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Analysis of critical thinking disposition of prospective islamic elementary school teachers based on self-confidence

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Keywords:	Abstract
	This study aims to uncover the relationship between the confidence and critical thinking skills of prospective MI/SD teachers and their impact on their teaching quality. This lack of understanding is a significant problem because critical thinking skills are indispensable to overcoming the challenges of the increasingly complex world of education. This research focuses on how self-confidence can shape the critical thinking skills of prospective teachers and their relevance to better teaching. This study involved 50 prospective MI/SD teachers who were registered in the MI/SD Teacher Education Program of Raden Intan State Islamic University Lampung. The qualitative approach was chosen because it allows us to delve deeper into the subjective experience of prospective teachers regarding how they use confidence to improve their critical thinking skills. This approach is appropriate because it provides space for a more holistic understanding of individual experiences and perceptions in the context of learning. The methods used qualitatively include open interviews, documentation, and observation, with data analysis following the Miles, Huberman, and Saldana models. The results of the study show that high self-confidence strengthens critical thinking skills through good material preparation, effective teaching strategies, and a supportive environment. For example, prospective teachers who were initially hesitant are now more confident in asking analytical questions to students. This study recommends educational institutions design training programs to increase the confidence of prospective teachers to be ready to face educational challenges and improve the quality of teaching.

INTRODUCTION

Research Background

Education at the elementary school (SD) and Madrasah Ibtidaiyah (MI) levels have a very important role in shaping the character and mindset of students. At this stage, learners are introduced to more complex thinking skills, including critical thinking skills. Critical thinking skills are essential skills that must be developed from an early age because these skills help students analyze, evaluate, and solve problems effectively (Fauzi et al., 2023). However, although the importance of critical thinking skills has been recognized, its development in the MI/SD education curriculum in Indonesia still faces challenges . The curriculum implemented tends to focus more on mastering the material theoretically and by rote, without providing enough space for the development of critical thinking skills. For example, in many cases, classroom learning activities do not encourage students to think critically about the material being taught but rather emphasize the achievement of exam-based academic targets. This leads to a lack of opportunities for students to learn to analyze and evaluate information in depth, which is at the core of critical thinking (Ismiyanti & Permatasari, 2021).

The reality in Indonesia shows that the development of students' confidence and critical thinking skills is often hampered by an education system that emphasizes more on exam results and mechanistic mastery of the material. According to research from Aprina et al., teaching in many schools in Indonesia focuses more on providing information without encouraging students to think critically or analyze topics in depth (Aprina et al., 2024). This has implications for the low level of student confidence in expressing opinions or discussing openly. Thus, classroom teachers in MI/SD play a very important role in guiding students to develop critical thinking skills. Therefore, prospective teachers must have a good critical thinking disposition, to be able to implement learning strategies that not only focus on mastering the material but also teach students to think critically in dealing with daily problems.

Research Problems

Interviews conducted with several teachers in MI/SD showed that although they understood the importance of developing critical thinking skills, many of them felt unprepared or did not have adequate training to implement effective strategies in teaching these skills. They also expressed difficulties in balancing the achievement of academic targets with the development of students' critical thinking skills. Critical thinking skills are also a very important skill to develop in elementary school.

According to Anggraeni et al. (2022), critical thinking includes the ability to analyze information objectively, evaluate arguments, and rationally solve problems. In an ideal context, students in SD/MI not only memorize information but can use the knowledge they have to make informed and logical decisions (Anggraeni et al, 2022).

Although the importance of critical thinking skills has been recognized in education, many learners still show weaknesses in some indicators of critical thinking skills. One of the main problems faced is the imbalance in mastering critical and creative thinking skills, which is very important for the development of students in facing future challenges (Manurung & Marini, 2023). This imbalance is often caused by a learning approach that focuses more on mastering information by rote than on developing critical and creative thinking skills. This certainly has the potential to hinder students' ability to face complex problems and think outside conventional boundaries.

