

THE USE OF JOURNALING TO DEVELOP SELF-CONFIDENCE AND SELF-EXPRESSION SKILLS IN EARLY CHILDHOOD

Ulfah Dwi Lestari¹, Tri Sayekti², Kristiana Maryani³

^{1,2,3}Program Studi Pendidikan Guru Pendidikan Anak Usia Dini Universitas Sultan Ageng Tirtayasa, Serang Banten

* Corresponding Author: lestariulfah02@gmail.com

ARTICLE INFO

Article history:

Received : Jan 27, 2026

Revised : Feb 21, 2026

Accepted : Mar 27, 2026

Available : Mar 31, 2026

Keywords:

journaling, self-confidence, self-expression, early childhood, morning journal

ABSTRACT

Self-confidence is an important aspect of development that needs to be fostered from an early age. One activity that can support children's self-expression and self-confidence is journaling, particularly through morning journaling activities. This study aims to describe the implementation of journaling in developing self-expression and self-confidence in early childhood. The study used a descriptive qualitative approach, involving four homeroom teachers from Group B as the main informants. Data were collected through participatory observation over eight days, semi-structured interviews, and documentation, and their

validity was tested using triangulation of methods. The results of the study indicate that: (1) the morning journaling session was consistently conducted as an opening routine, giving children complete freedom to express themselves through drawings and writing; (2) teachers played an active role as facilitators and motivators through prompting questions, positive reinforcement, direct assistance, and storytelling opportunities; (3) supporting factors included punctual attendance, family support, and a warm welcome from teachers, while inhibiting factors included children's tardiness, unstable emotional states, and limited time for guidance. Overall, the implementation of the morning journal indicates a positive contribution to the development of self-expression and self-confidence in early childhood, supported by teacher readiness, family involvement, and consistency in implementation.

This is an open access article under the [CC BY-NC](https://creativecommons.org/licenses/by-nc/4.0/) license.

Copyright © 2026 by Author. Published by Universitas Bina Bangsa Getsempena



INTRODUCTION

A child's self-confidence can be defined as a positive attitude toward personal abilities, characterized by composure, adaptability, and self-actualization (Nurmaniah, 2018). According to Bandura's social cognitive theory, self-confidence plays a crucial role in motivating children during the learning process (Abdullah, 2019). Strong self-confidence can foster success, whereas low self-confidence can hinder a child's overall development.

Young children, particularly those aged 4–6 years, are entering a critical developmental phase, as this is the period when their emotional, social, and cognitive foundations begin to be established. At this stage, children begin to discover their sense of self, develop empathy, and build social interactions with their surroundings (Kemendikbud, 2022). If self-confidence is not properly nurtured during this phase, children are at risk of experiencing a self-confidence crisis that impacts their social-emotional development. Sari et al., (2025:115) found that a self-confidence crisis in children aged 5–6 years is characterized by withdrawn behavior, shyness when appearing in public, and a lack of interaction with peers, which underscores that the development of self-confidence requires serious attention from both the family and school environments from an early age.

Several factors that contribute to the development of children's self-confidence include internal individual aspects, personal experiences, the family environment, and acceptance by peers in the school setting (Hidayati & Hidayah, 2020:649). Self-confidence enables children to complete tasks appropriate to their developmental stage, boosts their courage to achieve, and fosters a healthy and independent personality (Nurmaniah, 2018:53). Therefore, the development of self-confidence must be carried out in a focused and balanced manner, while providing space for children to express themselves appropriately. One activity considered relevant to facilitating this is journaling.

Journaling is the activity of putting various thoughts and feelings into written form, with the aim of expressing and understanding one's ideas and emotions more clearly and in a structured manner (Veriza et al., 2023:86). In the context of early childhood education, journaling is implemented through "morning journaling," an activity conducted routinely every day before the teaching-learning process begins, with the goal of preparing and setting the stage for children's readiness before entering core learning activities (Nida Ulfadilah & Setiasih, 2024:352). Lailiyah & Nur, (2020:38) also found that morning journaling plays an effective role in building children's emotional and cognitive readiness for learning, as this activity prepares them to engage in core learning. Furthermore, Damayanti & Syafril, (2024) explain that one crucial aspect of early childhood social-emotional development is the ability to regulate and express emotions in accordance with environmental conditions. Morning journaling activities, which provide children with a free space to express their feelings through drawings and writing, can serve as an effective medium for supporting children's emotional regulation, thereby better preparing them for subsequent learning processes.

