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Explain to Gain Confidence: Student Facilitator and Explaining in Fifth-Grade Pancasila Education

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Abstract

Many fifth-grade students at SDN Kapuk 15 Pagi were reluctant to give opinions, ask questions, or speak in front of the class in Pancasila Education, and 14 of 27 students (51.8%) lacked self-confidence at the start. This classroom action research tested whether the Student Facilitator and Explaining model, in which students explain material back to their peers, could improve self-confidence. Following the Kemmis and McTaggart model, the study ran three cycles of three meetings each with 27 students of class V-A in the 2024/2025 academic year. Data came from an expert-validated self-confidence questionnaire, teacher and student observation sheets, field notes, and documentation. The reported self-confidence achievement rose from 49.6% in Cycle I to 65.7% in Cycle II and 81.8% in Cycle III, passing the 80% target. The share of students in the high or very high categories rose from 40.7% (11 students) to 62.9% (17) and 92.6% (25). Teacher activity rose from 62.5% to 97.5% and student activity from 52.5% to 92.5% across the nine meetings. With one class, no control group, and a teacher who also gained experience across cycles, the gains are consistent with, but do not prove, an effect of the model. The model is a promising way to give students low-risk practice in speaking and should be tested with comparison groups.

Keywords: Self-Confidence; Student Facilitator and Explaining; Pancasila Education; Classroom Action Research

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INTRODUCTION

Pancasila Education is an important elementary school subject that aims to shape students' character in line with the values of Pancasila, including social attitudes, tolerance, cooperation, and self-confidence. In practice, many fifth-grade students find it hard to build confidence. They hesitate to speak in front of the class, to share opinions, to work with classmates in a group, to ask and answer questions, and they give up easily when a question is difficult. A recent case study of Pancasila Education in grade 4 found that most of the 58 students (60.34%) had low self-confidence (Yulianti et al., 2026). A study of grade 4 students found that fear of making mistakes, peer support, and teacher support shaped confidence in class discussions, with teacher support the most dominant (Nuruddin et al., 2026), and

peer relationships had a significant positive effect on grade 5 students' confidence when speaking in front of the class (Pratiwi & Adiredja, 2026). Another study of grade 5 found that many students read well but lack confidence in speaking before the class, which the authors link mostly to upbringing (Handayani & Andaryani, 2026).

Self-confidence is a person's belief in their ability to reach a goal, an idea developed in Bandura's (1997) work on self-efficacy, and it is an important part of personality (Lombu & Lase, 2023). Students who lack it tend to stay out of discussions and fear asking questions or speaking in public, which limits their communication skills and may affect their achievement. A review of studies from 2019 to 2024 linked higher self-efficacy in elementary students to better achievement, more active engagement, and greater resilience, and lower self-efficacy to weaker participation and motivation (Oktarianto et al., 2024). A study of 160 madrasah students likewise found a significant but modest positive correlation between self-confidence and achievement (Astuti et al., 2026), and in a large sample of middle school students self-efficacy was the strongest correlate of achievement (Basileo et al., 2024). Confidence is shaped by internal factors such as health, intelligence, interest, talent, motivation, and maturity, and by external factors in the community, family, and school (Yandi et al., 2023). The school environment and classroom management matter (Sholehuddin & Wardani, 2023), as does the support of teachers and counsellors (Afifah & Nasution, 2023). In this study, confidence was indicated by willingness to come forward to solve problems, to give an opinion, to ask and answer questions, to be active in class, to try new things, not to give up easily after failure, and not to feel shy about doing good.

The problem appeared in Pancasila Education in class V-A of SDN Kapuk 15 Pagi as low participation in discussions, fear of speaking in front of the class, and dependence on the teacher to understand the material. Preliminary observation, interviews, and a questionnaire showed that 14 of 27 students (51.8%) lacked confidence and did not dare to give opinions or answer questions, and the share of confident students was below the expected 80%.

The Student Facilitator and Explaining (SFAE) model starts with a general explanation from the teacher and then gives students the chance to explain the material again to other students (Amelya et al., 2023). It is student-centred and lets students voice their ideas to classmates, which may build the courage to speak. Classroom action research with SFAE raised self-confidence in grade 4 from 55.3% to 85.2% in Pancasila and Civic Education content (Sari et al., 2024) and from 40% to 87% in another grade 4 class (Putri et al., 2026). SFAE has also been linked to learning outcomes, as the mean IPAS score of grade 5 students rose from 55.34 to 77.06 in a pretest–posttest study (Harahap et al., 2024). Other participatory models have also been linked to higher confidence: role playing in grade 5 (Indriani et al., 2025), think-pair-share in Pancasila Education (Yana & Nurhaliza, 2024), and problem-based learning (Mappatoba et al., 2024). Cooperative models in Pancasila Education have been tied to better cooperation and outcomes, such as think-pair-share (Dilla et al., 2026), PULSE (Saputra et al., 2025), and STAD (Suharjono & Fitriyah, 2024), and a review of 25 articles found a positive effect of numbered heads together on cooperative attitudes (Febriana et al., 2025). Active learning with

manipulative media raised the share of confident grade 3 students from 46% to 88% (Setiawan et al., 2026). Among the studies reviewed here, fewer use SFAE in grade 5 Pancasila Education with both a questionnaire and activity monitoring across three cycles.

