

Teacher Support and Attention in Christian Religious Education Instruction to Enhance the Self-Confidence of Grade III Students at SD Negeri 1 Panarung, Palangka Raya

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Abstract	Background: Student self-confidence is important for active participation in Christian Religious Education (CRE), particularly in asking questions, answering, expressing opinions, and engaging in classroom activities. Purpose: This study examined how teacher support and attention are implemented in CRE learning and how they contribute to the self-confidence of third-grade students at SD Negeri 1 Panarung Palangka Raya. Methods: A descriptive qualitative approach was used with one CRE teacher and four third-grade students as data sources. Data were collected through observation, interviews, and documentation and analyzed through data reduction, data display, and conclusion drawing. Results: Teacher support appeared through guidance, motivation, assistance with learning difficulties, and a comfortable learning environment. Teacher attention was demonstrated by observing students' learning conditions, providing opportunities to ask and answer questions, building positive relationships, and monitoring learning progress. These practices were associated with greater courage to ask questions, answer, express opinions, participate, and face learning challenges more calmly. Conclusion: Teacher support and attention play an important role in strengthening third-grade students' self-confidence in CRE learning.
Keywords	Christian Religious Education; Self-Confidence; Teacher Attention; Teacher Support
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INTRODUCTION

Christian Religious Education (CRE) is not limited to the transmission of Christian teachings and values; it also contributes to the development of students' character, attitudes, personality, and participation in daily life. In elementary education, learning becomes more meaningful when students are given opportunities to interact, respond, ask questions, express ideas, and experience learning in a supportive environment. The thesis underlying this article shows that third-grade students at SD Negeri 1 Panarung Palangka Raya were already fairly active, yet some students still needed teacher support and attention to sustain and develop their courage to participate.

Teacher support is described in the source study as assistance, guidance, motivation,

and the creation of a comfortable and safe learning environment. Such support can help students overcome learning difficulties, increase motivation, and develop confidence. This view is consistent with the role of teachers as educators, instructors, guides, and motivators (Slameto, 2010; Uno, 2011; Santrock, 2011). In CRE, the teacher's role also has a spiritual and character-forming dimension. Homrighausen and Enklaar (2009) describe Christian education as oriented toward the formation of students' character and responsible faith, while Wahyuni (2021) emphasizes the teacher's role in character formation.

Teacher attention complements support by focusing on students' learning conditions and responses. The source study identifies attention through observing students' conditions, giving opportunities to ask and answer questions, building positive relationships, and monitoring learning progress. These forms of attention are important because students who feel noticed and valued are more willing to participate and communicate their difficulties (Sardiman, 2014; Djamarah, 2014). Confidence in learning is reflected in the courage to ask and answer questions, express opinions, participate in discussions, and face learning challenges without easily giving up (Slameto, 2010).

Previous studies cited in the thesis provide a relevant context. Nome (2022) emphasizes the teacher's role as motivator, guide, learning manager, and Christian faith educator in fostering students' confidence. Silaban et al. (2024), as reported in the thesis, examined teacher attention and student confidence at the secondary vocational level. The present study differs in its focus on third-grade elementary students and in its field-based examination of both teacher support and teacher attention within CRE learning at SD Negeri 1 Panarung Palangka Raya.

Accordingly, this article aims to describe (1) how teacher support and attention are implemented in CRE learning for third-grade students and (2) how these practices contribute to the development of students' self-confidence. The article is based on the qualitative descriptive findings of the thesis and emphasizes the relationship between supportive teacher behavior, active participation, and students' confidence in learning.

METHODS

This study used a qualitative approach with a descriptive research design. The design was selected because the study sought to describe, in depth and in a natural classroom context, the forms of teacher support and attention and their contribution to students' self-confidence without applying an experimental treatment. The research was conducted at SD Negeri 1 Panarung, Palangka Raya, Central Kalimantan. The fieldwork was part of a research period planned from December 2025 to June 2026,

with interview data in May 2026.

The data sources consisted of one Christian Religious Education teacher and four third-grade students. The students were the four participants identified in the thesis as Cayllen, Richard, Gilbert, and Evan. These sources were selected because they could provide direct information about teacher support, teacher attention, students' self-confidence, learning methods, and classroom characteristics.

