

DEVELOPING SELF-CONFIDENCE THROUGH SINGING PLAY DOLL GAMES IN GROUP A CHILDREN AT AL HUDA TK, BATUKULIANG UTARA DISTRICT

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Abstrak: Kemampuan Percaya Diri Kelompok A TK AL HUDA Kecamatan Batukuliang Utara Kabupaten Lombok Tengah masih belum maksimal, hal ini terjadi ketika anak diminta maju hanya untuk mempersiapkan temannya untuk berbaris, anak masih malu-malu dan terkadang menangis. Rumusan masalah dalam penelitian ini adalah: Apakah bermain boneka bernyanyi dapat mengembangkan kemampuan sosial emosional dan rasa percaya diri pada anak kelompok A TK AL HUDA Kecamatan Batukuliang Utara Kabupaten Lombok Tengah. Subjek penelitian ini adalah anak Kelompok A TK AL HUDA Kecamatan Batukuliang Utara Kabupaten Lombok Tengah yang berjumlah 19 anak dengan menggunakan Penelitian Tindakan Kelas (PTK) Kemmis dan Taggart. Dilaksanakan dengan tiga siklus, dengan teknik pengumpulan data berupa Rencana Program Pembelajaran Mingguan dan Harian, lembar penilaian rasa percaya diri dan lembar observasi guru. Berdasarkan hasil pelaksanaan Penelitian Tindakan Kelas, rata-rata persentase ketuntasan percaya diri sebelum tindakan sebesar 36,8%. Dilanjutkan dengan tindakan perbaikan siklus I dan siklus II. Pada siklus I setelah diterapkan permainan boneka menyanyi rata-rata persentasenya meningkat sebesar 47%, dilanjutkan dengan siklus II dan juga mengalami peningkatan persentase sebesar 63% yang dilanjutkan dengan siklus III. Pada siklus III persentasenya meningkat sebesar 84% dan pada siklus III telah melampaui kriteria ketuntasan minimal 75% dan hipotesis diterima. Dengan demikian dapat disimpulkan bahwa bermain boneka bernyanyi dapat mengembangkan rasa percaya diri pada anak kelompok A TK AL HUDA Kecamatan Batukuliang Utara Kabupaten Lombok Tengah.

Kata Kunci: Media Pembelajaran, Kepercayaan diri, Taman Kanak-kanak

DEVELOPING SELF-CONFIDENCE THROUGH SINGING PLAY DOLL GAMES IN GROUP A CHILDREN AT AL HUDA TK, BATUKULIANG UTARA DISTRICT

Abstract: The ability of Self-Confidence in group A TK AL HUDA Kindergarten, Batukuliang Utara District, Central Lombok Regency is still not optimal, this happens when children are asked to come forward just to prepare their friends to line up, children are still shy and sometimes cry. The formulation of the problem in this study was: can playing singing dolls develop social-emotional abilities and self-confidence in children in group A Kindergarten AL HUDA, Batukuliang Utara District, Central Lombok Regency. The subjects of this study were the children of Group A Kindergarten AL HUDA, Batukuliang Utara District, Central Lombok Regency, totaling 19 children using the Kemmis and Taggart Classroom Action Research (CAR). It was carried out using three cycles, with data collection techniques in the form of Weekly and Daily Learning Program Plans, self-confidence assessment sheets and teacher observation sheets. Based on the results of implementing Classroom Action Research, the average percentage of completeness in pre-action self-confidence was 36.8%. Followed by remedial actions cycle I and cycle II. In the first cycle, after applying the singing doll game, the average percentage increased by 47% followed by cycle II and also experienced an increase in percentage by 63%, followed by cycle III. In cycle III the percentage increased by 84% and in cycle III this has exceeded the minimum completeness criteria of 75% and the hypothesis is accepted. Thus it can be concluded that playing singing dolls can develop self-confidence in group A TK AL HUDA children, Batukuliang Utara District, Central Lombok Regency.

Keywords: Learning Media, Confidence, Early Childhood

INTRODUCTION

People who have self-confidence have the belief that they are able to carry out the

tasks that must be done and complete them in a creative way and a positive attitude towards the abilities that exist in them (Imarhiagbe et al., 2017). When the teacher gives a good overall stimulus, the child's intelligence will develop optimally. Students are good at academics and in terms of social intelligence students also develop, students dare to do something, carry out tasks and feel confident according to (Charness et al., 2018; Woodman et al., 2010).

In addition, to develop social emotional indicators of self-confidence, aspects of personality are very important in actualizing all the potential they have, without self-confidence, many problems and obstacles will arise in children (Bernard & Senjayawati, 2019; Suheri, 2018). Confidence in children is very important when the child will try to get along with friends or start the socialization process with the environment. Confidence is also needed by children when children appear in public and when children carry out an activity, parents and teachers should work together to provide an activity that can develop children's self-confidence.

Hemdriana et al. (2014) states that self-confidence is a person's belief in all aspects of the strengths he has and makes the ability to achieve life goals. A confident child is a child who dares to do something good for himself according to the abilities and knowledge that the child has. (Cook et al., 2010a, 2010b; Redondo, 2020) the development of children aged 4-5 years in the scope of social emotional development, namely showing self-confidence, showing an independent attitude, controlling feelings, understanding rules and discipline, having a persistent attitude and being proud of one's own work.