Previous Research

Previous research conducted by Oktariani, Febliza, and Fauziah showed that student performance varied in each indicator of critical thinking skills, with higher achievement in basic skill indicators, but weaknesses were still found in strategy and tactical indicators. Therefore, improvements are needed to prepare competitive teacher candidates in the Industry 4.0 era. These improvements can be made through the design of teaching methods, the development of teaching materials, and evaluation tools designed to strengthen overall critical thinking skills (Oktariani et al., 2020). Although this research pays attention to critical thinking skills, existing research tends to focus more on aspects of teaching and teaching materials to improve weaknesses in these indicators. This study can deepen its analysis by looking further at how self-confidence affects the application of critical thinking skills in teaching, as well as how this can affect the overall success of teaching, which has not been widely discussed in previous studies.

Further research by Aini, Salim, and Mashudi stated that factors that affect confidence in speaking English include self-concept, anxiety, vocabulary mastery, environment, and experience. Among these factors, anxiety and vocabulary mastery are the factors most often mentioned by prospective educators. This implies the need for efforts that not only focus on writing materials and practical teaching but also require a motivational approach and continuous training for prospective educators in general (Aini et al., 2023). However, there has been no research that directly links these factors to critical thinking skills in the context of basic education. This research

can make an important contribution by exploring how the confidence of prospective teachers affects the development of their critical thinking skills, as well as its impact on the quality of teaching and the readiness of prospective teachers to teach in an increasingly complex educational era.

Overall, this study provides new insights into the influence of self-confidence on the development of critical thinking skills of prospective teachers, but it still needs to be supplemented with a more in-depth analysis of how this relates to the development of other skills, such as creative thinking, and how it contributes to the quality of education more broadly.

Novelty, Research Gaps, & Goals

This research is important because prospective teachers are agents of change who will shape the next generation of the nation. Prospective teachers who have a good critical attitude will be able to educate their students to be critical, independent, and able to face challenges in the future. Therefore, this analysis is expected to contribute to the development of teacher education curricula and prepare them to become more competent educators in facing the dynamics of the ever-evolving world of education. In addition, this research can also be a guide for lecturers and students in developing teaching strategies that encourage the mastery of critical and creative thinking skills.

METHOD

Types and Designs

This study uses a descriptive qualitative approach to deeply understand how the confidence of prospective teachers affects their critical thinking disposition. The qualitative approach allows researchers to explore data in depth regarding the attitudes, experiences, and views of prospective teachers related to confidence and critical thinking skills. The research subjects consisted of 50 prospective MI/SD teachers who were registered in the Madrasah Ibtidaiyah Teacher Education Program (PGMI) at UIN Raden Intan Lampung.

Data and Data Sources

Data for this study were collected from prospective teachers who were the subject of the research. The data collected included respondents' answers to open-ended questions, observation notes during teaching practice, and relevant academic documents such as teaching materials and feedback from lecturers. This data source provides in-depth insight into the confidence and critical thinking disposition of

prospective teachers. Although this study focuses on one institution, the findings are expected to provide valuable insights into the development of teacher confidence in the context of higher education.

Data collection techniques

The study uses three main methods of data collection: open interviews, observation, and documentation, which allows researchers to obtain more holistic and comprehensive data. Open interviews are conducted through Google Forms to collect the views and experiences of prospective teachers regarding confidence and critical thinking disposition. Time constraints make face-to-face interviews with all participants difficult. However, by using Google Forms, researchers can reach more respondents and obtain relevant information without being limited by time.

Data Analysis

Data analysis was carried out using the technique proposed by Miles, Huberman, and Saldana, which involved the stages of data reduction, data presentation, and conclusions drawn. The collected data is organized through a process of coding and categorization, then presented systematically to identify relevant patterns and themes. To ensure the validity and reliability of the analysis results, the steps of member checking and triangulation of data will be used. This process will involve testing the initial findings with participants to ensure that the results of the analysis reflect their experiences and perspectives.