Data were collected through interviews, classroom observation, and documentation. Interviews were used to explore the teacher's practices and students' experiences. Observation focused on teacher activity and students' confidence-related behaviors, including asking questions, answering, and participating. Documentation provided supporting evidence such as photographs of learning activities, attendance records, learning notes, and teacher learning materials. The analysis followed the interactive qualitative process described in the thesis: data reduction, data display, and conclusion drawing. Information related to teacher support, teacher attention, student responses, and changes in confidence-related behavior was selected, organized, displayed descriptively, and interpreted to formulate the findings.

RESULTS AND DISCUSSION

Results

The findings indicate that teacher support and teacher attention were closely embedded in everyday CRE learning. Support was primarily expressed through guidance, motivation, assistance with learning difficulties, and the creation of a comfortable and safe classroom environment. Attention was expressed through monitoring students' learning conditions, opening opportunities for questions and answers, developing positive teacher–student relationships, and monitoring students' learning progress. The combined practices were reflected in students' greater willingness to participate and in observable expressions of confidence during learning.

Teacher guidance was provided when students did not understand learning material or had difficulty completing tasks. The teacher reportedly re-explained material using simpler language, provided concrete examples, and guided students through difficult tasks. The students' accounts supported this pattern: they described receiving explanations again, being shown examples, and being assisted until they understood the material. Thus, support functioned not only as academic assistance but also as a mechanism that reduced hesitation when students encountered difficulty.

Motivation was provided through encouragement to try, reassurance that mistakes are part of learning, praise, and appreciation such as applause for students who asked

questions, answered, or spoke in front of the class. The findings show that such encouragement helped students become more willing to attempt answers and participate even when they were not fully certain that their answers were correct. The teacher's emphasis on trying rather than avoiding mistakes was especially relevant to students who were still shy or hesitant.

A comfortable and safe learning environment was another important form of support. The teacher greeted students, maintained a friendly and patient manner, and allowed them to ask questions and express opinions without fear of being blamed. Students described the classroom as more comfortable when the teacher was friendly, patient, and willing to help. This atmosphere supported participation and reduced fear of making mistakes.

Teacher attention was evident in the continuous observation of students' learning conditions. The teacher paid attention to students who appeared quiet, shy, unfocused, or confused and then approached or assisted them. Attention was also demonstrated by allowing students to ask questions, answer questions, and express opinions. Students reported that these opportunities made them more willing to raise their hands, ask when they did not understand, and speak in front of classmates.

Positive teacher-student relationships strengthened the effect of attention. The teacher made time to greet students, ask about their condition, listen to their stories, and communicate in a friendly manner while maintaining appropriate boundaries. Students consequently reported feeling closer to the teacher and less afraid to ask questions. The teacher also monitored students' learning progress through classroom activities, tasks, and responses so that additional assistance could be provided when needed.

The development of self-confidence was reflected in four main behaviors: willingness to ask and answer questions, active participation in learning and discussion, willingness to express opinions without excessive fear of being wrong, and the ability to face learning difficulties more calmly. Although some students still experienced shyness or nervousness, the overall findings indicated positive development in their readiness to try, speak, participate, and seek help when difficulties arose.

The learning methods used by the teacher also supported confidence development. The teacher reported using discussion, question-and-answer activities, role play, and storytelling. Students viewed discussion as an opportunity to speak with peers, question-and-answer activities as a way to practice answering, role play as a means of becoming more confident in front of the class, and storytelling as a way to make

learning more active and understandable. These methods were consistent with the characteristics of elementary students described in the thesis: they tend to enjoy play, stories, concrete examples, cooperation with peers, and engaging activities.

Table 1. Summary of the Main Findings

Finding dimension	Evidence from the field	Contribution to self-confidence
Teacher support	Guidance, re-explanation, concrete examples, motivation, appreciation, safe classroom climate	Students were more willing to try, ask, answer, and participate.
Teacher attention	Monitoring learning conditions, question-and-answer opportunities, positive relationships, progress monitoring	Students felt noticed and supported and became more willing to communicate.
Self-confidence	Asking/answering, expressing opinions, active participation, persistence in difficult tasks	Students showed greater courage and calmer responses to learning challenges.
Learning methods	Discussion, question-and-answer, role play, storytelling	Interactive and enjoyable activities encouraged speaking and participation.