Meanwhile, from the results of class data in group A TK AL HUDA Batukuliang Utara, Batukuliang Utara District, Central Lombok Regency, they still lack high self-confidence, according to the observations of researchers, that of 19 students in group A, only 3 students developed very well (BSB), and 4 students who are developing according to expectations (BSH), while there are 6 students who are starting to develop (MB) and 6 students who are not yet developing (BB). This proves that the completeness value on the indicator shows low self-confidence.

To develop social-emotional abilities on

indicators of students' self-confidence, researchers use games that can provide opportunities for children to develop their self-confidence. The game is a singing play doll game, the benefits or uses of the singing spin doll game are to develop the self-confidence of the children in group A Kindergarten AL HUIDA, Batukuliang Utara Kaabuipaten District, Central Lombok, this game was chosen because the tools used are in the form of dolls,

According to (Nugraheni et al., 2022; Sari & Gunawan, 2018; Widodo et al., 2019) states that dolls are a medium that is able to develop observation and understanding of several aspects, for example the social emotional aspects of self-confidence. In the singing play doll game, the children will make a circle and rotate the doll (given to a friend) while singing, when the song is finished the student holding the doll will be in the middle to sing alone, each child gets 3 minutes (1 minute for the doll round and 2 minutes for the child to perform in front of his friends) (Maulyda et al., 2021; Rahmayani, 2019; Susanti et al., 2020). Through this game, it is hoped that children's self-confidence will develop optimally, but the teacher must guide and motivate children to carry out the activities provided by the teacher and parents must also continue the stimulus provided at school.

METHOD

Classroom Action Research (CAR) is a type of research to address learning problems that occur in research settings (classrooms), by improving systems, work methods, processes, content or competencies (Sugiyono, 2010).

In this study, researchers used the Kemmis and Mc Taggart research model, according to Arikunto (2010: 16) Kemmis and Mc Taggart's research was a development of Kurt Lewin's model. In planning Kemmis and Mc Taggart use a spiral system cycle, each cycle consisting of four stages, namely: 1) Planning 2) Implementation 3) Observation 4) Reflection.

The type of action that will be carried out is to develop self-confidence through playing singing dolls for children in group A Kindergarten AL HUDA Batukuliang Utara, Batukuliang Utara District, Central Lombok Regency. With performance techniques using

guideline instruments or performance rubrics.

RESULT & DISCUSSION

Based on the results of action research from cycle I, cycle II and cycle III, the child's self-confidence through playing the singing doll game has increased. A comparison of the results of the assessment and learning completeness of the children is presented in the following table:

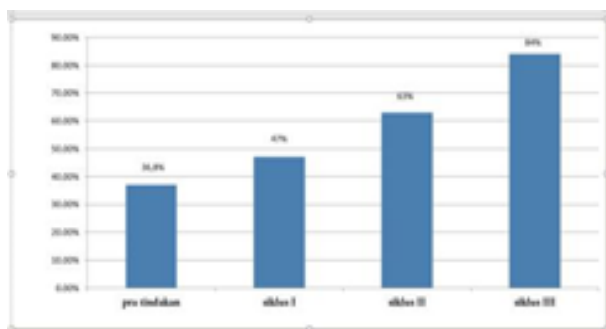


Figure 1. The results of the self-confidence assessment

Through playing singing dolls starting from Pre-action to Cycle III From diagram 1 above, it can be seen that the actions taken by researchers can develop self-confidence through playing singing dolls in group A TK AL HUDA Kindergarten, Batukuliang Utara District, Central Lombok Regency, this can be proven by the percentage increase from pre-action to cycle III. The minimum criteria for children's learning completeness in pre-action up to cycle III are developing according to expectations (BSH) and a minimum percentage of 75%. The percentage of children's learning completeness criteria in the pre-action, namely, 21.1% developed as expected (BSH) and 15.7% developed very well (BSB), so the percentage of children's learning completeness in the pre-action was only 36.8%. After the first cycle of action, the percentage of children's learning completeness criteria in cycle I was 21% developing as expected (BSH) and 26% developing very well (BSB), so the percentage of children's learning completeness was 47%, meaning that there was an increase in the percentage of children's learning completeness from pre-action to the first cycle of 10.2%. In cycle II, the percentage of children's learning completeness criteria is 26% developing as expected (BSH) and 37% developing very well (BSB), so the percentage

of children's learning completeness is 63%, meaning that the percentage of children's learning completeness from cycle I is 47% to cycle II by 63% experienced an increase of 16%. Then, in cycle III, the percentage of children's learning completeness criteria, namely 37% developed according to expectations (BSH) and 47% developed very well (BSB), so the percentage of children's learning completeness was 84%, which means that the percentage of children's learning completeness from cycle II was 63%. to cycle III by 84% experienced an increase of 21%. This proves that the percentage of children's learning completeness in cycle III reaches 83% so that it meets the minimum criteria for children's learning mastery of 75%.

CONCLUSION

Based on the discussion above, starting from cycle I, cycle II and cycle III the researcher used a singing doll game that could develop self-confidence in children in group A Kindergarten AL HUDA Batukuliang Utara District, Central Lombok Regency and had exceeded the completeness criteria so that the hypothesis was accepted.

Kindergarten teachers and heads should work together with the school committee to create varied learning programs and play singing doll games as one of the activities. Parents should be more selective in choosing games that can increase children's self-confidence.

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