



**MUSLIM LEARNERS' SELF-CONFIDENCE BUILDING IN PUBLIC
SPACES: STUDY OF CHEERFUL WEDNESDAY PROGRAM
AT SMP NEGERI 7 PEKALONGAN**

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ABSTRACT

The weak self-confidence of each individual and the challenges of life in the current millennial era greatly affect the quality of self in shaping the public mentality of Muslim students, especially in schools. This qualitative study uses a case study approach to describe the Wednesday Ceria program at SMP Negeri 7 Pekalongan in building the confidence of Muslim students in the public sphere. Data were collected through observation and interview. Data were analyzed through the stages of reduction, presentation and verification. This study confirms the existence of self-confidence dimensions of Muslim students in the cognitive aspect in the form of self-potential and creativity. Meanwhile, in the affective aspect in the form of enthusiasm and high socialization skills. The findings of this study confirm that Muslim learners' self-confidence in the public space can be manifested through Edutainment programs.

Keyword: Self-Confidence, Cheerful Wednesday Programme, SMP Negeri 7 Pekalongan

A. Introduction

One of the fundamental problems among individuals is the lack of confidence to express themselves in public spaces, such as the lack of ability to argue, lack of ability to get along with friends, having fear in facing various meetings and always being insecure to face some people (Alkhofiyah, 2021, p. 31). This also happens a lot among students in the school environment and social community. The number of muslim students who are unable to have self-confidence is influenced by various environmental factors and family backgrounds. These factors include excessive fear in trying to do something action or activity, a high sense of inferiority when doing an activity, having extraordinary shyness when facing a group of people and not having creativity or innovation in doing something (Musriani, 2020).

One of the things that happens is that elementary school students have low self-confidence. This happens because an educator has not been able to synergize between academic activities and the abilities of other students. (Riyadi, 2019, hlm. 177) One of the things that happens is that elementary school students have low self-confidence. This happens because an educator has not been able to synergise academic activities with the abilities of other students (Riyadi, 2019, p. 177). In addition, the phenomenon that occurs in the field still shows that many students have a closed nature, are not easy to get along with, are shy in their opinions so that it can have an impact on the learning environment and their social environment (Nisa, 2021, pp. 43–45). Both environments are very important in determining learners' self-confidence (Motevalli et al., 2020, p. 64).

It can be said that self-confidence is considered as an important thing to be able to bring cognitive, affective and psychomotoric development of learners through education, especially schools. These three developments are very important to be owned by Muslim students, one of which is through educational institutions, namely schools (Hoque, 2016, p. 45). The role of schools in developing learners' self-confidence can be done by disseminating the values of building learners' self-confidence in their public spaces, such as practising self-communication in public (Manzilinanti et al., 2024, p. 81). This can be seen in several schools, one of which is SMP Negeri 7 Pekalongan, which has implemented the Cheerful Wednesday programme. The program aims to train students to be more social in the school environment and social environment so that students will get to know their own personal character better, which will have an impact on their achievements.

This qualitative research in the form of a case study aims to describe the Cheerful Wednesday programme at SMP Negeri 7 Pekalongan in building students' confidence in public spaces. Primary data used observation and interview techniques. While secondary data uses several studies that are correlative to the subject matter of this study. Various values of confidence building conceptualised by Lauster such as not being influenced by others, acting according to one's will,

being happy, being optimistic, being tolerant enough and being responsible for one's actions will be used as the basis of perspective in this subject matter. Data analysis includes reduction, presentation and verification.

There are several previous studies that correlate with the subject matter of this study, including studies by Suryanti and Muthmainah confirming that edutainment activities can increase students' self-confidence through various activities such as reading books, MC practice and other activities that support (Muthmainah, 2023, p. 2600). These conclusions are also reinforced by Subanindro's study in his qualitative study explaining that learners' confidence and communication skills can be improved through the *ceria* children's story programme (Subanindro, 2022, p. 16). Learner self-confidence is very important to be able to support the academic and non-academic abilities of students so that they can form a person who can develop their potential.

As stated by Endi Indra Rosidin et al in his study, the importance of self-confidence aims to enable educators to encourage students to solve various problems in learning (Fitri et al., 2018, p. 2). This is also in line with a study by Hasmatang which explains that the importance of building learners' confidence can determine success in academic and non-academic matters (Hasmatang, 2019, p. 296).

This study focuses on identifying and exploring the values of students' self-confidence in public spaces. Theoretically, this study is expected to show the values of students' self-confidence in public spaces. Meanwhile, in practice, this study is expected to increase students' self-confidence in public spaces through one of the *Cheerful Wednesday* programmes at SMP Negeri 7 Pekalongan.

