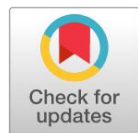


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The Role of Teachers in Building Self-Confidence among Students from Low-Income Family Backgrounds at MIS Raudhatul Jannah

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ABSTRACT

Background. Students from low-income family backgrounds frequently face psychological challenges, including diminished self-confidence, that can hinder their full participation in the educational process. This condition demands specific and empathetic strategies from teachers to ensure that students remain able to develop optimally despite their socioeconomic limitations. Purpose.

Purpose. This study aims to describe the role of teachers in building the self-confidence of students from low-income family backgrounds at MIS Raudhatul Jannah.

Method. This study uses a qualitative field research approach. Data were collected through participatory observation, in-depth interviews with teachers, the school principal, students, and parents, and documentation analysis. Data were analyzed using interactive analysis techniques involving data reduction, data display, and conclusion drawing, and validity was ensured through source, technique, and time triangulation..

Results. Findings reveal that teachers play a highly significant role in strengthening students' self-confidence through three primary strategies: providing appropriate and process-focused appreciation, involving students in leadership roles and activities, and cultivating a positive mindset through language intervention and visual media

Conclusion. Teachers function not only as instructors but also as the primary source of motivation and psychological support. The active role of teachers is essential in creating a learning environment that supports the psychological development of students, especially those from low-income families.

KEYWORDS

Low Economic Background, Student Self-Confidence, Teacher's Role

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INTRODUCTION

Self-confidence is one of the determining factors for student success in the educational process. Confidence not only influences how students interact in the classroom, but also shapes their courage to try new things, express opinions, and face various academic and social challenges. Without adequate self-confidence, students' intellectual potential often fails to develop optimally (Khoirunisa et al., 2024). Modern education therefore places the strengthening of self-confidence as an essential element in forming a resilient and competitive learner profile.

In the educational context, teachers play a strategic role in building and strengthening students' self-confidence. The motivation provided by teachers—whether through encouragement,

praise, or a humanistic pedagogical approach—becomes the psychological energy that moves students to recognize their own capabilities (Napitupulu, 2020). Teachers are not merely knowledge transmitters; they are also facilitators who create a learning atmosphere that is safe, comfortable, and respectful of the diversity of student characters. Teachers' exemplary behavior in providing positive reinforcement has been proven to have a large effect on students' intrinsic motivation to achieve.

At MIS Raudhatul Jannah, the majority of students come from families with lower-middle socioeconomic backgrounds. This economic condition affects various aspects of students' lives, ranging from the fulfillment of learning needs, emotional support from the family, to the availability of educational facilities. In several cases, economic limitations often become a factor that reduces students' self-confidence when they feel different or less equipped compared to their peers. This situation demands that teachers possess special strategies so that students can still develop self-confidence without being constrained by their family's socioeconomic conditions.

Interestingly, field observations suggest that children from low-income families often possess a high learning spirit, sometimes even more determined than students from more affluent families (Nabila, 2023; Nurhijriah & Irmansya, 2024). Many research studies and educational experiences have found that economic pressure can foster a strong fighting spirit, perseverance, and motivation to achieve a better future. For some children, limitations are not obstacles but catalysts to work harder. With the right school environment, these children have great opportunities to achieve both academic and life-skills success.

Several previous studies have revealed that self-confidence has a significant relationship with students' learning motivation. Research by Masyitoh and Safmi (2024) shows that students with high levels of self-confidence tend to be more active in asking questions, are able to work independently, and are brave enough to take risks in the learning process. This confirms that building self-confidence is not merely a psychological aspect, but directly affects academic achievement.

Another study by Yulianti (2024) found that the teacher's role is highly decisive in building students' self-confidence, particularly through the provision of positive reinforcement, varied teaching methods, and warm interpersonal communication. Teachers who are able to create a supportive classroom climate have been proven to increase students' belief in their own abilities. This further underscores that the quality of the teacher–student relationship is a key factor in strengthening positive character.

Furthermore, research by Akmaliah and Yasin (2025) confirms that family economic background influences students' self-confidence, although this influence can be minimized with strong support from the school. In an inclusive and responsive educational environment, students from low-income families are able to demonstrate performance equal to or even better than other students. The determining factor is how teachers are able to build a sense of being valued, cared for, and emotionally supported.

A further finding by Tsurayya and Basith (2025) states that students from low-income backgrounds need more affirmation and motivation from teachers due to their tendency to feel inferior about their family's condition. In that study, empathetic communication strategies and strength-based learning facilitation were proven effective in increasing students' self-confidence. This shows that the right approach can overcome the psychological barriers arising from socioeconomic background.