A number of previous studies have examined the benefits of journaling for young children. Kurniasih et al., (2021:2252) found that morning journaling activities can significantly boost children's self-confidence by providing a space for self-expression, stimulating activities, and developing communication skills. Maemunah & Oktania, (2023:228) also emphasize that journaling can serve as an effective alternative learning approach to foster and develop self-confidence in young children. Humaida et al., (2022) assert that creating a comfortable and enjoyable learning environment, coupled with positive reinforcement from teachers, is a key strategy for fostering self-confidence in young children. However, these studies have not yet thoroughly examined how the journaling process is implemented in practice, what forms of teacher guidance and scaffolding strategies are employed during the activities, or what factors support or hinder its implementation. Furthermore, the researcher found that at TK Islam Widya Cendekia, journaling activities take place through "morning journals," which are implemented using blank sheets of paper for children to depict their personal experiences and are given the opportunity to share their stories with teachers or classmates. However, the implementation of this activity has not been studied in depth, particularly regarding the implementation process, the form of teacher guidance, and the supporting and hindering factors that influence it. This gap serves as the basis for this study.

Based on the above discussion, this study aims to: (1) describe the practice of journaling through morning journaling activities at TK Islam Widya Cendekia; (2) describe the role of teachers in providing guidance during the journaling process; and (3) identify supporting and hindering factors in the implementation of journaling for the development of self-expression and self-confidence in early childhood.

RESEARCH METHOD

This study employs a descriptive qualitative approach, in which qualitative methods were chosen to obtain a deeper understanding of the phenomenon under study within a complex and meaningful social context, thereby enabling the researcher to describe the phenomenon comprehensively (Sugiyono, 2019:291). This approach was chosen because the study aims to describe the implementation of journaling in developing self-expression and self-confidence in early childhood in a natural way as it occurs in the field, without manipulating specific conditions or variables.

The study was conducted at TK Islam Widya Cendekia, Jl. Taman Widya Asri No. 1, Block A8, Lontarbaru, Serang District, Serang City, Banten, in April 2026 (April 1–17, 2026).

The subjects of this study were four homeroom teachers from Group B: the teachers of classes B1, B2, B3, and B4. These four teachers were selected using purposive sampling, which involves intentionally selecting informants based on the consideration that they are directly involved in conducting the daily morning journaling activity and are therefore able to provide in-depth and relevant information aligned with the research focus. All four teachers hold bachelor's degrees in Early Childhood Education, with teaching experience ranging from three to ten years, and each is responsible for a class of 17 students.

Primary data were obtained through observations of the morning journaling activities in Group B and direct interviews with the four teachers. Secondary data sources included interview transcripts, students' morning journal entries, field notes, and archives related to the implementation of the morning journaling activities.

The instruments used in this study consisted of two types. First, an observation guide containing eight aspects of observation, including journaling activity planning, the journaling process, children's expressions of self-confidence, nonverbal expressions, the teacher's role in guidance, children's social interactions, supporting factors, and inhibiting factors. Second, a semi-structured interview guide containing ten focus questions, covering the form of implementation, the purpose of the activity, the teacher's role, children's development, strategies for boosting self-confidence, types of journaling, supporting factors, inhibiting factors, social-emotional impacts, and the teacher's expectations.

The data collection methods included three approaches. First, partial participant observation over eight days, during which the researcher directly observed the morning journal activities without participating in the teaching process. Second, semi-structured interviews with four homeroom teachers from Group B, conducted after the observation period ended. Third, documentation in the form of photographs of the activities, students' journal entries, field notes, and records related to the morning journaling activities.

Data analysis was conducted using the Miles and Huberman model, which consists of three stages. The first stage is data reduction, which involves sorting and focusing the raw data collected in the field by selecting information relevant to the research focus and discarding unnecessary data. The second stage is data presentation, in which the reduced data is organized into a narrative description based on predetermined thematic categories so that patterns and relationships among the findings can be clearly seen. The third stage is drawing conclusions and verification, in which the researcher draws conclusions based on the patterns of findings presented and verifies them by referring back to the raw data to ensure the validity of the interpretation (Abdussamad, 2021:173).

