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INCREASING THE CONFIDENCE OF CHILDREN AGED 4-5 YEARS THROUGH ROLE PLAYING

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Abstract: Confidence in children aged 4-5 years should ideally be able to take part in learning without being awaited by their parents, be able to express opinions or wishes, be able to answer teacher questions, be able to carry out good activities related to themselves such as wearing their own shoes, as well as activities related to school, such as being able to write on your own, color on your own, cut and stick on your own. Children who have self-confidence can explore their abilities or potential, because they believe and have confidence in their abilities. Early childhood is a child aged 0-6 years who has development and growth that is more rapid and fundamental in the early years of life. This study aims to increase the self-confidence of children aged 4-5 years at Dharma Wanita Unity Kindergarten, Sidoarjo through role playing by starting with pre-cycle activities, then cycle 1 is carried out by obtaining a percentage of 62%, because the percentage does not meet the completeness criteria, it is carried out cycle II and obtained a percentage of 82% and met the targeted completeness criteria.

Keywords: Confidence, Early Childhood, Role Playing

Introduction

Early childhood is a child aged 0-6 years who has more rapid and fundamental development and growth in the early years of life. Where growth refers to a process in a more perfect direction and cannot simply be repeated. Therefore, the quality of a child's future development is largely determined by the stimulation they receive from an early age [1]. Aspects of child development apart from cognitive, motoric, spiritual-moral, social, there are also emotional or psychological aspects that influence other aspects. Dewi stated that an aspect of children's psychological development that is important to develop from an early age is self-confidence [2]. It can be said that early childhood is a period of child growth that will not happen again in the future, so the child's growth and development must be prepared as well as possible, and one important aspect that must be optimized is the child's self-confidence.

Regulation of the Minister of National Education of the Republic of Indonesia Number 137 of 2014 concerning Early Childhood Education Standards states that self-confidence is one of the standard criteria for achieving social emotional development in early childhood. Self-confidence is an attitude or feeling of confidence in one's abilities so that children are not too anxious in every action, can freely do things they like and are responsible for all their actions, and are warm and polite in interacting with people. others[3]. Olivantina defines self-confidence as a feeling of confidence in one's own ability to feel capable of solving

everything that one encounters so one doesn't worry about anything carried out [4]. Confidence can also be interpreted as a child's feeling of not having doubts and the child being brave in completing every task and challenge given to the child well, the child feels confident in everything he does.

According to Dariyo, quoted by Noviamputra, children's self-confidence skills that must be developed at an early age include attitude, being able to express opinions, being responsible, being able to solve problems, being able to socialize and get along with anyone, having the courage to try new things and many more. [5]. The ability to be self-confident is very important for children to have because by having self-confidence children have a sense of courage and are also able to become independent individuals. This is supported by Lie's opinion (in Kurniasih) that with confidence children are able to complete tasks according to developmental stages, have the courage to improve their own achievements, and become healthy and independent individuals [6]. Courage in the development of self-confidence includes several things as stated by Suminah (in Kurniasih) self-confidence in children, namely daring to appear in public and other social environments, daring to express desires, daring to start communicating with people they have not previously known, being proud to show their work, enjoy doing activities together, and are not easily influenced [6]. Self-confidence is very important and must be possessed by all children in carrying out their life processes. Children who have self-confidence can explore their abilities or potential, because they believe and believe in their abilities [7]. Self-confidence is very important to develop in early childhood, where the influence of self-confidence is not only in childhood but is also very useful for the child's subsequent life, for example, children who have high self-confidence will find it easier to socialize and adapt to new environments.

Hakim stated that self-confidence is an individual's belief in all aspects of excellence and creates the ability to achieve various life goals [8]. This opinion is also supported by Olivantina who defines self-confidence as a belief in one's own ability to feel capable of solving everything that one encounters so one does not worry about what one is doing [9].

Self-confidence in children aged 4-5 years is ideally able to take part in learning without waiting for their parents, able to express opinions or desires, able to answer teacher questions, able to carry out activities both related to themselves such as wearing their own shoes, as well as activities related to school, such as being able to write by yourself, color by yourself, cut and paste by yourself [10]