Source: Field findings from the thesis data (2026).

Discussion

The findings suggest that teacher support works through both academic and emotional pathways. Academic assistance—such as re-explaining material and helping with difficult tasks—reduces the immediate barrier that can make a child reluctant to participate. Emotional support—through encouragement, appreciation, and reassurance about mistakes—reduces the fear associated with being wrong. This pattern is consistent with the thesis discussion of teacher support as a factor that can help students overcome learning difficulties, maintain motivation, and develop confidence (Slameto, 2010; Uno, 2011). It also supports the broader view that social support at school can make students feel valued and accepted (Santrock, 2011).

Teacher attention appears to strengthen this support because it is responsive to individual conditions. The teacher does not merely deliver the lesson but observes whether students are focused, understand the material, or need additional help. Such attention corresponds with Sardiman's emphasis on teacher responses to students' learning activities and with Djamarah's view of positive educational interaction. In this study, the students' descriptions of being greeted, listened to, helped, and invited to speak indicate that attention was experienced as relational rather than merely supervisory.

The relationship between teacher attention and confidence is particularly visible in opportunities for students to speak. Asking and answering questions creates repeated, low-stakes opportunities for students to practice expressing themselves. When the teacher responds without reprimanding incorrect answers, students can treat mistakes as part of learning rather than as a reason to remain silent. This finding is aligned with the confidence indicators used in the thesis from Slameto (2010): courage to ask and answer, active participation, willingness to express opinions, and persistence when facing learning challenges.

The use of discussion, question-and-answer, role play, and storytelling further supports this process. The thesis relates these activities to the developmental characteristics of elementary-age children, who benefit from concrete examples, stories, games, cooperation, and direct experiences (Piaget, 2002; Hurlock, 1990). Rusman (2012) and Hamalik (2013) are also used in the thesis to support the value of appropriate and engaging learning methods. In the present findings, interactive methods created more occasions for students to speak and act, thereby connecting pedagogical strategy with confidence development.

The findings also extend the context of earlier work cited in the thesis. Nome (2022) highlights teachers as motivators, guides, learning managers, and Christian faith educators in cultivating students' confidence. The present field study shows how those functions appear in concrete classroom practices among third-grade elementary students. The study reported by Silaban et al. (2024) focused on teacher attention and confidence among grade XI vocational students, whereas this research concerns younger elementary learners and combines the dimensions of teacher support and attention in CRE learning. This difference is important because younger learners require developmentally appropriate interaction and may depend more strongly on concrete examples, play, stories, and supportive teacher relationships.

From a CRE perspective, the findings indicate that confidence development is not separate from the educational purpose of Christian learning. The teacher's patience,

respect, encouragement, and willingness to listen provide relational experiences through which Christian values can be lived in the classroom. The source literature describes the CRE teacher as not only an instructor but also a guide and model whose educational role encompasses spiritual, moral, social, emotional, and intellectual development (Homrighausen & Enklaar, 2009). Thus, supporting students' confidence can be understood as part of creating a learning environment in which students are able to participate, communicate, and develop their character.

The study should nevertheless be interpreted within its qualitative and contextual scope. It involved one CRE teacher and four third-grade students in one elementary school, so the findings describe the experiences and practices observed in that setting rather than establishing a statistical effect applicable to all schools. The contribution of the study is therefore its detailed description of how support and attention are enacted and experienced in classroom practice.

CONCLUSION

Teacher support and attention in Christian Religious Education at SD Negeri 1 Panarung Palangka Raya were implemented through guidance and assistance with learning difficulties, motivation and appreciation, a comfortable and safe classroom environment, attention to students' learning conditions, opportunities to ask and answer questions, positive teacher–student relationships, and monitoring of learning progress. These practices helped students feel supported and valued during learning.

The findings further show that these practices contributed to the development of self-confidence as reflected in greater willingness to ask questions, answer the teacher, express opinions, participate in discussions and classroom activities, and persist when facing learning difficulties. Interactive methods—including discussion, question-and-answer, role play, and storytelling—provided additional opportunities for students to practice confidence in a supportive setting. Although some students still experienced shyness or nervousness, the overall development was positive. Future research may examine similar practices across different schools or use other research approaches to investigate additional factors influencing students' self-confidence.

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