Data validity was tested using the triangulation technique, which involves comparing and verifying the consistency of information obtained from three different data collection sources: observation, interviews, and documentation. If the data from these three sources show consistency, the data are deemed valid. If there are discrepancies, the researcher conducts further investigation to find the explanation that best aligns with field conditions (Rukhmana, 2022:213)

This study was conducted with due regard for research ethics. The researcher first obtained official permission from the principal of TK Islam Widya Cendekia before the study began. All teachers who served as informants were briefed on the study's objectives and voluntarily agreed to participate. The identities of the children appearing in the observational data were anonymized using initials to protect their privacy, and all collected data were used solely for scientific purposes.

RESULTS AND DISCUSSION

The Implementation of Morning Journals to Support Children's Self-Expression Development

Based on the results of observations, interviews, and documentation conducted over eight days of observation, the implementation of the morning journal activity at TK Islam Widya Cendekia is a routine activity carried out every morning as an opening activity before core learning begins in the four Group B classes. Before the children arrive, the teachers have already prepared all the necessary materials, such as journal books, writing utensils, and alphabet worksheets, so that the activity can begin immediately when the bell rings. This was expressed by one of the teachers in the following interview:

"The morning journaling activity in Group B runs well and smoothly, so before the children arrive, the teachers have already prepared the materials in advance."

This finding aligns with Crosby's perspective in Dhieni et al., (2017:226), which states that the morning journaling activity provides a space for children to express their thoughts and experiences through writing or speaking freely and without pressure, thereby serving as an introductory activity before children begin core learning.

Throughout the activity, the children actively expressed their imaginations through drawings and writing based on their personal experiences. The diversity of the resulting drawings was evident from the field notes: R.T. drew a black hole based on a YouTube video while saying, "Mom, look – I can draw a black hole!"; G.A. was able to draw a complete

floor plan of TK Islam Widya Cendekia, including the names of each room; U.N. drew the Optimus Prime robot he'd watched with his father; A.H. drew a mountain he'd seen while visiting his grandmother's house; and Y.D. drew himself and his mother eating cake in the park. This diversity demonstrates that the morning journaling activity successfully created a space of freedom for children to channel and express their imagination based on real-life experiences, in line with the view of (Veriza et al., (2023:86) that journaling serves as a means of reflection that helps individuals recognize, organize, and interpret their internal experiences more deeply.

Freedom of expression without coercion has been shown to encourage children's courage to express themselves. Kurniasih et al., (2021:2252) assert that morning journals can boost children's self-confidence by providing a space for self-expression, stimulating activity, and developing communication skills through both oral and written storytelling. This is supported by Taufiq & Nurifah, (2025:36), who found that children who initially could only draw without writing gradually began to add simple words and sentences as they maintained a consistent routine, illustrating that morning journaling is not merely a writing activity but a means for children to connect real-life experiences with the process of meaningful self-expression.

In addition, the social dimension of the morning journaling activity also contributes to strengthening children's self-confidence. When children are given the opportunity to share the contents of their journals in front of their teachers and classmates, a process of self-actualization takes place that gradually builds their courage to speak in public. This process aligns with Nurmaniah, (2018) view that healthy self-confidence is characterized by the ability for self-actualization – that is, a child's ability to present themselves positively in front of others. Sari et al., (2025) reinforce this by finding that one indicator of a self-confidence crisis in children aged 5–6 years is shyness when appearing in public and a lack of interaction with peers – two conditions that are directly addressed through storytelling sessions in the morning journal. Thus, morning journaling serves not only as a medium for individual expression but also as a social arena that cultivates children's courage to express themselves in front of others in a consistent and enjoyable manner.

One finding that distinguishes the implementation at TK Islam Widya Cendekia from previous studies is the development of an afternoon journaling activity as a follow-up for children who were late or unable to participate in the morning journaling session. The availability of this afternoon journal ensures that all children, without exception, continue to have the same opportunity to express themselves. This innovation reflects the teachers'

commitment to the idea that self-expression is every child's right, not merely a time-bound administrative routine.

The Role of Teachers in Facilitating Morning Journal Activities

Based on the research findings, teachers at TK Islam Widya Cendekia play an active role in guiding the morning journaling activity from the preparation stage through to the end of the activity. This guidance takes six main forms: acting as facilitators in preparing materials; acting as motivators in encouraging children's development; providing direct assistance to children who are struggling; asking thought-provoking questions; offering positive appreciation for the children's work; and giving each child the opportunity to share the contents of their journal.