Based on observations by researchers at the Dharma Wanita Pertama Candi Kindergarten, children at the school have low self-confidence in children aged 4-5 years. This can be seen when children take part in learning activities, some children are still waiting for their parents in the class, if the teacher asks the children to come forward but not all of them want to come forward to carry out the tasks given. Some children are active, they even always raise their hands and ask the teacher to do the activities given first, while some children choose to remain silent and not come forward. Apart from that, if the teacher asks children to show their work, some children are still shy about showing their work. This shows that there are still children who do not have great self-confidence so they do not have the courage to come forward and appear in front of the class. This happens because of the lack of methods provided by teachers to build children's self-confidence, where in the learning process teachers only use lecture, question and answer and demonstration methods. In response to this, it is necessary to conduct research to increase self-confidence in children aged 4-5 years at the Dharma Wanita Pertama Candi Kindergarten. In this case, researchers use role playing as an effort to increase children's self-confidence. Role playing gives children the opportunity to play with their friends in the study room so that by playing

children can not only increase their self-confidence but also their social attitudes towards friends. According to Uno (in Santosa) role playing is a learning model that aims to help children find their identity in the social world [11]. In this case, Zamani stated that one way for children to explore their world is by role playing, which is done by imitating the actions and characters in the surrounding environment [12]. This is also in line with Padmonodewo's opinion that role playing is a pretend activity, that is, children play a role by imitating the people around them by acting out behavior and conversations, as well as imitating movements, for example imitating conversations between traders and buyers, teachers and students, doctors and patients and so on. others[13]. When playing roles, children can use imagination, creativity, empathy and appreciation in acting out characters, objects, animals and plants around them [14]. Heijnen stated that through role playing children can play a role that will grow children's self-confidence, recognize forms of emotion, and be able to appreciate their own feelings. oneself and others, respect others and recognize one's own strengths and weaknesses [15].

Role playing in a lesson has steps as expressed by Agus Yulianto et al, that role playing is done by organizing the class in groups, each group acting out a scenario that has been prepared by the teacher, children are given the freedom to improvise but are still within the limits of the teacher's scenario[16]. After carrying out the role play, recalling or remembering is also held what had been learned as stated by Kodotchigova quoted by Syarifah after the activity a follow-up was held, asking the children for their opinion about what had happened and what they had learned [13].

The purpose of role playing was conveyed by Piaget, quoted by Damayanti, that (a) children learn about themselves, their families and the world around them, (b) children learn how to talk to other people, (c) children learn how to get along and cooperate with other people, (d) children learn to be creative and solve problems, (e) children learn about their feelings, (f) to develop physical skills, (g) to understand how other people behave, think and feel and (h) children learn to do task until completion [17]. Several goals of role playing show that role playing can increase child's self-confidence.

Research on increasing self-confidence has been carried out by previous researchers such as that conducted by Khoerunnisa regarding the use of role-playing methods using educational game tools in early childhood learning in formal education institutions or kindergartens, which has an important role in honing children's self-confidence, through playing. which is the world of children, especially in role playing where certain characters are played, is able to optimize aspects of children's development, namely self-confidence [18]. This is also supported by research conducted by Wahuni, that implementing role-playing activities using scripts can increase children's self-confidence in having the courage to appear in public, being willing to lead an activity and being willing to express opinions simply. The results of the increase in role playing activities to increase children's self-confidence, there was a gradual increase in each cycle, namely in the pre-cycle the average score was 52.45%, which means it was still not enough, in the first cycle the percentage obtained increased by an average of 74% However, it still did not reach the predetermined target, so it was continued again in cycle II with an average gain of 85.29% and was declared successful. From the research that was carried out at Aisiyah Bustanul Athfal 25 Wage Kindergarten, the average value of each cycle increased and reached the target set by the researchers [15].

Wanna Zaina in her research stated that the use of role playing methods has proven to have an influence on the development of children's self-confidence. This can be seen from the pretest and posttest results of the experimental and control groups at the time of the

research. The effect of using the role-playing method on cultivating children's self-confidence in the experimental group increased by 88% from the previous result of only 39%. This proves that the use of role playing methods has empirically developed self-confidence in young children [19]. Therefore, in this study researchers used macro role playing as an effort to increase children's self-confidence with the hope that self-confidence in children aged 4-5 years can increase according to development.

Methodology

The type of research used in this research is Classroom Action Research (PTK). Arikunto stated that PTK is research that explains the cause and effect of treatment, as well as explaining what happens when treatment is given, and explains the entire process from the beginning of the treatment to the impact of the treatment [20]. Classroom action research was used to increase the self-confidence of children aged 4-5 years at the Dharma Wanita PBBi Candi Kindergarten, Sidoarjo. In this classroom action research, the Kemmis & Mc Taggart model is used, which is a development of the Kurt Lewin model. This action research model has three stages, namely planning, treatment and observation, reflection. The research model is in Figure 1.