B. Self-Confidence Construction

The importance of fostering attitudes towards children from an early age, one of which aims to be able to educate morals, especially in this millennial era. This moral intelligence comes from the existence of religious spiritual intelligence obtained through education, so that with this education it is expected to be able to develop children's self-confidence. This confident attitude is what makes the main foundation in social life, one of which is in the school environment. This happens because a confident attitude can increase enthusiasm, tenacity and courage (Ghafar, 2023, p. 55). This phenomenon is really distressing, because in reality there are still many students who are not ready to appear in public, there are still many students who are not ready to work on questions independently and honestly (cheating), and there are still many students who are not able to get along with peers in the school environment (Alpian et al., 2020, p. 372). Therefore, self-confidence is very important, especially in education. Self-confidence is a belief that is owned by every individual, especially students in the school environment. In addition, self-confidence can be said to be an attitude of believing in one's own

abilities so that it can achieve the desired goals (Nurjanah, 2018, p. 739). Without self-confidence, a student will experience delays in personal and social development (Abtahi & Valladao, 2022, p. 1).

Lauster revealed that self-confidence is a person's attitude accompanied by a form of action to be able to recognize his own potential so that he is able to socialise with others without having anxiety, awkwardness or inferiority. Based on this, it can be interpreted that self-confidence is an attitude that students must have in order to achieve their desires and goals. Self-confidence can have an impact on learners' success in achieving certain goals (Khairat et al., 2024, p. 1).

In addition, Lauster mentioned that people who have self-confidence can be seen from various aspects, including cognitive aspects and affective aspects. This cognitive aspect includes an objective, rational, and realistic level. While the affective aspects include belief in one's abilities, always optimistic and responsible (Ulviani & Karneli, 2023, pp. 391–392).

People who have self-confidence have various characteristics, including: First, they have a sense of calm in any situation. Second, they have good potential. Third, they are able to anticipate panic. Fourth, they can adjust themselves and communicate well. Fifth, they have good physical and mental abilities. Sixth, they have good intelligence. Seventh, they have adequate education. Eighth, they are able to socialise well. Ninth, they have a good educational background. Tenth, they have good mental resilience in facing any situation. Eleventh, they always think positively in facing life's problems (Tanjung & Amelia, 2017, p. 2).

C. Self-Confidence Building for Learners

The importance of building self-confidence for students stems from the number of students who do not believe in their own abilities. In fact, if students are able to believe in themselves, it will be able to help these students in achieving the desired goals and ideals. To be able to increase the confidence of learners, it can be done in various ways, including:

First, a learner must be able to love himself, recognise his potential so that it is expected to lead the learner to reach his goals. Second, having a need for security. If this is already owned by students in themselves, it will be easier to take or decide on a problem they face. Third, being able to provide role models for other students. It is intended that the mentality of learners is always able to communicate and socialise with the community environment, especially in the school environment. Fourth, having high knowledge. This ability is very necessary to be owned by every learner in showing the excellence or potential he has so that it is expected to increase the student's self-confidence. Fifth, being able to have a high sense of socialisation. The way to socialise that is needed can be in the school environment or in the home environment. This aims to train students to be able to

express and experiment freely. Sixth, having good physical and spiritual health. This is very necessary because with good health it can bring about high motivation as well. Seventh, having a strong will or motivation in carrying out all activities both in the school environment and the social environment of the community. This motivation can come from his own personality and from the surrounding environment. The existence of support from the surrounding environment greatly determines the sense of self-confidence that is owned because it indirectly gets recognition from other parties. Eighth, the provision of rewards for their abilities as evidence that these learners have been able to realise their goals in accordance with their life goals (Tanjung & Amelia, 2017, pp. 3–4).

Having the ability to feel confident is very much needed. However, if this self-confidence is excessive, it will certainly make a bad impact on him which can lead to various conflicts with others. Self-confidence is one of the most important attitudes of a student that can lead to success (Messaoud, 2022, p. 26). As for self-confidence, it is not always possessed by every individual, this can be seen from the various causes of someone not having self-confidence, including physical defects or abnormalities, bad looks, weak economy, social status, marital status, often failing, losing competition, lack of intelligence, low education, environmental differences, not outgoing, not ready to face certain situations, difficult to adjust, easily anxious and timid, unaccustomed, easily nervous, stuttering speech, poor family education, often avoiding, easily giving up, unable to attract people's sympathy, losing authority with others (Deni, 2016, p. 46).

Self-confidence of junior high school students is a belief that exists in students as a trait or character that includes self-ability, optimistic, objective, responsible, realistic in the environment of social life. The factors that influence students' self-confidence include success in the academic field, this is because in this field it is the most important stage in fostering students' self-confidence (Rohana et al., 2020, pp. 209–210). These factors can be influenced by various internal and external factors that exist in the environment and the person (Pratama, 2018, p. 67).