The facilitator's role is evident in the preparation of materials before the children arrive, including alphabet worksheets to help children who struggle with writing. This readiness is not merely a technical preparation but reflects the teacher's pedagogical sensitivity to the developmental needs of children who are still in the letter-recognition stage. With alphabet worksheets available, no child feels hindered from expressing their ideas simply because they have not yet memorized how to write words, ensuring that the journaling process remains smooth and enjoyable for all children. Harfiandi et al., (2024) found that teachers' preparedness and pedagogical sensitivity in responding to children's individual needs are crucial determinants of the quality of guidance provided, and this finding is clearly confirmed in the morning journaling practice at TK Islam Widya Cendekia .

The role of the motivator became evident when the teacher encouraged R.A. – who had already filled four pages with drawings of wall clocks – to try something new. Teacher expressed this encouragement as follows: *"Wow, R.A. has drawn so many wall clocks already; now R.A. can draw a wristwatch, just like the one R.A. wears."* This kind of encouragement is not merely praise but a form of targeted stimulation designed to push the child out of their comfort zone and explore a broader range of abilities. Aminuddin et al. (2025:13) found that interventions based on appreciation and positive affirmation in preschool settings have been proven effective in boosting self-esteem and fostering self-confidence in young children, confirming that the quality of educators' emotional responses has a significant impact on children's self-confidence development.

Direct assistance was evident when the teacher guided J.A. in writing picture captions

using an alphabet chart as a step-by-step guide. The teacher described this guidance process as follows: *“Come on, let’s write this together. First, let’s take the paper, and then J.A., look at the letter ‘R’ to form the word ‘house.’”*. This process reflects the application of targeted scaffolding, in which the teacher does not do the task for the child but instead provides step-by-step guidance until the child is able to work independently. This finding aligns with Vygotsky’s theory of the Zone of Proximal Development, which explains that scaffolding support from teachers helps children achieve abilities they cannot yet attain on their own (Etnawati, 2022:136). Xiao et al., (2025:17) reinforce these findings by demonstrating that teacher scaffolding during drawing activities significantly promotes the development of preschoolers’ oral expression skills, indicating that teacher guidance in expressive visual activities is an effective strategy across various contexts.

Prompting questions are used to encourage children to think critically and develop their verbal skills. This was evident when the teacher asked R.T. about the drawing he had made: *“R.T., do you know what a black hole is?”*. Questions like this not only stimulate children’s thinking skills but also signal that the teacher values their opinions and knowledge, which in turn strengthens their self-confidence to continue expressing themselves. Positive appreciation and opportunities to share stories have been shown to encourage children to become more confident in expressing themselves. This aligns with the view of Humaida et al., (2022:63), who state that self-confidence in early childhood can be fostered by creating a comfortable and enjoyable learning environment supported by positive appreciation and affirmation from the teacher.

Taufiq & Nurifah, (2025:37) identified three main strategies teachers use to facilitate morning journals: providing concrete examples, fostering two-way interaction through storytelling sessions, and offering individual support to children who are not yet able to express their ideas independently. These strategies align with those observed at TK Islam Widya Cendekia, indicating that the scaffolding approach in morning journaling can be consistently applied across various early childhood education settings. Aurina & Zulkarnaen, (2022:3352) emphasize that effective teacher facilitators play a role in providing a stimulating learning environment, enabling children to explore various things independently, and creating a safe and enjoyable emotional atmosphere conditions that the teachers at TK Islam Widya Cendekia consistently succeeded in creating throughout the morning journal sessions.

Factors Supporting and Hindering the Implementation of the Morning Journal

Based on the research findings, several factors were identified that contributed to the successful implementation of the morning journaling activity at TK Islam Widya Cendekia. In terms of supporting factors, the children's punctuality was a key factor, as children who arrived early had more time to fully express their imagination. Support from families, who provide motivation at home, contributes to creating a positive emotional state in children that makes them ready to express themselves, as expressed by one of the teachers as follows: *"Families have provided motivation at home so that when children arrive at school, they are already happy and ready to participate in the morning journaling activity."*

Hidayati & Hidayah, (2020:649) explains that the family environment is a key factor in building a child's self-confidence, so motivational support from home before the child leaves for school has a tangible impact on the child's emotional readiness upon arrival at school. In addition, a warm welcome from teachers standing at the school entrance also contributes to building children's emotional readiness, in line with Hamid's, (2017) view that teachers need to provide emotional support so that children feel valued and psychologically secure.