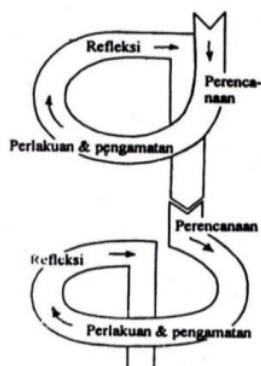


Figure 1. Kemmis & Mc Taggart PTK Model [21]

This research was carried out at the Dharma Wanita Pertama Kindergarten, Larangan Village, Candi District, Sidoarjo Regency, where the subjects of this research were Group A children aged 4-5 years with a total of 13 children. The research instruments used were the Daily Learning Implementation Plan (RPPH) and the observation table assessment sheet (checklist). The checklist table contains indicators of children's self-confidence, namely children are able to participate in learning without waiting for their parents, are able to express opinions or desires, are able to answer teacher questions, are able to carry out activities both related to themselves, such as wearing their own shoes, and activities related to school, such as able to write themselves, color themselves, cut and paste themselves [10].

Researchers used data collection techniques in the form of observation, interviews and documentation. Observations were carried out to observe the self-confidence of research subjects when taking action, interviews were conducted with teachers to obtain information about the learning process, documentation in the form of lesson plans and photos during learning activities.

The research data analysis techniques used qualitative and quantitative. Qualitative analysis is in the form of a description of the development of children's self-confidence. Quantitative analysis is used to determine the increase in children's self-confidence by calculating the percentage in pre-cycle, cycle 1 and cycle 2. This research can be said to be successful if it reaches the completion criteria of 80%.

The formula used to calculate the percentage of student confidence is as follows:

$$\text{presentase} = \frac{\text{number of students who completed}}{\text{number of learners}} \times (100\%)$$

Results and Discussion

As the title of the research studied by the researcher is increasing the self-confidence of children aged 4-5 years through role playing, the researcher chose role playing activities to increase children's self-confidence. Where the activity begins with initial observations carried out before action is taken, the aim is to determine the initial self-confidence abilities of group A children at the Dharma Wanita PBBi Candi Kindergarten, Sidoarjo. Observations are carried out during the learning process. Observations are assisted by the class teacher as a collaborator, in pre-cycle activities carried out using an observation instrument that measures the level of self-confidence with indicators using questions and answers and observing children's learning activities. There is data on the self-confidence abilities of children aged 4-5 years. The pre-cycle is in table 1.

Table 1. Pre-cycle observation results of children's self-confidence

Name	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 5	Persentase	Criteria
Student 1	3	2	2	3	3	65%	Complete
Student 2	3	3	2	2	2	60%	Complete
Student 3	2	1	1	2	2	40%	Not Complete
Student 4	2	1	2	1	1	35%	Not Complete
Student 5	2	1	2	1	2	40%	Not Complete
Student 6	1	1	1	2	1	30%	Not Complete
Student 7	2	2	2	1	1	40%	Not Complete
Student 8	1	1	1	1	2	30%	Not Complete
Student 9	2	2	2	2	2	55%	Not Complete
Student 10	2	2	2	2	3	55%	Not Complete
Student 11	1	1	1	1	1	25%	Not Complete
Student 12	3	2	2	3	3	65%	Complete
Student 13	1	1	1	1	1	25%	Not Complete

Table 2. Data on children's self-confidence according to pre-cycle observation results

Average	Criteria	Number of children	Percentage of students
51%-100%	Complete	3	23%
0%-50%	Not Complete	10	77%

Based on this table, it can be seen that 23% of children are confident before taking action, there are 23% of children in the completed criteria and 77% of children in the incomplete criteria. This is caused by the lack of methods provided by teachers in building children's self-confidence, where in the learning process teachers only use lecture, question and answer and demonstration methods, causing a lack of self-confidence in children. From table 1, it can be explained that the self-confidence of children aged 4-5 years at the Dharma Wanita PBBi Candi Kindergarten, Sidoarjo on five self-confidence indicators shows a percentage of 43%.

The results of this percentage are the reason for taking action on children aged 4-5 years at the Dharma Wanita Pertama Candi Kindergarten, Sidoarjo to increase self-confidence, namely through role playing. Implementation of cycle 1 actions begins with designing role-playing steps, namely the Daily Learning Implementation Plan (RPPH), determining the theme, media used,

assessment instruments with self-confidence indicators which are used as a reference for assessing actions in cycle 1.