RESULT

Confidence is one of the important factors in the success of a teacher. Confident prospective teachers tend to be more capable of managing classes, communicating with students, and facing challenges in teaching. This confidence is not only related to the ability to speak in front of the class but also to how they deal with unexpected situations and respond to constructive criticism. This study aims to analyze the relationship between confidence and critical thinking disposition of prospective elementary school teachers, as well as how certain factors affect these two things.

Preparation as the Key to the Trust of Prospective MI/SD Teachers in Teaching

Careful preparation before teaching has been proven to have a significant effect on increasing the confidence of prospective teachers. The results of interviews with most respondents showed that they felt more prepared and confident when the teaching materials were well prepared. One respondent stated, *"If I have prepared the material well, I feel better prepared to teach, and it makes me more confident when*

dealing with students." This preparation includes understanding the material, classroom management, and the ability to answer student questions. The results of in-depth observation showed that prospective teachers who prepared the material and methodology carefully tended to have a higher level of confidence. They are calmer and more confident when dealing with the audience, especially when they feel ready to handle the various situations that can arise in the classroom. One of the factors that increases confidence is previous teaching experience. Respondents acknowledged that this experience allowed them to be more adaptable and feel better prepared for teaching challenges.

The confidence of prospective teachers is also greatly influenced by their ability to interact with students. Many respondents emphasized that good relationships with students have a positive impact on their self-confidence. This is because they feel better able to understand the needs of students and adjust teaching methods more effectively. Conversely, the lack of positive responses from students can reduce self-confidence, which indicates the importance of two-way communication in the learning process.

Figure 1. Learning atmosphere in the classroom

Figure 1 shows the teaching and learning atmosphere in the classroom. A female student was seen standing in front of the class, confidently delivering material to her friends. He seemed to be explaining a topic that was shown through a projector, with body language that showed readiness and mastery of the material. Several other students seemed to sit on chairs, pay close attention, and listen to the explanations given. This situation describes a teaching exercise or simulation that aims to build the confidence of students as prospective teachers. This process allows them to practice their speaking skills in front of an audience, deliver material clearly, and interact with "students" in a more formal classroom setting. This activity also aims to improve

classroom management and effective communication skills, which are important competencies for an educator. The confidence shown by this student is one of the main keys to building critical thinking skills, conveying ideas well, and creating a conducive learning atmosphere.

Table 1. Level of Trust of Prospective MI/SD Teachers in Teaching

Aspects of Trust	Information	Impact on Teaching
Subject Mastery	Deep understanding of the subject.	Increase confidence in answering questions and explaining the material clearly.
Student Interaction	Ability to engage and communicate with students.	Building a positive classroom environment and encouraging student participation.
Classroom Management	Addressing classroom dynamics and challenges.	Confidently maintain discipline and adjust to the needs of the class.
Adaptability	Flexibility in dealing with unexpected situations.	Increase confidence when facing new challenges in teaching.
Preparation	Thorough lesson planning.	Reduces anxiety and ensures smooth teaching.
Positive Feedback	Constructive feedback from students.	Increase confidence in using effective teaching methods.
Self-Control	Managing emotions and stress.	Improves calmness in difficult situations, and improves classroom management.
Self-Reflection	Evaluate strengths and weaknesses.	Encourage growth and improvement of teaching skills.
Interesting Methods	Using an interactive and fun teaching approach.	Increase student engagement, and increase teacher confidence.
Acceptance of Imperfection	Acknowledging imperfections and learning from them.	Helps maintain confidence through challenges and continuous learning.

Overall, confidence in teaching in the classroom depends not only on understanding the material, but also involves the ability to interact with students, manage the classroom, and adapt to situations that arise. Experience, careful preparation, and positive feedback from students contribute significantly to a teacher's confidence level. Therefore, creating a positive and effective learning environment requires a combination of all of these aspects, and teachers who can align these elements will be more successful in delivering content and enhancing student learning. Accepting imperfections and using experiences as lessons is also mentioned as a way to build confidence. Those who face difficult situations choose to accept that not everything will work out perfectly, and they see this as an opportunity to continue learning and improving. Trying to understand your strengths and weaknesses is another way to build confidence. By appreciating their strengths, individuals feel more confident, while recognizing weaknesses becomes an opportunity to learn and improve their skills. A combination of preparation, self-control, fun methods, and self-reflection seems to be an effective way to overcome insecurity in the context of teaching. Each of these approaches suggests that individuals who feel insecure can gain support from careful preparation, social support, and self-acceptance.