D. Strengthening Learners' Self-Confidence in the Cheerful Wednesday Programme

Cheerful Wednesdays originated from the idea of the Fun School Movement (GSM) Community, chaired by Mr Riyanto, a Mathematics Teacher at SMP Negeri 7 Pekalongan. According to him, Cheerful Wednesday is one of the GSM programmes at SMP Negeri 7 Pekalongan. This is because many students have not been able to express and have not been able to hone their potential. The existence of this problem, of course, is very intriguing for teachers to be able to channel the potential of students in pouring their imagination and creativity by establishing a forum as a place to express their potential through the Cheerful Wednesday

programme. The purpose of the Cheerful Wednesday programme is to provide an appreciation space for students, besides that it can train students' confidence to perform in front of a large audience, as a forum for developing students' talents and interests, as a means of building collaboration between students. In addition, the purpose of the programme is to bring out the character of students who are responsible, collaborative, creative, and independent.

The concept of implementing the Cheerful Wednesday programme at SMP Negeri 7 Pekalongan is that every Wednesday, after morning prayer together in the field, students take turns per class per week to perform something. This begins with students lining up in the field at 07.00 accompanied by teachers & employees to pray together and led by one of the student representatives in turn each class, after praying students watch the performances of other students in one class in the form of short dramas, movements & songs, pantomimes etc. scheduled for each class. Performance that can be presented with their classmates so that not only confidence is built, but also cooperation and cohesiveness between students as well. In addition, all students must also be responsible for their appearance according to a predetermined schedule and accompanied by the homeroom teacher to display their potential.

1. Cognitive Aspect

The number of problems experienced by students and students in terms of learning certainly makes educators feel that they have failed in the educational process. This can be seen from the number of students who feel laziness and high boredom in the learning process, the number of students who find it difficult to follow the learning process, and the number of students who have no motivation to learn. In addition, another problem experienced by students is the difficulty of students to concentrate on a lesson. The problems experienced by these students, such as having a high sense of fear and lack of self-confidence, must be addressed immediately (Chewa & Cebrin, 2020, p.1).

To overcome the cognitive problems of students as above, in the context of SMP Negeri 7 Pekalongan through the Cheerful Wednesday programme in practice can be said to have contributed to building confidence in cognitive aspects. This statement was conveyed by several teachers and students who participated in the programme, among others: Nuning Pujiati as an English teacher stated that the Cheerful Wednesday programme at SMP Negeri 7 Pekalongan was able to explore the potential of students. This is also parallel to Andari's statement as the Head of SMP Negeri 7 Pekalongan who stated that the Cheerful Wednesday programme has been able to foster diverse ideas in students so that they can bring out a creativity that can be realised through a performance with a confident attitude. This was also conveyed by students as participants in the programme, among others: Nafisah, who stated that with the Cheerful Wednesday programme, students feel more

helped in channeling their potential or talents. This is in accordance with one of the dimensions of belief in the cognitive aspect in the form of love for oneself which can direct in achieving goals. This finding corroborates the study by Suryanti and Muthmainnah which states that students' self-confidence can be formed through one of the edutainment programmes.

The importance of exploring the potential of students is expected to bring out a variety of superior creativity. This has also been expressed by Riyanto as a Mathematics teacher that creativity can be created through various students' imaginations that can be collaborated with various parties in the school environment. Furthermore, Tiara stated that the potential that exists in students can always be honed to be poured through a forum for student creativity, one of which is the Cheerful Wednesday programme. Gendis also stated that to be able to hone their creativity can be done by participating in the Cheerful Wednesday activities carried out at school. This is in accordance with one of the dimensions of self-confidence in the cognitive aspect, namely having high knowledge abilities so that it is expected to build a creativity in increasing students' self-confidence. This finding strengthens the study by Subanindro which states that students' self-confidence can support academic and non-academic creativity.

2. Affective Aspect

An education can be said to be successful if it has fulfilled three domains of ability, namely cognitive, affective and psychomotor aspects. The three domains should be able to complement each other so that they can be said to be successful education. However, the reality that occurs today is that the education process only prioritises one aspect, namely the cognitive aspect. The affective aspect is still very much sidelined by educators in particular so that it is still very contrary to the character education programme launched by the minister of education. We can see this from the many attitudes of students who are not in accordance with applicable norms and ethics such as displaying disrespectful behaviour, and carrying out activities that are deviant.