In terms of inhibiting factors, children's tardiness was the most frequently observed obstacle during the observation period. Children who arrive late at school automatically miss part or all of the morning journaling session, given that this activity serves as the opening routine before core instruction begins. This situation not only results in a lost opportunity for self-expression but also has the potential to disrupt children's emotional readiness for the subsequent learning process. Lailiyah & Nur, (2020:38) explain that the morning journal plays an effective role in building children's emotional and cognitive readiness for learning; thus, when children miss this activity, their readiness becomes less than optimal. Nevertheless, teachers at TK Islam Widya Cendekia have addressed this challenge by introducing an afternoon journaling session as a follow-up, ensuring that children who arrive late still have the opportunity to express themselves even outside the main schedule.

The second inhibiting factor is the child's unstable emotional state. Field findings indicate that in Class B2, there was one child who refused to participate in the journaling activity and chose to play with Legos instead. Damayanti & Syafril, (2024:309) explain that children who struggle with emotional regulation tend to exhibit behavior that rejects activities or show a lack of engagement in learning activities. In this context, teachers cannot force children's participation directly, as a coercive approach risks creating negative

associations with the journaling activity itself. Humaida et al., (2022:63) emphasize that creating a comfortable and enjoyable learning environment is a key requirement for fostering self-confidence in young children, which means that a persuasive and patient approach from the teacher is the only appropriate strategy when dealing with children who have unstable emotional states.

The third limiting factor is the limited time available for teacher guidance. Given that a single teacher is responsible for all the children in their class at the same time, the individual attention that can be given to each child is limited. Field findings show that teachers often have to remind children to quickly write their picture captions because the journal time is almost up, indicating that both teachers and children feel time pressure. This situation aligns with the findings of Aurina & Zulkarnaen, (2022:3352), who emphasize that effective mentor teachers need the ability to provide individual attention to each child – a condition that is difficult to achieve optimally when the teacher-to-student ratio is unbalanced.

Overall, these findings indicate that despite various obstacles, teachers' consistency in overcoming each challenge has proven to sustain the morning journal as a means of fostering children's self-expression and self-confidence. Maemunah & Oktania (2023:228) state that journaling can serve as an appropriate alternative learning approach for fostering self-confidence in early childhood, and the findings at TK Islam Widya Cendekia empirically support this conclusion.



Figure 1. Implementation of the Morning Journal for Kindergarten Class B



Figure 2. The Role of Teachers in Implementing the Morning Journal in Kindergarten B



Figure 3. A Teacher Cheerfully Welcomes a Child

CONCLUSIONS AND RECOMMENDATION

Conclusion

This study aims to describe the implementation of journaling through morning journaling activities in fostering self-expression and self-confidence among early childhood students at TK Islam Widya Cendekia. Based on the research findings and discussion, three main conclusions were drawn that address the study's objectives.

First, the implementation of morning journaling at TK Islam Widya Cendekia was carried out consistently as an opening routine before core learning in all four Group B classes. Teachers provided children with ample space to express their thoughts and feelings through drawings and writing, accompanied by support in the form of alphabet paper and star stickers as a form of appreciation. Through this activity, the children demonstrated behaviors indicating growing confidence in self-expression, such as the courage to share

stories in front of teachers and classmates, as well as an increasing willingness to freely share their personal experiences. This finding is reinforced by the introduction of an afternoon journaling session as a follow-up for children who were unable to participate in the morning session, reflecting the teachers' commitment to the principle that self-expression is a right for every child without exception.

Second, teachers have been shown to play a highly significant role in the development of children's self-expression and self-confidence. Teachers act as facilitators, motivators, and mentors who actively provide thought-provoking questions, positive reinforcement, direct assistance, and opportunities for each child to share their stories. This approach aligns with Vygotsky's concept of scaffolding, in which gradual support from adults helps children achieve skills they cannot yet master independently.