Classroom Management on Confidence

Effective classroom management plays an important role in building the confidence of prospective teachers. Those who can control the classroom atmosphere feel calmer and can teach better. One of the respondents stated, "When I can control the classroom atmosphere, I feel calmer and can teach better," which shows that the ability to manage the classroom is a key factor in increasing a teacher's confidence. In addition, observation of teaching practice shows that positive interactions between prospective teachers and teaching colleagues contribute significantly to the development of their confidence. Prospective teachers who can create a safe and supportive classroom atmosphere, both emotionally and socially, show a higher sense of confidence in delivering material. Productive discussions in class also enrich their critical thinking skills, as they are used to asking questions and analyzing different perspectives. Most active prospective teachers provide constructive feedback to their peers showing a higher level of confidence. One of the respondents stated, "Building confidence is the key to developing critical thinking skills and reaching full potential in teaching."

In addition to classroom management and positive interactions, several other factors that affect self-confidence include physical appearance, self-efficacy, time management, and motivation. One of the respondents added, "Physical appearance is closely related to the individual's self-image and perception of his body," which shows the importance of self-image in building self-confidence. However, respondents also identified that low self-confidence can hinder critical thinking skills. They argue that unconfident individuals tend to passively receive information without analyzing it deeply.

Table 2. The Relationship between Confidence and Critical Thinking Disposition of Teacher Candidates

Aspects	Confidence	Critical Thinking Disposition
Classroom Environment	Increase interaction and create a safe atmosphere	Encourage productive discussion and analysis from multiple perspectives
Constructive Feedback	Boosts self-confidence through positive feedback	Strengthens reflection and analysis skills
Active Participation	Promotes engagement in teaching and discussion	Increases the exploration of ideas and critical questions
Decision	Resulting in faster, more decisive action	Facilitates focus and effectiveness in critical thinking
Response to Criticism	Accepting criticism as an opportunity to grow	Strengthen personal evaluation and development skills
Risk Management	Try new methods with confidence	Encourage creativity and exploration of new strategies
Positive Self-Image	Optimism about one's abilities	Be open to new ideas and approaches
Self-image	A positive physical appearance boosts confidence	Contribute to active engagement in critical thinking

Overall, effective classroom management, positive interactions with fellow teachers, and factors such as self-image, self-efficacy, and time management all contribute to the development of higher self-confidence. Strong confidence

encourages teachers to be open to new ideas, receive constructive feedback, and make better and faster decisions. Therefore, confidence development through structured training and continuous feedback is indispensable to prepare prospective teachers to face the challenges of the world of education.

Interaction with Students and Confidence Building

Positive interactions between prospective teachers and the learning environment they build contribute to more productive practice sessions, as well as improve their critical thinking skills in delivering content and interacting with peers. Many respondents revealed that the lack of mastery of teaching materials is the main factor that lowers confidence. This emphasizes the importance of careful preparation and a deep understanding of the material being taught. Some respondents also noted that students' responses, both positive and negative, affect teachers' confidence. When students show less interest or understanding, this can lower the teacher's confidence. Less successful teaching experiences can also leave a lasting impression, affecting future performance and confidence.

Physical or mental conditions are also recognized to affect confidence when teaching. Some teachers find it difficult to teach complex material, especially with audiences who have diverse understanding backgrounds. This highlights the importance of continuous professional development. Lack of preparation can trigger anxiety, emphasizing the importance of careful preparation to boost self-confidence. The fear of criticism from students or colleagues is often uncomfortable, indicating the need for support and constructive feedback.

