discussions and presentations.
- (3) **Implementation as a Direct Catalyst:** Facilitative teaching practices, open-ended questions, and appreciation (e.g., "there are no wrong answers" at SD B) directly create psychological safety in the classroom. This condition is a key prerequisite for students to dare to try and express themselves without fear of punishment or humiliation.
- (4) **Evaluation as Reinforcement and Recognition:** The shift from purely written and cognitive evaluation (at SD A, C, E) to authentic and diverse evaluation (at SD B & D) recognizes and validates various forms of student abilities. This directly builds their confidence because they feel that their values and efforts are viewed holistically.
- (5) **Evidence of Negative Impact:** Data from schools with a teacher-centered approach (SD A, C, E) also serves as a control group that reinforces the findings. Statements from students ("I'm afraid of making mistakes") and teachers ("difficult to measure") indicate that a lack of pedagogical competence in designing and evaluating learning negatively affects students' confidence.

The findings of this study confirm the main proposition that teachers' pedagogical competence plays an important role in building and strengthening students' self-confidence, especially in Indonesian language learning. This relationship is clearly evident in the comparison between schools in the Giri Jaya Cluster and is reinforced by the participants' direct voices. At SD B and D, students have moderate self-confidence, while the teachers demonstrate excellent pedagogical competence. A teacher at SD B once said, "There are no wrong answers, only opinions," reflecting a teaching approach that promotes psychological security. Compared to the teacher at SD A, who stated that "conducive means silent," there is a significant difference in perspective. Teachers at SD B and D act as facilitators who create a "stage" for students, as seen in the use of discussion and drama methods, which students like because they make them feel comfortable performing.

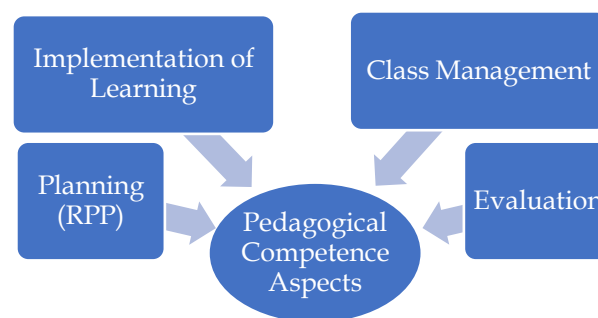


Figure 2. Teachers' Pedagogical Competence and Its Effectiveness on Students' Self-Confidence

The situation at SD A, C, and E shows that a teacher-centered approach can hinder students' development. A surprising statement from a student at SD E, "I am afraid of giving the wrong answer, I'm embarrassed," shows the direct impact of an uncomfortable learning environment. This fear then reduces students' curiosity and participation. The teacher's statement at SD C, that attitudes such as confidence are "difficult to measure objectively," shows a lack of understanding of authentic assessment methods. This leads to a never-ending cycle: because they are not measured, attitudes such as confidence are not systematically designed and developed in the learning process.

D. Discussion

The findings of this study strongly support and operationalize various theoretical foundations, ranging from Vygotsky's social constructivism, Bandura's self-efficacy theory, to Ki Hajar Dewantara's educational philosophy, particularly through the innovative practices of teachers at SD B and D as a concrete manifestation of the Among System, which includes (1) Ing Ngarso Sung Tuladha (Leading by Example), where teachers not only give instructions but also exemplify respect for opinions and intellectual courage, as reflected in the SD B teacher's statement, "There are no wrong answers, only opinions," which directly contributes to the creation of a democratic and fear-free classroom culture aligned with Research on psychological safety as a critical mediator between teaching practices and

students' social-emotional learning outcomes such as self-confidence (Newman, 2025); (2) Ing Madya Mangun Karso (In the Middle, Building Initiative), manifested through teachers' roles as facilitators in cooperative learning models such as think-pair-share and jigsaw, positioning teachers at the center of student dynamics to stimulate initiative and enthusiasm, which aligns with Bandura (1997) self-efficacy theory and is supported by evidence that process-based scaffolding significantly increases students' self-confidence (Rohandi, 2022); and (3) Tut Wuri Handayani (Encouraging from Behind), reflected in the provision of constructive, appreciative feedback and authentic evaluation designs that value learning processes, a principle that closely corresponds with scaffolding in social constructivism where support is gradually provided to foster learner independence (Pol & Elbers, 2013).