Third, there are several factors that influence the implementation of the morning journal activity. Supporting factors include family support in building children's motivation at home, a warm welcome from teachers, and children's punctuality. Meanwhile, inhibiting factors include children's unstable emotional states, tardiness, and limited time for teacher guidance. Nevertheless, teachers' consistency in overcoming these obstacles indicates that the morning journal continues to make a positive contribution to the development of self-expression and self-confidence in early childhood.

The findings of this study have several practical implications for the development of early childhood education. First, the morning journal can serve as a model for an opening routine that other early childhood education institutions can adopt, given that its implementation does not require complex materials but indicates a meaningful contribution to children's self-expression and self-confidence. Second, teacher training in journaling facilitation techniques—particularly in asking prompt questions and offering positive reinforcement—should be an integral part of ongoing professional development programs for early childhood educators. Third, family involvement in fostering children's motivation at home has proven to be a crucial supporting factor that cannot be overlooked; therefore, communication between teachers and parents must be consistently strengthened.

This study has limitations due to its narrow scope, which was restricted to four Group B classes at a single institution; therefore, the findings should be generalized with caution. Further research with a broader scope and more standardized instruments for assessing children's self-confidence is essential to strengthen these findings.

SUGGESTIONS

Based on the research findings, several recommendations were made to the relevant parties. Teachers are advised to continue developing a variety of prompt questions and to allocate journaling support time more evenly so that all students can be served to the fullest extent possible. The school administration needs to review the time allocation for the morning journaling session and facilitate training on more varied journaling guidance techniques for teachers, including encouraging the development of innovations such as an afternoon journaling session so that it can be implemented in a more structured manner. Parents are expected to play an active role by motivating their children at home and ensuring that their children arrive on time so they can participate in the morning journaling activity optimally. Future researchers are advised to examine aspects not covered in this study, such as the specific effects of morning journaling on children's language development, and to develop more standardized instruments for assessing children's self-confidence so that changes can be measured more objectively.

REFERENCES

- Abdullah, S. (2019). Social Cognitive Theory : A Bandura Thought Review published in 1982-2012. *Psikodimensia*, 18, 85. <https://doi.org/https://doi.org/10.24167/psidim.v18i1.1708>
- Abdussamad, Z. (2021). *Metode Penelitian Kualitatif* (M. S. Dr. Patta Rapanna, SE. (ed.); Cetakan I, pp. 1-224). CV Rey Media Grafika.
- Aminuddin, A. N., Hussaini Dzulkeflee, A., Zam, A. I. A., Mohamad Yusra, F. A.-Z., Ismail, N. A., Mohd Rasid, N. I. A., Lukman, N. W., & Lourdunathan, P. (2025). The Evaluation of a Positive Psychology-Based Intervention in Enhancing Self-Esteem among Malaysian Preschool Children. *IIUM Journal of Human Sciences*, 7(2), 1-18. <https://doi.org/https://doi.org/10.31436/ijohs.v7i2.402>
- Aurina, A. N., & Zulkarnaen, Z. (2022). Efektivitas Peran Guru Pendamping dalam Meningkatkan Kualitas Pembelajaran pada Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(6), 6791-6802. <https://doi.org/10.31004/obsesi.v6i6.3450>
- Damayanti, S. D., & Syafril, S. (2024). An Analysis of Social-Emotional Development in the Early Childhood Education Process. *Aulad: Journal on Early Childhood*, 7(2), 304-313. <https://doi.org/10.31004/aulad.v7i2.638>
- Dhieni, N., Hapidin, & Ningtias, A. A. (2017). The Speaking Ability of Five-to-six-year-old Children in Morning Journal Activity. *International Journal of Education and Research*, 5(5), 223-230. www.ijern.com
- Etnawati, S. (2022). Implementasi Teori Vygotsky Terhadap Perkembangan Bahasa Anak Usia Dini. *Jurnal Pendidikan*, 22(2), 130-138. <https://doi.org/10.52850/jpn.v22i2.3824>
- Hamid, A. (2017). Guru Profesional. *Al-Falah: Jurnal Ilmiah Keislaman Dan Kemasyarakatan*, 17(2), 274-285. <https://doi.org/10.47732/alfalahjikk.v17i2.26>
- Harfiandi, H., Helminsyah, H., & Kasmi, H. (2024). Desain Pengembangan Berbicara Anak Usia Dini: Persepsi Guru Di Banda Aceh Dalam Strategi Pembelajaran. *Jurnal Buah Hati*, 11(2), 67-79. <https://doi.org/10.46244/buahhati.v11i2.2813>