This study therefore applies SFAE in three cycles to improve the self-confidence of class V-A students at SDN Kapuk 15 Pagi in Pancasila Education, and it describes how teacher and student activity changed during implementation. Beyond knowledge, it addresses character formation, which is a central aim of the subject.

METHODS

This study used classroom action research (CAR), a process of studying a social situation to improve the quality of action through diagnosis, planning, action, monitoring, and learning from the effects (Kemmis et al., 2014). It followed the Kemmis and McTaggart model with a mixed approach, qualitative and quantitative. Each cycle had planning, action, observation, and reflection, and each was repeated with revised plans until the targets were reached. Three cycles were run with three meetings each.

The subjects were 27 students of class V-A of SDN Kapuk 15 Pagi in the second semester of the 2024/2025 academic year. The researcher acted as both teacher and observer. In every meeting the teacher gave a general explanation of the material and then invited students, as facilitators, to explain it again to other students in their groups and to the class. The teacher moved between groups, guided discussions, and motivated students to take part. The lesson began with apperception; the teacher then explained the material, led the discussion, visited every group to guide it, and motivated students to present and discuss in their groups with confidence.

Data were collected with a self-confidence questionnaire validated by experts, observation sheets for teacher and student activity, field notes, and documentation. The observation sheets gave a score from 1 to 4 per item, and the success indicator for the action was 80% of the maximum score. The target for self-confidence was above 80%. Observation results were expressed as a percentage of a maximum score of 40, so the indicator corresponded to a score of 32. Quantitative data were described as percentages. Qualitative data from observation and field notes were described narratively. The findings were checked by triangulation of the teacher and student observation sheets, field notes, and documentation, and the comparison guided the decision on the next cycle.

RESULTS & DISCUSSION

Results

Teacher and Student Activity

Table 1 and Figure 1a show the observation results. In Cycle I, teacher activity rose from 62.5% to 70% and student activity from 52.5% to 60%, so the 80% indicator was not reached. Observers noted that the teacher did not yet control the class fully, many students were busy with their own activities or chatting, and the

group discussions were not effective. In Cycle II, teacher activity reached 77.5% to 85% and student activity 75% to 82.5%. The 80% indicator was first passed at the second meeting of the cycle by both. The teacher controlled the class better and motivated students, and students' confidence grew. In Cycle III, teacher activity reached 90% to 97.5% and student activity 85% to 92.5%. The teacher gave the opening perception, led discussions, guided students by visiting every group, explained the material, and motivated students to take an active part and to perform and discuss in groups with confidence.

The cycle values reported by the authors are those of the last meeting: teacher activity 70%, 85%, and 97.5%, and student activity 60%, 82.5%, and 92.5%. The means of the three meetings are lower in the first two cycles (teacher 65.8%, 81.7%, and 93.3%; student 55.8%, 79.2%, and 88.3%). By the means, student activity in Cycle II (79.2%) was just below 80%.

Table 1. Teacher and Student Activity by Meeting (Maximum Score = 40)

Cycle	Meeting	Teacher score	Teacher (%)	Student score	Student (%)
I	1	25	62.5	21	52.5
I	2	26	65.0	22	55.0
I	3	28	70.0	24	60.0
II	1	31	77.5	30	75.0
II	2	33	82.5	32	80.0
II	3	34	85.0	33	82.5
III	1	36	90.0	34	85.0
III	2	37	92.5	35	87.5
III	3	39	97.5	37	92.5

Self-Confidence

At the end of each cycle, students completed the self-confidence questionnaire. The authors report self-confidence achievement of 49.6% in Cycle I, 65.7% in Cycle II, and 81.8% in Cycle III, which exceeded the target of 80% in Cycle III. Table 2 and Figure 1b show the distribution of students across the four categories. The share in the low category fell from 37.0% (10 students) to 14.8% (4) and then to none, while the share in the high or very high categories rose from 40.7% (11 students) to 62.9% (17) and 92.6% (25). The authors describe the 49.6%, 65.7%, and 81.8% as the percentage of students who reached the self-confidence attitude. These figures differ from the high plus very high shares in Table 2 (40.7%, 62.9%, and 92.6%), and the source does not explain how the first set was computed, so the two sets are reported separately and are not combined.