Research by Adriani (2018) also indicates that teacher motivation is an important factor in building students' self-confidence. Teachers who consistently provide encouragement, guidance,

and recognition of students' small achievements successfully help them grow into more confident learners. Even simple motivation such as praise, attention, and opportunities to play an active role in class significantly influences students' psychosocial development.

In the context of madrasah ibtidaiyah education such as MIS Raudhatul Jannah, strengthening self-confidence is not only related to academic aspects, but also encompasses the habituation of moral character, social interaction, and character formation. Teachers in madrasah have a more intense interaction space with students, and therefore have a greater opportunity to provide sustained reinforcement. This reinforcement is particularly important for students from low-income families who need additional support to develop their potential.

In view of the various research findings described above, it can be understood that the teacher's role is vital in helping students from low-income families to believe in their own abilities. A supportive school environment, teacher attention to students' conditions, and empowering learning strategies all contribute to improving students' psychological quality. Strong self-confidence that grows in students will become an important asset for their success in various stages of life.

Therefore, an examination of the role of teachers in building the self-confidence of students from low-income family backgrounds at MIS Raudhatul Jannah is highly relevant and pressing. Beyond providing an empirical picture of student conditions at the madrasah, this study is also expected to offer strategies, approaches, and coaching models that can serve as a reference for teachers in creating a supportive and inclusive learning environment. In this way, the results of this study will make a significant contribution to the development of a more equitable and empowering education for all students, regardless of their socioeconomic background.

RESEARCH METHODOLOGY

This study employs a qualitative field research (field research) approach with the aim of deeply understanding how teachers play their role in building the self-confidence of students from low-income family backgrounds at MIS Raudhatul Jannah. The qualitative approach was chosen because it is capable of exploring meanings, experiences, and interaction dynamics that occur naturally within the school environment. Data were collected through participatory observation, in which the researcher was directly involved in learning activities to observe communication patterns, motivational strategies, and forms of reinforcement provided by teachers to students. In addition, in-depth interviews were conducted with teachers, the school principal, students, and parents to obtain comprehensive information about the factors that influence students' self-confidence. The researcher also used documentation—such as school activity records, student profiles, and character development programs—to strengthen research findings.

Data were analyzed using interactive analysis techniques, encompassing data reduction, data presentation, and conclusion drawing in an iterative manner until consistent patterns and themes were found. The validity of the data was ensured through source triangulation, technique triangulation, and time triangulation, to ensure that research findings are accurate, valid, and scientifically accountable. Using this method, the study is expected to fully and deeply reveal the field reality regarding how teachers play a strategic role in shaping the self-confidence of students from low-income families.

RESULT AND DISCUSSION

Madrasah Ibtidaiyah Raudhatul Jannah NW Telagawareng was established in response to community demand for a religious educational institution that not only develops the intellectual

dimension, but also shapes the moral, ethical, and spiritual character of students. Religious education plays an important role in maintaining national unity while consolidating the character of the younger generation, especially amidst the challenges of an increasingly complex era. The presence of this madrasah has become a strategic means of enhancing spiritual intelligence and noble character, enabling students to grow as individuals who are faithful, pious, and well-behaved. In this context, MIS Raudhatul Jannah NW Telagawareng is committed to providing education in line with the goals of National Education and Islamic values.

The madrasah operates under the auspices of the Ministry of Religious Affairs of the Republic of Indonesia and has been established since 1999, making it a sufficiently experienced institution in providing religion-based primary education in its area. From its earliest days, the madrasah was pioneered by a community and religious figure, the late H. Isma'il Abdullah, who possessed a strong vision for presenting an educational institution capable of producing quality Muslim generations. His dedication became the initial foundation for the growth of the madrasah until today it has developed into an important part of Islamic-based primary education in the region.

At the time of its establishment, the status of the madrasah land was waqf (religious endowment) land of 1,200 m², with 1,000 m² already utilized for buildings and educational facilities, while the remaining 200 m² still holds potential for future facility development. The madrasah land borders residential areas and garden plots, providing an environment conducive to learning activities. The geographic conditions of a lowland area and a quiet rural environment further support the creation of a comfortable learning atmosphere for students.

The initial building of the madrasah was constructed by community self-help efforts in 1999. Despite limited facilities, the spirit of mutual cooperation and community concern for religious education became the primary force behind the founding of this madrasah. Over time, what was once a simple building developed into a permanent structure thanks to support from the community, government, and the managing foundation. This demonstrates the high level of public trust in the madrasah as an educational institution that brings broad benefits to the surrounding environment.