To overcome the affective problems of students as above, in the context of SMP Negeri 7 Pekalongan through the Cheerful Wednesday programme in practice can be said to have contributed to building self-confidence in affective aspects. This statement was conveyed by several teachers and students who participated in the programme, among others: Arham Ali Firdaus stated that the implementation of the Cheerful Wednesday programme at SMP Negeri 7 Pekalongan can foster a high enthusiastic attitude from students so that they are better able to express their talents. This is also parallel to Andari's statement as the head of SMP Negeri 7 Pekalongan who said that the enthusiasm of students in the Cheerful Wednesday programme was able to bring out mutual respect between friends, was able to foster motivation in students and was able to find out the talents possessed by

students. Bakti Indri Anisasari also said that the Cheerful Wednesday programme at SMP Negeri 7 Pekalongan was able to develop the talents of students who had not been explored so that they were able to develop more. This can be in accordance with the dimensions of students' self-confidence in the affective aspect of having a high willingness and motivation in carrying out all activities in the school environment both from themselves and support from other parties.

In addition to increasing students' enthusiasm, the Cheerful Wednesday programme can also contribute to increasing students' self-confidence. This is as stated by Bakti Indrianisasari as the Supervisor of the Osis SMP Negeri 7 Pekalongan that the Cheerful Wednesday programme can foster self-confidence for students to be more courageous to appear in public with their happiness. Likewise, as said by Paramitaning Gupitasari who stated that the Cheerful Wednesday programme carried out at SMP Negeri 7 Pekalongan was able to shape students' self-confidence so that they were more able to appear in public. This is in accordance with the dimensions of students' self-confidence in the affective aspect of being able to provide role models and examples to other students so that they can form a good mentality in the school environment.

The Cheerful Wednesday programme carried out at SMP Negeri 7 Pekalongan can also foster a variety of good characters for students, one of which is cooperation. This is in line with Indriyati's statement as the Head of Curriculum of SMP Negeri 7 Pekalongan, who stated that the emergence of cooperation character, responsibility character, and independent character of students is the result of the implementation of the Cheerful Wednesday programme at SMP Negeri 7 Pekalongan. This is in line with Zasika's statement that the Cheerful Wednesday programme implemented at SMP Negeri 7 Pekalongan is able to foster students' confidence to be more courageous in public. Alvino also stated that self-confidence can grow along with a sense of compulsion and responsibility in carrying out school assignments through the Cheerful Wednesday programme. This is in line with the dimensions of students' self-confidence in the aspect of having high socialisation, especially in the school environment so that students are more able to express themselves optimally.

E. Barriers to the Implementation of the Cheerful Wednesday Programme at SMP Negeri 7 Pekalongan

The Cheerful Wednesday programme implemented at SMP Negeri 7 Pekalongan is certainly inseparable from the obstacles that are passed. This can be used as a benchmark for a programme that can be implemented properly or not. These obstacles include the implementation time. The implementation time of the Cheerful Wednesday activity is only carried out once a week, namely on Wednesday which starts at 07.15-07.35 WIB. Many of the students complained about the lack of implementation time. This is in accordance with the statement of

Bakti Indrianisa Sari who stated that the implementation time of the Cheerful Wednesday programme is very short so that students have not been able to perform optimally in expressing their potential. This is parallel to what was said by Daffa Arrasyid as a grade 9 student who stated that to perform in front of other students requires a lot of time so that they can display their potential to the fullest. Likewise, Haridah Laja stated that to be able to showcase the talents of students requires adequate time because to be able to perform in public requires concentration, and good collaboration.

In addition to time constraints, monotonous performances are also one of the obstacles in the implementation of the Cheerful Wednesday programme at SMP Negeri 7 Pekalongan. This was conveyed by Andari as the head of SMP Negeri 7 Pekalongan who stated that the performance of students is still limited to movement and dance, not yet reaching other artistic creativity. Bakti Indri also said that additional time and homeroom teacher support is needed to be able to direct students in exploring their potential so that they are able to perform other than movement and dance. This statement is also parallel to Paramitaning Gupitasari who stated that motivation is needed from homeroom teachers to be able to channel the potential, talents and interests of students so that they are better facilitated. This is also in line with Satria Mandala as a student who stated that guidance from homeroom teachers is still needed so that the performance on Wednesday Ceria is not only dancing but is able to display other creativity.

F. Conclusion

The implementation of the Cheerful Wednesday program implemented at SMP Negeri 7 Pekalongan has successfully contributed to the self-confidence of Muslim students, this is evidenced by the existence of self-confidence from the cognitive aspects and affective aspects of Muslim students. The cognitive aspect can be seen from the potential of Muslim students and their ability to hone their creativity. Meanwhile, in the affective aspect, it can be seen from the high enthusiasm of Muslim students, high self-confidence and high socialization.

The findings of the study above show that increasing the confidence of Muslim learners can be manifested through Edutainment programs in each school. The limitations of this study have not examined the supporting facilities for the succession of the Cheerful Wednesday program at SMP Negeri 7 Pekalongan. Therefore, further study is needed by the next researcher.

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