- Hidayati, R., & Hidayah, N. (2020). The Differences of Students' Self-Confidence Level in Full Day Class and Regular Class of Elementary School. *JPI (Jurnal Pendidikan Indonesia)*, 9(4), 649. <https://doi.org/10.23887/jpi-undiksha.v9i4.22356>
- Humaida, R., Munastiwi, E., Irbah, A. N., & Fauziah, N. (2022). Strategi mengembangkan rasa percaya diri pada anak usia dini. *Kindergarten: Jurnal Pendidikan Anak Usia Dini Indonesia*, 1(2), 55-69. <https://doi.org/https://ejournal.iainponorogo.ac.id/index.php/kindergarten/article/view/618>
- Kemendikbud. (2022). Pedoman Umum Penyelenggaraan Pendidikan Anak Usia Dini Berkualitas. *Kementerian Pendidikan, Kebudayaan, Riset Dan Teknologi*, 1, 79.
- Kurniasih, K., Supena, A., & Nurani, Y. (2021). Peningkatan Kepercayaan Diri Anak Usia Dini melalui Kegiatan Jurnal Pagi. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5(2), 2250-2258. <https://doi.org/10.31004/obsesi.v5i2.1109>
- Lailiyah, U., & Nur, F. N. (2020). Kesiapan Belajar Anak melalui Jurnal Pagi di TK ABA Giwangan Yogyakarta. *Journal on Early Childhood Education Research (JOECHER)*, 1(2), 82-89. <https://doi.org/10.37985/joecher.v1i2.9>
- Maemunah, S. E., & Oktania, S. (2023). Upaya Meningkatkan Kepercayaan Diri Anak Usia Melalui Kegiatan Menjurnal Di Tkit Nusantara Banten. *Jurnal Anak Bangsa*, 2(2), 226-237. <https://doi.org/10.46306/jas.v2i2.42>
- Nida Ulfadilah, & Setiasih, O. (2024). Kegiatan Jurnal Pagi Sebagai Upaya Mengembangkan Kemampuan Pra Literasi Anak Usia Dini. *PAUDIA: Jurnal Penelitian Dalam Bidang Pendidikan Anak Usia Dini*, 13(2), 351-358. <https://doi.org/10.26877/paudia.v13i2.1062>
- Nurmaniah, N. (2018). Upaya Meningkatkan Kepercayaan Diri Anak Usia 5-6 Tahun Melalui Metode Demonstrasi Di PAUD Binika Desa Sukaramai Kab. Langkat. *Jurnal Diversita*, 4(1), 52. <https://doi.org/10.31289/diversita.v4i1.1601>
- Rukhmana, T. (2022). *Metode Penelitian Kualitatif* (pp. 213&214). CV Rey Media Grafika, 2022.
- Sari, S. N., Kurniawati, Y., & Pranoto, S. (2025). Dampak Parental Divorce Terhadap Krisis Percaya Diri Anak Usia 5-6 Tahun Di Kecamatan Semarang Barat. *Journal Buah Hati*, 12(2), 1-13. <https://ejournal.bbg.ac.id/buahhati>
- Taufiq, M., & Nurifah, N. (2025). The Implementation of Morning Journals as a Teacher's Strategy in Improving Early Childhood Literacy. *Sustainable Jurnal Kajian Mutu Pendidikan*, 8(1), 34-40. <https://doi.org/10.32923/nkqnf162>
- Veriza, E., Razi, P., Roza, E., & Triana, W. (2023). Teknik Jurnalng dalam Pembentukan Perilaku Positif pada Remaja Journaling Technique to Form Positive Behaviors in Adolescents. *Faletehan Health Journal*, 10, 85-89. <https://doi.org/https://doi.org/10.33746/fhj.v10i01.503>
- Xiao, M., Amzah, F., Khalid, N. A. M., Rong, W., & Zhou, X. (2025). Supporting Oral Language Development in Preschool Children Through Instructional Scaffolding During Drawing Activity: A Qualitative Case Study. *Behavioral Sciences*, 15(7), 1-24. <https://doi.org/10.3390/bs15070908>