To support the smooth running of learning and administrative processes, Musaddad was appointed as the first head of the madrasah. In its early days, the number of teaching staff was only four people, with 15 students and no administrative personnel. Despite these very limited numbers, the enthusiasm of the teachers and community support enabled the learning process to run effectively. The leadership of the madrasah has experienced several changes: Musaddad (1999–2014), Khairil Anwar, S.Pd. (2014–2018), and Hamzanwadi, S.Pd.I. (2018–present). These transitions are part of a leadership regeneration process aimed at improving the quality of madrasah management.

As an educational institution, MIS Raudhatul Jannah has a clear identity. Located on Jalan Raya Pemenang, Tanjung, the madrasah is managed by the Yayasan Pondok Pesantren Raudhatul Jannah NW Telagawareng. With school hours from 07:00 to 12:30 WIB, the madrasah implements Curriculum 2013 as the basis for its learning activities. The current school principal, Hamzanwadi, S.Pd.I., is a graduate of Islamic Religious Education (S1) who leads the educational process with a religious and inclusive approach.

As a formal educational institution under the Ministry of Religious Affairs, MIS Raudhatul Jannah upholds a grand vision: "The realization of male and female students who are faithful, pious, intelligent, high-achieving, and independent." This vision serves as the direction and primary goal of all educational activities at the madrasah. To realize it, the madrasah carries out various strategic missions, such as increasing the effectiveness of learning, instilling faith and piety in accordance

with the teachings of Ahlussunnah wal Jamaah, forming noble character, and equipping students with life skills so that they are able to be independent and productive.

The educational goals of this madrasah are not limited to the academic dimension, but also encompass character formation and basic skills for students. MIS Raudhatul Jannah prepares students to be physically and mentally healthy, to have noble character, and to possess the adequate knowledge needed to continue their education to a higher level. In addition, the madrasah instills national values, love of community, and the ability to work and develop oneself so that students are able to face various changes in the future.

To achieve these visions and goals, the madrasah implements several strategies, including improving teacher quality through continuous training and guidance, improving student achievement in both academic and non-academic fields, and maximizing the quality of school examination scores. These strategies aim to ensure that the madrasah is able to compete and produce graduates who are excellent and relevant to the needs of the times.

Interview findings indicate that teachers emphasize the importance of appreciation and praise that focus on process, not merely on results. Teacher SR explained that students from low-income backgrounds often receive little positive reinforcement at home, so teachers need to be present as the primary source of motivation. By praising hard work, perseverance, and students' effort—not just high grades—teachers help build stable self-worth and self-confidence. Forms of appreciation are not limited to verbal praise, but also visual, such as displaying students' work in the classroom or on the school bulletin board to nurture a sense of pride and belief in their own abilities.

This is reflected in the following interview excerpt:

"The step I take to build students' self-confidence is by giving appropriate appreciation and praise by valuing effort, not just results. Praise their hard work and the learning process, not only when students get good grades. For example: you are smart, you are also capable. Or by displaying students' work in the classroom or on the bulletin board so that they feel appreciated." (Interview with SR).

Process-focused appreciation is a strategy that has been proven effective in building students' self-confidence, especially for those from low-income families. Children in this category often grow up with limited learning facilities and minimal emotional support at home, making school the primary space where they receive positive reinforcement. In this context, appreciation from a teacher is not merely a simple compliment, but represents a psychological need that fills the void of affirmation they should have received from an early age (Salsabila & Sadiyah, 2025).

Furthermore, appreciation for effort sends a message to students that ability is not something fixed or innate, but something that can develop through practice and perseverance. When teachers emphasize that their effort is valued—even when the results are not yet perfect—students learn that the learning process holds value equally as important as the final achievement. This message is highly relevant for students from low-income families who often feel that financial limitations are synonymous with limitations in ability (Salsabila & Sadiyah, 2025). With this approach, teachers help dismantle that mindset and replace it with the belief that every child has the potential to grow.

Visual forms of appreciation, such as displaying students' work in the classroom or on the school bulletin board, also carry immense psychological impact. When their work is openly displayed, students feel recognized by their social environment and experience pride in the results of their hard work. This experience not only increases self-esteem but also motivates students to keep striving harder in subsequent opportunities. For children from low-income families, a simple moment such as seeing their work displayed in the classroom can become a meaningful experience that reinforces the feeling that they are "worthy" and "capable" (Akmaliah & Yasin, 2025).