Difficulties in coping with students with varying levels of comprehension are also a common challenge for teachers, underscoring the need for adaptive teaching strategies. Training programs that focus on mastery of teaching materials and teaching skills can help increase teachers' confidence. Building a supportive environment, where teachers feel safe to share uncertainties, also contributes to increased confidence. Post-teaching reflection sessions and constructive feedback from peers can encourage teachers to continue to improve.

Based on the results of the study, it can be concluded that confidence in teaching is influenced by interrelated internal and external factors. Most respondents consider a deep understanding of teaching materials as a key factor in building confidence. When mastery of the material is achieved, teachers feel more confident in conveying information. Careful preparation, including material planning and exercises, is also seen as an important factor that can reduce anxiety and help teachers feel more

comfortable. Previous experience of teaching or public speaking has been shown to help teachers become more confident over time, emphasizing the importance of experience in building confidence.

External factors, such as support from the environment and positive feedback from students or colleagues, also play a significant role in increasing teachers' confidence. Positive responses from students create a conducive classroom environment, increase student engagement, and provide an additional motivational boost for teachers. Conversely, stressful or disruptive classroom conditions can lower teachers' confidence. This underscores the importance of creating a comfortable atmosphere to ensure positive and productive interactions between teachers and students.

Some respondents emphasized the importance of stress management techniques, such as breathing exercises or positive visualization, in reducing anxiety while teaching. Awareness of the importance of maintaining a stable physical and mental condition is one of the strategies used by teachers to deal with pressure in the classroom. Positive thinking and maintaining supportive social relationships further strengthen self-confidence.

Table 3. Situations That Increase or Decrease Confidence in Teaching

Situation	Impact on Confidence
Positive classroom environment	Boosts self-confidence
Good interaction with students and peers	Boosts confidence and critical thinking
Mastery of teaching materials	Boosts confidence
Lack of material understanding	Lowers confidence
Student engagement and positive feedback	Boosts confidence
Negative student reaction or lack of interest	Lowers confidence
Previous negative teaching experience	Reduced confidence
Physical or mental challenges	Lowers confidence
Inadequate preparation	Increases anxiety, lowers self-confidence
Fear of criticism	Lowers confidence

Situation	Impact on Confidence
Supportive feedback from peers and students	Boosts confidence
Reflection and feedback sessions	Boosts confidence
Effective classroom management	Strengthens confidence
Stress management techniques (e.g., breathing exercises)	Reduce anxiety, increase confidence
Supportive social relationships	Boosts confidence

Overall, teachers' confidence in the classroom is influenced by a combination of internal factors, such as mastery of material and experience, as well as external factors, such as social support and classroom conditions. These findings highlight that proper preparation, consistent practice, and positive relationships with students play an important role in building strong self-confidence. A holistic approach to the mental, social, and physical aspects of teaching strategies can help teachers manage classroom challenges, improve their effectiveness, and create a positive learning environment for their students.

DISCUSSION

Level of Trust of Prospective MI/SD Teachers in Teaching

Based on the results of this study, it can be concluded that the confidence of prospective teachers is very closely related to material preparation and methodology, emotional regulation ability, and openness to feedback. This is in line with previous research which showed that readiness in understanding teaching materials and methods can significantly increase educators' confidence (Walsh et al., 2020). Adequate preparation helps prospective teachers feel better prepared for the challenges in the classroom, allowing them to carry out their duties with more calm and confidence. The research of Wilson et al. also supports this finding, where self-confidence or self-efficacy in teaching is very closely related to individual experience and readiness (Wilson et al., 2020). Bandura states that individuals who are more prepared and have relevant experience tend to have higher levels of self-efficacy. In this context, prospective teachers who have conducted simulations or teaching practices feel better prepared for real classes, thereby reducing their anxiety. Emotional regulation, as revealed in this study, is also an important factor. Some

respondents used techniques such as breathing and mindfulness exercises to calm down. Research by Rusdayanti supports these findings, which suggest that emotion regulation skills improve teaching effectiveness and reduce stress. Teachers who can manage their emotions tend to be more flexible and adaptive in handling classroom dynamics, which has a positive impact on their confidence (Rusdayanti et al., 2024).