Thus, the positive correlation between high pedagogical competence and student self-confidence can be understood as the result of the effective implementation of the Among System. Conversely, the teacher-centered and authoritarian approaches at SD A, C, and E are contrary to this, among philosophy, as they stifle initiative and make students afraid to perform, "I'm afraid of making mistakes, I'm embarrassed", thereby hindering the development of their self-confidence.

Based on the study's results, it can be concluded that teachers' pedagogical competence has a causal-empirical relationship with students' self-confidence in Indonesian language learning. These findings answer the Research questions and reveal the underlying mechanisms. Teachers with high pedagogical competence (SD B and D) created a conducive psychological learning environment through three main pillars: participatory planning, dialogic implementation, and authentic evaluation.

Participatory planning was implemented through the Lesson Plan (RPP), which was designed with a student-centered approach and used cooperative models such as group discussion, think-pair-share, and jigsaw. This design systematically provides space for students to interact, collaborate, and experience gradual mastery – which is the main source of self-efficacy formation according to Bandura (1997). Conversely, RPPs that are still teacher-centred (SD A, C, and E) minimise this opportunity, so students tend to be passive and afraid to take risks.

Dialogic implementation is evident in the pattern of classroom interaction where the teacher acts as a facilitator and motivator (ing madya mangun karso), rather than as the sole source of knowledge. The use of open-ended questions, specific appreciation, and adequate waiting time creates an atmosphere of psychological safety, a condition in which students feel free to express themselves without fear of judgment. The statement by the teacher at SD B, "There are no wrong answers, only opinions," is concrete evidence of this atmosphere, which is significantly different from the atmosphere at SD E, where students feel "ashamed and afraid of being wrong."

The findings of this study align with those of previous studies. Teachers with strong teaching competencies not only address individual needs but also actively foster a positive group atmosphere. Teachers create diverse learning groups, ensure that each member can

speak and be heard, and emphasize that mocking or belittling others' opinions is not allowed. This approach helps create an inclusive classroom atmosphere so that shy students feel comfortable speaking because they believe their peers will accept what they say. Self-confidence here is not only belief in oneself, but also belief that the surrounding social environment will support them (Setyaningsih et al., 2024).

An authentic assessment serves as a multidimensional validation mechanism. By using portfolios, behavioral observations, and performance assessments, teachers measure not only cognitive outcomes but also the development of attitudes and skills. This recognizes that each student has different strengths, so those who may not excel in written tests can still demonstrate their abilities and gain recognition. This type of evaluation system directly strengthens students' academic self-concept. The findings of this study show strong and significant convergence with previous studies. These results demonstrate the relevance of local findings in international discourse, where authentic assessment is seen as a strategic instrument for achieving fairness and inclusivity in learning evaluation systems. In contrast, conventional evaluation models tend to overlook the cultural and linguistic capital of students from minority groups (Hu et al., 2023).

Authentic assessment is an evaluation approach that recognises and provides space for students' diverse abilities to demonstrate their strengths in real, contextual ways (Hidayati et al., 2025). Based on findings in the Giri Jaya Cluster, the implementation of authentic assessment shows a significant correlation with strengthening student self-confidence, where schools with comprehensive implementation (SD B and D) through language development portfolios, structured behavior observation rubrics, and project-based assessment have succeeded in creating an environment that recognizes various forms of student abilities. This approach allows students to demonstrate their best potential in various forms and situations, so that assessment does not merely measure cognitive aspects, but also includes affective and psychomotor aspects as part of overall character development (Syahid et al., 2023).

These three pillars reinforce each other and form a positive pedagogical cycle: good planning enables interactive implementation, which is then comprehensively evaluated, and the evaluation results are used to improve the next plan. It is in this cycle that students' self-confidence is systematically forged and developed.

The findings of this study not only confirm universal educational theories but also demonstrate how they are operationalized and enriched by local wisdom. The pedagogical practices at SD B and D are concrete manifestations of the integration of Vygotsky's social constructivism and Ki Hajar Dewantara's educational philosophy.