Table 2. Students' Self-Confidence Categories by Cycle, % (Number of Students) (n = 27)

Cycle	Low	Moderate	High	Very high	High + very high
I	37.0 (10)	22.2 (6)	29.6 (8)	11.1 (3)	40.7 (11)
II	14.8 (4)	22.2 (6)	33.3 (9)	29.6 (8)	62.9 (17)
III	0 (0)	7.4 (2)	40.7 (11)	51.9 (14)	92.6 (25)

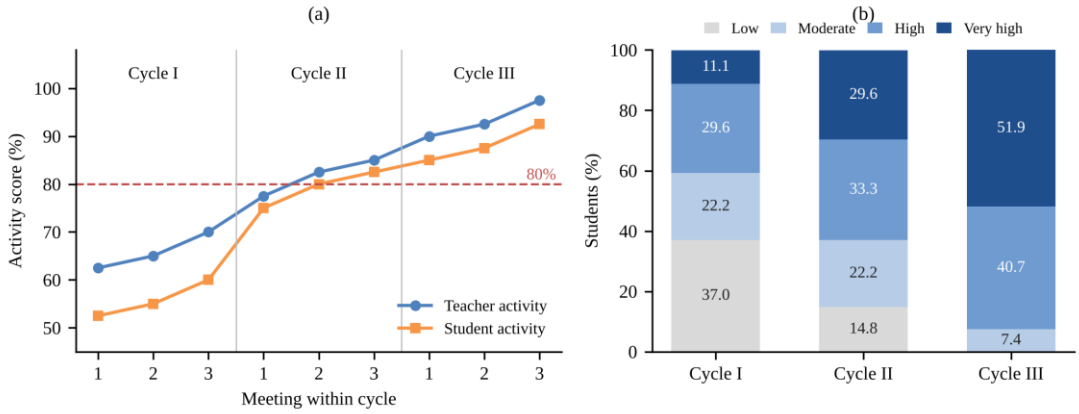


Figure 1. (a) Teacher and student activity at each of the nine meetings; the dashed line marks the 80% indicator. (b) Distribution of students across self-confidence categories by cycle

The questionnaire results thus point in the same direction as the observation results. In Cycle III, with 25 of 27 students in the high or very high categories, the target was met, and the cycles were stopped.

Discussion

Students' self-confidence in Pancasila Education improved across three cycles of SFAE: the share in the high or very high categories rose from 40.7% to 62.9% and 92.6%, no student remained in the low category by Cycle III, and the reported achievement passed the 80% target. The direction matches other classroom action studies. SFAE raised confidence from 55.3% to 70.3% and 85.2% in grade 4 Pancasila and Civic Education content (Sari et al., 2024) and from 40% to 87% in two cycles in another grade 4 class (Putri et al., 2026). Participatory models other than SFAE, including role playing in grade 5, where confidence rose from 58% to 73% and 83% across three cycles (Indriani et al., 2025), think-pair-share (Yana & Nurhaliza, 2024), and problem-based learning (Mappatoba et al., 2024), have also been linked to higher confidence. The comparison shows that the model is one of several that give students a voice, so the gains may come from the participation that SFAE requires rather than from SFAE alone.

The features of SFAE offer a plausible explanation, although this study did not test them separately. When students explain material to classmates, they practise speaking in a lower-risk setting than answering the teacher in front of the whole class, and each successful explanation is a small experience of success. Bandura (1997) identified such mastery experiences as a main source of self-efficacy, and a

review of recent studies named success experiences, social support, and a good learning environment as shaping self-efficacy in elementary students (Oktarianto et al., 2024). The teacher's role also fits this explanation. The teacher stopped dominating the lesson and moved between groups to guide and encourage students, and students looked enthusiastic. This agrees with the finding that teachers' encouragement and active, relevant learning are central to students' confidence in Pancasila Education (Yulianti et al., 2026).

The process data show that implementation quality changed as well. Cycle I fell short of the indicator because the teacher did not yet control the class and discussions were not effective; both activity scores rose steadily across the nine meetings, and student activity stayed 2.5 to 10 percentage points below teacher activity at every meeting. Part of the gain in confidence may therefore reflect the teacher becoming better at running the model, as well as the model itself. The two cannot be separated in this design.

The study has limits. It was one class of 27 students with no control group, so maturation, familiarity with the questionnaire, social desirability in self-reports, and the researcher's dual role as teacher and observer may have raised the scores. The first two cycles did not reach the target and Cycle III did, which suggests that the model needs time to work, but the study cannot say how many cycles are needed. There was no delayed measurement, so it is unknown whether the gains last. The inconsistencies in the reported targets and in the two sets of confidence percentages also limit how precisely the results can be stated. Future studies should use comparison classes, report instruments and cut-offs in full, and follow students after the action ends.

CONCLUSION

Applying the Student Facilitator and Explaining model in three cycles was associated with higher self-confidence among fifth-grade students in Pancasila Education at SDN Kapuk 15 Pagi. The share of students in the high or very high categories rose from 40.7% to 62.9% and 92.6%, the reported achievement passed the 80% target in Cycle III, and teacher and student activity rose to 97.5% and 92.5%. Because the design had one class, no comparison group, and a teacher who also gained experience across cycles, the findings are promising evidence rather than proof of the model's effect.

Teachers can use SFAE to give students regular, low-risk chances to explain ideas to their peers, with the teacher guiding groups rather than dominating the lesson. Future research should use comparison groups, fully reported instruments, and delayed measures.

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