Furthermore, openness to feedback from students and colleagues is a factor that boosts confidence. In Utami and Haryati's research, teachers who actively seek and receive feedback have greater opportunities to learn and grow, ultimately increasing their confidence in teaching (Utami & Haryati, 2023). Constructive feedback from students encourages effective two-way teaching and supports the creation of an interactive classroom environment, where students feel safe and actively engaged. Another interesting aspect is the importance of practical experience, which is the main determinant of the confidence of prospective teachers. Lazarides, Watt, and Richardson's research shows that teachers with classroom management experience tend to be more confident in facing classroom challenges. This is in line with the findings of this study, which shows that self-confidence depends not only on mastery of the material but also on the ability to interact with students and manage the classroom effectively. (Lazarides et al., 2020). The study also emphasizes the importance of self-reflection and commitment to sustainable development. Some respondents admit that identifying their strengths and weaknesses helps them understand which areas need improvement. This is in line with the findings in Shoffiyah's research, which highlights the importance of reflection as part of teacher professionalism. Through reflection, prospective teachers can learn from their teaching experience, analyze student responses, and plan improvements for the next teaching session (Shofiyyah et al., 2024).

Overall, this study provides a comprehensive perspective on the various aspects that contribute to the confidence of prospective teachers. These findings reinforce previous research on the importance of preparation, practical experience, emotion management skills, and openness to feedback in boosting self-confidence. The combination of these factors suggests that confidence in teaching is the result of a balance between careful preparation, relevant experience, and continuous reflection. With this approach, prospective teachers are expected to develop confidence and become more effective in the learning process.

The Relationship between Confidence and Critical Thinking Disposition of Teacher Candidates

The results of observations in this study show that a positive and supportive classroom environment has a significant effect on the confidence of prospective teachers which ultimately improves their critical thinking skills. This finding is in line with previous research, such as Dewi's research which emphasizes that self-efficacy or belief in one's abilities plays an important role in successfully managing complex situations and challenges, including critical thinking (Dewi, 2024). Khadijah and Salim also stated that confident prospective teachers are more open to new ideas and more daring to take risks in the learning process (Khadijah & Salim, 2024). Another study conducted by Sopia and Ain found that prospective teachers with high confidence tend to be more active in discussion, dare to express opinions, and are open to receiving input (Sopia & Ain, 2024). This supports the findings in this study, where prospective teachers who actively interact and provide input to their peers show an improvement in their critical thinking skills. Hughes, Cologer, Swoboda, and Rushton also emphasized that self-confidence helps aspiring teachers view criticism as a tool for personal development rather than a threat, reinforcing an open attitude towards the exploration of different perspectives (Hughes et al., 2021).

In addition, Rezkillah and Haryanto's research found that self-confidence not only affects critical thinking skills but also has an impact on the effectiveness of classroom management and the quality of interaction with students. They observed that confident prospective teachers tend to be more assertive in decision-making and more skilled in creating interactive learning environments (Rezkillah & Haryanto, 2020). These results are relevant to the observations in this study, where prospective teachers who can manage classroom dynamics well appear calmer and more confident so that they are more effective in delivering material. This study highlights that self-confidence functions not only as an individual factor but also as an environmental factor, where support from teachers, colleagues, and a positive classroom atmosphere greatly contribute to increasing the confidence of prospective teachers. The findings of this study show that prospective teachers who receive positive support from their environment can manage anxiety and show improvement in their critical thinking skills. Kusumaningrum's research also stated that social support from colleagues and mentors strengthens the self-efficacy of prospective teachers in classroom management and the application of teaching methods. This strengthens the findings of this study regarding the importance of positive interaction

and collaboration in developing the confidence of prospective teachers (Kusumaningrum et al., 2024).