Moreover, appropriate appreciation from teachers has implications for building a positive relationship between teacher and student. When students feel that their effort is noticed, they tend to be more open, trusting, and motivated to actively engage in the learning process. This supportive relationship becomes a strong foundation for building long-term self-confidence. Teachers no longer serve merely as educators, but also as figures who provide psychological safety for students so that they dare to take learning risks, try new things, and face academic challenges without excessive fear.

This process-based appreciation strategy contributes to the emergence of a healthy, inclusive, and motivating classroom climate. When all students see that effort is valued more than results, they learn not to compare themselves to one another, but to focus on their own development (Akmaliah & Yasin, 2025). This model of appreciation not only increases the self-confidence of economically disadvantaged students, but also shapes a classroom culture that supports the growth of all students. Appropriate appreciation is therefore not merely a spontaneous act, but a pedagogical strategy with long-term impact on the formation of character and student learning motivation.

Self-confidence grows when students are given opportunities to perform, lead, and take on social roles. Children from low-income families often lack spaces in which to demonstrate their abilities (Suharbiani & Lestari, 2025). Therefore, teachers play an important role in creating opportunities such as becoming group leader, duty officer, or prayer leader. This active involvement encourages a sense of responsibility, courage, and the ability to speak in front of others. This strategy demonstrates that the teacher's role is not only to teach, but also to provide direct experiences that shape self-confidence through real practice.

The step I usually take to build students' self-confidence is by actively involving students—specifically by giving them the opportunity to lead, such as acting as group leader, duty officer, leading prayer, and so on—so that they become accustomed to performing in front of all students." (Interview with ZA).

Involving students in various social roles in the classroom is a form of direct learning that is highly effective in building self-confidence, especially for students from low-income families. Children with limited economic conditions often grow up in environments with minimal opportunities to perform or take on important roles. They tend to be accustomed to being followers and are rarely given space to lead (Suharbiani & Lestari, 2025). Therefore, when teachers create a classroom atmosphere that gives these students the opportunity to perform, this becomes a new experience that can transform the way they view themselves.

Beyond providing the experience of performing, activities such as leading a group, serving as duty officer, or leading a prayer train students to organize themselves and others. This process gradually nurtures a sense of responsibility, courage, and the ability to manage social situations. When students are given a role, however small, they feel trusted and regarded as capable. The trust placed by teachers becomes a powerful stimulus that ultimately encourages students to trust their own abilities (Masyitoh & Safmi, 2024). The experience of successfully performing a small task opens the way for greater self-efficacy to develop.

It is also important to understand that involving students in leadership activities does not only impact the cognitive dimension, but also emotional development (Arsyam, 2024). When a student is called to the front to lead a prayer or to direct their peers, they learn to manage feelings of anxiety, embarrassment, or fear. This process gradually shapes social bravery that is greatly needed in daily life. Without such experiences, self-confidence will be difficult to cultivate, because courage is born only from opportunity, not from theory alone. The teacher's role in opening up this practice space is very influential on the quality of students' social development.

On the other hand, this practice of student involvement also builds a participatory and egalitarian classroom climate. When all students—especially those from low-income families—are given equal opportunities to lead, the classroom culture becomes more inclusive. Students no longer see leadership as a role belonging only to those who are smart or come from wealthy families (Arsyam, 2024). Instead, they learn that every individual has the same opportunity to contribute, thereby increasing their sense of belonging to the classroom community. This is an important factor that also builds collective self-confidence.

Ultimately, involving students in leadership activities demonstrates that the teacher's role is not merely to transfer knowledge, but to shape transformative learning experiences. The teacher becomes a facilitator who opens the door for students to discover their own strengths. The experience of leading, however simple, provides a strong foundation for long-term self-confidence development. When students realize they are capable of performing and leading, they carry this belief into many other aspects of their lives, both in school and outside. Thus, the strategy of active involvement is one of the most relevant and effective approaches for supporting the growth of self-confidence in students from low-income families.

One of the biggest barriers for economically disadvantaged students is the "I can't do it" mindset. To address this, teachers play a role in changing this mindset by teaching positive self-talk through replacing the phrase "I can't" with "I can't yet." Teachers apply language correction directly when students feel they have failed, so that they gradually build a growth mindset. This effort is reinforced through visual media in the form of motivational posters on the sports field bearing the message "here, the phrase cannot do is replaced with not yet able to do." This intervention makes students aware that ability can grow, and that every learning process requires time, not merely innate talent.