Activities in cycle 1 children play roles with the theme of work and the sub-theme of work place (hospital) where the children can choose several roles, namely doctor, nurse, administration, and patient. Cycle 1 was carried out in 2 meetings, in the first meeting there was role playing, the activity began with the children sitting in a circle listening to explanations and rules when playing roles, what roles the children could choose and play, each child chose their own role that they would play, the children bold the name of the role he chose on the name card, then the child plays according to the role he chose for the time recorded in the learning plan, the activity ends with recalling or remembering what has been learned by asking the child's opinion about what they have learned . At the second meeting, namely role playing, the activity begins with the children sitting in a circle listening to explanations and rules when playing roles, what roles the children can choose and play, each child chooses the role he will play and plays according to the role he chooses properly. the time that has been recorded in the learning plan, the child tells what role he played and what activities were carried out in the role play, the activity ends with recalling or remembering what he has learned by asking the child's opinion about what they have learned. During the assessment, the researcher recorded the results in the children's self-confidence assessment guidelines and reflected on the stages where the information obtained during observations from cycle 1 activities were reviewed. The results of the actions in cycle 1 were as follows

Table 3. Cycle I research results

Name	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 5	Persentase	Criteria
Student 1	4	3	3	4	3	85%	Complete
Student 2	4	3	3	3	2	75%	Complete
Student 3	3	2	2	3	3	65%	Complete
Student 4	3	2	2	2	1	50%	Not Complete
Student 5	3	2	3	2	2	60%	Complete
Student 6	2	1	2	2	2	45%	Not Complete
Student 7	4	3	2	3	2	70%	Complete
Student 8	2	2	2	2	3	55%	Not Complete
Student 9	4	3	2	2	3	70%	Complete
Student 10	3	3	3	3	4	80%	Complete
Student 11	2	2	2	2	1	45%	Not Complete
Student 12	3	2	2	3	2	60%	Not Complete
Student 13	2	1	2	2	1	40%	Not Complete

Table 4. Children's self-confidence data according to the results of cycle I research

Average	Criteria	Number of children	Percentage of students
51%-100%	Complete	7	54%%
0%-50%	Not Complete	6	46%

From the table above, it can be seen that the average gain in children's self-confidence through role playing for children aged 4-5 years at the Dharma Wanita Pertama Candi Kindergarten, Sidoarjo was obtained by 54% of children with the criteria completed, 46% of children with the criteria not yet completed. Seen from the table, the development of children's self-confidence through role playing is quite good compared to before the action was carried out, but the results are still 62% and have not reached the desired percentage. From the results of the analysis of students who emerged in cycle 1, it becomes material for reflection on subsequent actions. Reflection was carried out based on the children's activities during the first cycle of action, namely the sub-theme

of role playing which was taken by the researcher, causing some children to play passively during the activity.

Based on the results of the reflection in cycle 1, the researcher followed up on the obstacles that occurred by providing role play using sub-themes that were able to involve children's activity in playing and using varied media and also roles that were closer to the child's daily life, so that children had no difficulty in playing. do role play.

Carrying out the second cycle after the implementation of the first cycle did not achieve success indicators. Reflection in the first cycle forms planning in the second cycle where planning is carried out including preparing a Daily Learning Implementation Plan (RPPH), instruments used, preparing support media for role playing, as well as making observation sheets to record learning outcomes through role playing to increase children's self-confidence, in In cycle II, the media and roles that children can choose are more varied so that children are more enthusiastic in playing.

Activities in cycle II children play roles with the theme of work and the market sub-theme where children can choose several roles, namely fruit traders, vegetable traders, accessories traders and buyers. Cycle II was carried out in 2 meetings, in the first meeting there was role playing, the activity began with the children sitting in a circle listening to explanations and rules when playing roles, what roles the children could choose and play, each child chose their own role that they would play, then Children play according to the role they choose with the time recorded in the learning plan, after the child has finished playing the role, the child colors the name of the role according to the theme of the play, the activity ends with recalling or remembering what the child has learned. At the second meeting, namely role playing, the activity begins with the children sitting in a circle listening to explanations and rules when playing roles, what roles the children can choose and play, each child chooses the role he will play and plays according to the role he chooses properly. The time that has been recorded in the learning plan, after the children have finished role playing, children cut and paste pictures of fruit, the activity ends with recalling or remembering by asking the children's opinions about what they have learned. During the assessment, the researcher recorded the results in the children's self-confidence assessment guidelines, the results of the actions in cycle II were as follows:

Table 5. Cycle II research results

Nama	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 5	Persentase	Criteria
Student 1	4	4	4	4	3	95%	Complete
Student 2	4	4	3	4	3	90%	Complete
Student 3	4	3	3	3	4	85%	Complete
Student 4	4	3	3	3	2	75%	Complete
Student 5	4	3	4	3	3	85%	Complete
Student 6	3	2	3	3	4	75%	Complete
Student 7	4	3	3	3	3	80%	Complete
Student 8	3	3	3	3	4	80%	Complete
Student 9	4	3	3	3	4	85%	Complete
Student 10	4	3	3	4	4	90%	Complete
Student 11	3	3	3	3	3	75%	Complete
Student 12	4	3	3	3	3	80%	Complete
Student 13	3	2	3	3	3	70%	Complete

Table 6. Children's self-confidence data according to the results of research cycle II

Average	Criteria	Number of children	Percentage of students
51%-100%	Complete	13%	100%
0%-50%	Not Complete	-	-

From the results ⁵ the actions carried out in the second cycle of research, it shows that there has been an increase in the self-confidence of children aged 4-5 years at the Dharma Wanita PBBi Candi Kindergarten, Sidoarjo, which is ³er than cycle 1 which reached 82% according to the success indicators. Therefore, it can be said that role playing can increase children's self-confidence in accordance with predetermined targets, and the research was stopped in cycle II.

The average self-confidence success rate for children aged 4-5 years at the Dharma Wanita PBBi Candi Kindergarten, Sidoarjo has achieved the success target and can be seen in the graph of increasing children's self-confidence as follows:

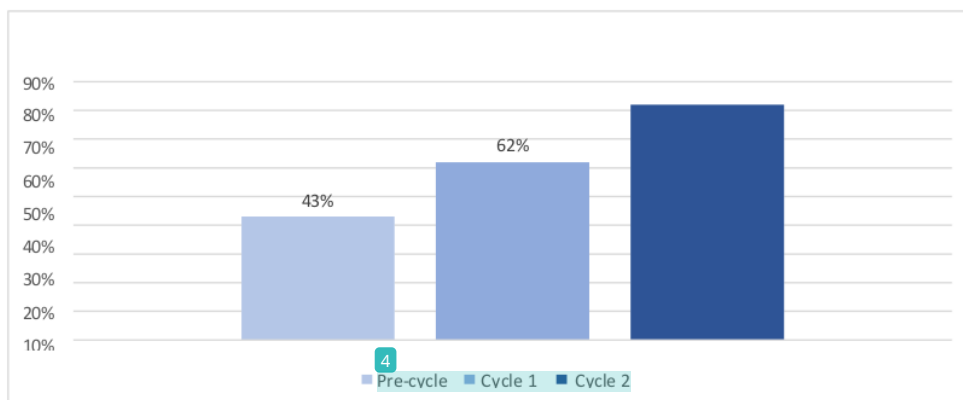


Figure 2. Increased self-confidence in children aged 4-5 years

Based on the graph above, it shows that the average increase in children's self-confidence scores through role playing in pre-cycle, cycle I and II is quite significant. It can be described that the average percentage of succes⁵ is 82%. Based on these data, researchers and collaborators have succeeded in developing and increasing children's self-confidence, as can be seen from field notes and the percentage results that have reached the level of increase that occurs in each cycle according to the target in cycle I. If the percentage of self-confidence continues to increase then the percen³⁰e the increase was declared significant. Role playing has an effect on increasing self-confidence in pre-school age c³²dren (4-5 years). Early childhood education at Insan Harapan Klaten ¹⁶cepted. This shows that the role playing method influences the level of self-confidence b³ore the role playing method is carried out and after the role playing m¹⁶od is carried out [22]. Role playing can also increase children's self-confidence, as per Panggih's research results that the role-playing method in learning can increase students' self-confidence. Student self-confidence increases as indicated by students not being dependent on other students, having the courage to act, being optimistic, not blaming others and being more responsible [11].

³ummary

The application of role-playing activities to increase children's self-confidence was carried out in accordance with the theme created by the researchers, namely the work theme using the hospital and market sub-themes. In role-playing activities, each cycle is carried out in two meetings, the activity begins with the children sitting in a circle listening to explanations and rules when playing roles, each child chooses the role he or she will play, then the child plays according to the role he or she chose for the time recorded in Learning plans and activities end with recall⁵ing or remembering what the children have learned. Role playing activities are able to increase the self-confidence of children aged 4-5 years at the Dharma Wanita Pertama Candi Kindergarten, Sidoarjo. It is evident from the average success rate in cycle one that a percentage of 62% was obtained from the pre-cycle average success rate of 43%. After reflection, in cycle two the average success rate for children's self-confidence increased to 82%.

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