The study also reveals the importance of additional aspects such as self-control and self-reflection in developing self-confidence. Some respondents in the study mentioned that emotion regulation techniques, such as breathing exercises and mindfulness, helped them manage anxiety. These results are in line with studies by Mom, Karneli, and Netrawati, which show that the practice of emotion regulation can reduce anxiety and increase self-confidence. Self-control helps prospective teachers focus more on their tasks and reduce the fear of failure (Bunda et al., 2024). Overall, this discussion suggests that previous research supports the finding that the confidence of prospective teachers plays an important role in shaping their critical thinking skills. Various factors such as social support, self-efficacy, and emotional regulation complement each other in forming the confidence that prospective teachers need to develop in the classroom environment.

Situations That Increase or Decrease Confidence in Teaching

The confidence of prospective teachers is greatly influenced by material preparation, environmental support, and teaching experience, which is an important foundation for improving classroom management skills and critical thinking skills. These findings support previous research that highlights the importance of self-efficacy or self-confidence in the field of education. Imaroh states that self-efficacy is closely related to the success of individuals in completing certain tasks, including teaching (Imaroh et al., 2021). According to Imaroh, teachers who have a strong understanding of the material they teach tend to appear confident and effective in the classroom, especially when facing challenges or audiences with diverse backgrounds. Hulme and Wood's research also found that confidence in novice teachers is influenced by good preparation and social support, such as feedback from colleagues or students (Hulme & Wood, 2022). These findings are in line with the results of this study which shows that support from the environment, especially positive responses from students, is very important in creating a conducive atmosphere. A positive classroom environment allows teachers to interact better with students, thereby reducing anxiety and increasing engagement in learning.

Furthermore, Saragih stated that careful preparation in teaching, both through practice and reflection, has a significant impact on teachers' confidence (Saragih, 2019). This is in line with the findings in this study, where many respondents emphasized that a deep understanding of the material and preparation practices

helps reduce anxiety when teaching. Morrison et al. argue that strong preparation gives teachers the confidence to respond to a wide range of student questions while also helping them manage the classroom effectively (Morisson et al., 2020). Some studies also emphasize the importance of teaching experience in building confidence. Apriani stated that repeated teaching experiences help prospective teachers build confidence and classroom management skills (Apriani et al., 2020). In the context of this study, previous experience in teaching or public speaking helps prospective teachers feel more comfortable in the classroom and more accustomed to facing teaching challenges.

In addition, research conducted by Widiati et al. showed that external factors, including classroom conditions and social support, play an important role in building teachers' confidence. They argue that a class full of pressure or distraction tends to hinder teachers' confidence. (Widhiati et al., 2022). This is reflected in this study, where respondents mentioned that constructive support and feedback from colleagues or students helped them feel more confident. They also stated that stress management techniques, such as breathing exercises and positive thinking, are effective strategies for maintaining confidence and mental stability while teaching. Furthermore, research by Harahap highlights the role of stress management skills in dealing with anxiety while teaching (Harahap, 2024). In this study, some respondents admitted to using breathing techniques or positive visualization to overcome discomfort when facing challenging classroom situations. This supports previous research findings that stress management skills can reduce anxiety and increase confidence in teaching.

Overall, the results of this study are consistent with previous research which emphasizes that the confidence of prospective teachers is influenced by a combination of internal and external factors. A deep understanding of the material, support from the environment, and the ability to manage stress are essential in building strong confidence. These results underscore that strategies to increase the confidence of prospective teachers should use a holistic approach, which includes competency development, mental preparation, and comprehensive social support.

Contribution to the Development of Confidence of Prospective Teachers

Based on the results of this study, several steps can be taken to improve teaching practices through the application of positive feedback. Organizing structured class discussions will allow students to share perspectives and provide feedback to each other, thereby increasing their engagement and building confidence in

communication. Additionally, implementing study groups where students work together to complete assignments can strengthen their understanding of the material through positive support and feedback. The use of reflective methods, such as journaling about learning experiences, can help students reflect on what they have learned and how it is applied in their daily lives. Technology tools, such as online learning platforms, can also be used.

This study makes a significant new contribution in understanding the factors that affect the confidence of prospective teachers, by highlighting several elements that have not been widely explored in previous research. Most previous studies focused more on traditional factors such as material preparation and teaching experience in building confidence. However, the study identified two unique factors that have a major contribution: emotion regulation and openness to feedback.