From Vygotsky's perspective, the learning environment in these schools has successfully created a Zone of Proximal Development (ZPD), where students can achieve higher levels of ability with the support of teachers and peers. The cooperative learning model functions as social scaffolding that enables collaborative learning (Rahman, 2024). Meanwhile, Ki Hajar Dewantara's principle of among particularly *tut wuri handayani*

provides a philosophical framework for teachers' roles as companions who support from behind rather than direct from the front (Nalle, 2025).

The importance of integrating local wisdom and spiritual values into character education is becoming increasingly apparent. Teachers at SD D sincerely teach Islamic values such as *tawakkal* and *husnuzhan*, which not only foster self-confidence but also build gratitude and optimism in students. Islamic values-based character education effectively shapes a generation that is not only intellectually intelligent but also morally and spiritually strong (Johan, 2025). Teachers at SD D say, "I always remind the children that every talent is a gift from Allah that must be cherished and developed with gratitude," demonstrating the harmonious integration of spiritual values into the learning process. This approach can be seen as an integrated curriculum that connects various aspects of knowledge, attitudes, and values into a whole. Thus, character education in elementary school is not only the transmission of knowledge but also the formation of a soul with integrity and noble character (Pasaribu & Amalya, 2025).

E. Implication

The results of this study have several important implications, grouped into theoretical, practical, and policy implications. These findings enrich educational theory, particularly in understanding how students' self-confidence is formed. First, Bandura's concept of self-efficacy is expanded to include elements of local culture, such as cooperation (*gotong-royong*) and an attitude of surrender after trying (*tawakkal*). Second, this study shows that a pedagogical approach that is responsive to local culture (such as the *Among Ki Hajar Dewantara* system) can be an effective framework for creating a safe and supportive learning environment. Third, Vygotsky's social constructivism theory is proven to be relevant in the Indonesian context when combined with local values in the teaching and learning process.

The practical implication is that teacher professional development programs need to be reoriented to strengthen student-centred pedagogical competencies and the ability to create a supportive learning environment, thereby optimising student confidence. For teachers and schools, this study offers practical guidelines for improving learning quality. Teachers are advised to use more methods that actively involve students, such as group discussions and simple project-based learning. Teachers also need to ask open-ended questions, provide constructive feedback, and use various assessment methods (such as portfolios and observations) to monitor students' development of self-confidence. Schools can build learning communities among teachers within a cluster, where teachers who have successfully implemented innovative methods can share their experiences and serve as role models for their colleagues.

These findings provide important input for education policymakers. Local governments need to design teacher training programs that focus more on improving practical teaching skills, particularly in designing interactive learning and diverse assessments, especially for schools in rural areas. The Ministry of Education can refine the

guidelines for implementing the Merdeka Curriculum by including concrete examples of how to integrate character building (such as self-confidence) into daily learning. In addition, there needs to be policies that support and reward teachers who innovate learning based on local wisdom, so that good practices can spread more widely.

F. Limitation and Suggestion for Further Research

This study has several limitations. Methodologically, the qualitative case-study approach across five schools limits the generalizability of the findings. The Research design, lacking a control group, also makes it difficult to draw definite cause-and-effect conclusions. In terms of instruments, the data collection tools used have not been standardized nationally and have not been statistically tested for reliability and validity on a large scale. This can affect the consistency and accuracy of data if the same tool is used in different contexts. In terms of scope, the focus is only on Indonesian language learning, and the cross-sectional design does not allow for long-term observation of developments.

For further Research, it is recommended to: (1) use mixed methods with a broader sample and experimental design; (2) develop standardized instruments for measuring student self-confidence; (3) conduct longitudinal studies to observe developments over time; (4) expand Research by comparing different subjects and school contexts.

G. Conclusion

Based on the analysis and discussion, it can be concluded that teachers' pedagogical competence influences students' self-confidence in Indonesian language learning in elementary schools. Empirical findings show that variations in pedagogical practices, particularly in learner-centred planning, interactive learning implementation, and the application of authentic assessment, are directly associated with variations in students' self-confidence levels. The main implication of this study is that the development of teachers' pedagogical competence, oriented towards a student-centered approach and integrating local wisdom principles such as the Among System, not only improves academic quality but is also a key factor in systematically and sustainably building the foundation of students' self-confidence.





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