The first thing is teaching positive thinking—replace "I can't" with "I can't yet." The teacher must be the primary model in the use of language whenever a student complains. If a student says "I can't, sir," the teacher must gently interrupt and immediately correct them: the intervention is not 'I can't', but 'you can't yet; you are in the process of getting there.' Those are the words we say to students. I placed a large poster in the sports field area: 'here, the word cannot is replaced with not yet able.'" (Interview with RK).

Cultivating a positive mindset through language is one of the most effective strategies for building the self-confidence of students from low-income families (Muhammad & Adnan, 2025). Many students who grow up in conditions of limitation often carry a psychological burden in the form of feelings of incompetence, inferiority, or fear of failure. When they say "I can't," this phrase actually reflects a life experience frequently colored by scarcity and a lack of opportunity. Therefore, teachers play an important role in introducing new language that offers hope and possibility—transforming it into "I can't yet." The word "yet" opens the space for the understanding that ability is something that can be learned, not something that is final.

Language interventions like this may sound simple but have a profound impact on how students view themselves. When teachers consistently correct students' negative statements with more constructive word choices, students learn that failure is not the end of the learning process. They begin to understand that learning is a gradual journey that requires time. In the context of educational psychology, this approach constitutes an application of the growth mindset—a focus on the belief that intelligence and skills can develop through practice and perseverance (Muhammad & Adnan, 2025). With this mindset established, self-confidence grows in a healthier and more sustainable manner.

In addition to verbal correction, teachers also reinforce the cultivation of a positive mindset through visual media such as motivational posters in the school environment. For students with low-income backgrounds, this visualization functions as a daily reminder that their abilities are not static (Handayani & Fadilah, 2024). A poster bearing the message "here, cannot is replaced with not yet able" becomes a stimulus that continuously reinforces the same message at every opportunity. The presence of this visual message helps internalize positive beliefs, especially for students who need repeated reinforcement because their life background has not provided sufficient emotional support.

Furthermore, this language intervention strategy provides a direct example that teachers are not only instructors, but also the primary models for positive language use. When teachers model how to face difficulties with optimism, students naturally imitate this pattern in their daily lives (Hakim, 2010). This modeling is important because students from low-income families often lack a figure at home who demonstrates a positive mental attitude toward challenges. Teachers thus not only correct students' words, but also shape the way students think and respond to difficulty.

Cultivating a positive mindset through language intervention and visual media has proven to be an effective approach in building the self-confidence of economically disadvantaged students. The teacher's gentle, corrective, and consistent response creates a learning environment that is safe and supportive of students' psychological development. When students begin to believe that their abilities can grow, they become braver in trying, more willing to take learning risks, and less likely to give up. This proves that a simple change in language can become a gateway to a broader transformation in mental attitude, positioning teachers as a vital force in shaping students' sense of self and their future.

CONCLUSION

The role of teachers in building the self-confidence of students from low-income family backgrounds at MIS Raudhatul Jannah is highly significant through three mutually complementary main approaches: providing appropriate appreciation, involving students in leadership activities, and cultivating a positive mindset. Teachers function as the primary source of motivation—not only offering praise, but also ensuring that appreciation is focused on students' processes, efforts, and perseverance, so that they experience a stable sense of self-worth not dependent on results alone. Furthermore, teachers consciously create various opportunities for students to perform and lead—such as serving as group leader or prayer leader—so that students gain direct experiences that nurture courage, responsibility, and self-confidence in a social context. Equally important, teachers cultivate a positive mindset through language interventions such as replacing "can't" with "can't yet," and by providing visual reinforcement that helps students understand that ability develops through a gradual process.

These three strategies collectively demonstrate that teachers' roles extend far beyond the mere transmission of academic content. In school environments where students from economically disadvantaged backgrounds may lack emotional and psychological support at home, teachers become critical agents of transformation. By sustaining a classroom culture of appreciation, inclusion, and positive self-belief, teachers lay the foundation for long-term confidence that empowers students to engage fully with learning, take academic risks, and ultimately realize their potential regardless of their socioeconomic circumstances. Future research could explore how these strategies can be systematized into school-wide programs, and how they interact with other factors such as parental engagement and peer dynamics, to produce even more comprehensive and lasting outcomes for students' psychosocial development.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this work the author(s) used [NAME TOOL / SERVICE] in order to [REASON]. After using this tool/service, the author(s) reviewed and edited the content as needed and take(s) full responsibility for the content of the publication.

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AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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