Emotion regulation is one of the fairly new factors in the context of research on the confidence of prospective teachers. Although many studies have examined the importance of emotion regulation in various fields of psychology, its contribution to increasing the confidence of prospective teachers is still relatively limited. This study shows that the ability of prospective teachers to manage their emotions, especially the anxiety and stress that usually arise in teaching situations, greatly affects their self-confidence. Emotion management techniques, such as breathing exercises or self-reflection, have been shown to help aspiring teachers to be calmer, focused, and confident when teaching. This opens up space for training interventions that focus more on strengthening emotion regulation skills as part of the professional development of prospective teachers, which have not received enough attention in the educational literature.

In addition, openness to feedback is also a unique contribution of this research. Previous research has revealed the importance of social support in developing teacher competencies, but the aspect of openness to feedback as an integral part of the learning process of prospective teachers has not been discussed in depth. This study found that prospective teachers who are open to constructive criticism and positive feedback tend to develop their confidence and competence more quickly. This bridges the gap between theory and practice in the education of prospective teachers, where the importance of self-reflection and feedback as factors that can strengthen confidence is still often neglected in the education of prospective teachers.

By highlighting these two factors, this study also bridges the gaps that exist in the education of prospective teachers, especially in terms of confidence development.

Many previous studies have only focused on academic aspects or technical skills, without touching on psychological aspects that also greatly affect the teaching ability of prospective teachers. This research provides new insights that the development of the confidence of prospective teachers depends not only on practical knowledge and skills but also on emotional balance and the ability to receive and use feedback constructively.

The study also identified teaching experience as one of the important factors in boosting confidence but with a different emphasis. Many previous studies have considered teaching experience to be fairly standard, but this study found that the type of experience, such as teaching in a supportive environment or a simulation session, is decisive. Prospective teachers who get the opportunity to teach in a supportive environment and receive direct guidance from mentors feel better prepared and more confident when they jump into the classroom. This concept adds a new perspective to teacher training curriculum design, which has not paid attention to the importance of structured and directed teaching experiences.

The study also bridges the gap in the education of prospective teachers by highlighting the importance of developing confidence that depends not only on technical or academic abilities but also on emotional and reflective aspects. These findings open up opportunities for the development of a more holistic teacher training curriculum, which integrates emotional, social, and psychological aspects in shaping the professional competence of teacher candidates.

Recommendations in Teaching Practice for Prospective Teachers

Based on the results of this study, several steps can be taken to improve teaching practices through the application of positive feedback. Organizing structured class discussions will allow students to share perspectives and provide feedback to each other, thereby increasing their engagement and building confidence in communication. Additionally, implementing study groups where students work together to complete assignments can strengthen their understanding of the material through positive support and feedback. The use of reflective methods, such as journaling about learning experiences, can help students reflect on what they have learned and how it is applied in their daily lives. Technology tools, such as online learning platforms, can also be used to provide feedback anonymously, creating a safe environment for sharing ideas. Implementing constructive feedback that highlights student progress and offers suggestions for improvement will be more beneficial than simply pointing out mistakes. Furthermore, it is important to provide training for

teachers on how to give and receive positive feedback to improve their communication skills. Recognizing or rewarding students' efforts and achievements will increase motivation and create a positive learning atmosphere. Finally, developing a flexible curriculum that allows students to choose topics or projects that interest them will increase engagement in the learning process and foster mutual support.

CONCLUSION

The confidence of prospective MI/SD teachers has proven to have a very important role in improving critical thinking skills and teaching effectiveness. Confident teachers are better prepared to face challenges in the classroom, are open to new ideas, and are better able to integrate constructive feedback. Factors that support increased self-confidence include careful preparation, applied teaching strategies, emotional regulation, and support from peers and mentors. Educational institutions need to prioritize the development of the confidence of prospective teachers through targeted training programs. Programs such as stress management workshops, teaching simulations, and constructive feedback systems can help prospective teachers manage stress, improve calmness when teaching, and prepare them for various situations in the classroom.

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