

Effectiveness of Activities Morning Circle to Increase Self-Confidence of 5-6 Year Old Children at ANNUR Kedungringin Islamic Kindergarten

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Abstract: Self-confidence or self-confidence is the attitude of every individual who feels confident in their abilities to be able to carry out an action without being influenced by others. Based on the results of initial observation data at ANNUR Kedungringin Islamic Kindergarten, self-confidence in children is still said to be low, namely 12%. This study aims to determine the effectiveness of Morning Circle Activities to Increase Self-Confidence in 5-6 Year Old Children at ANNUR Kedungringin Islamic Kindergarten and How Much Influence Morning Circle Activities Have to Increase Self-Confidence in 5-6 Year Old Children at ANNUR Kedungringin Islamic Kindergarten. This type of research is quantitative research, using an experimental method with a One Group Pre Test Post Test design. In this study, the population used as a sample was 24 students of class B of ANNUR Kedungringin Islamic Kindergarten who became the experimental class. Data collection techniques used observation and documentation. The results of this study indicate that morning circle activities are effective in increasing the self-confidence of children aged 5-6 years at ANNUR Kedungringin Islamic Kindergarten. This is proven by the results of the hypothesis test from the pre-test and post-test of the experimental class with the paired sample t-test proven by the results of Sig. (2-tailed) $0.000 < 0.05$, then H_0 is rejected and H_a is accepted. It can be concluded that there is an average difference between the results of the Pre- test and Post-test studies through the N-Gain test, the results obtained are 0.611, which is in the moderate category.

Keywords: *morning circle, self-confidence, children aged 5-6 years.*

INTRODUCTION

Early childhood education is the main and initial foundation in the development of a child's personality, both in terms of character, physical abilities, cognitive, language, art, social emotional, spiritual, self-discipline, self-concept, and independence. Early childhood is the golden age or often called the Golden age. Brain development occurs the fastest throughout life history. This development develops from the womb to an early age, namely with an age range of zero to six years (Fauziddin & Mufarizuddin, 2018; Noviamputra & Watini, 2022).

In the learning process, all intelligence in children will be stimulated, both academic and nonacademic. Children are not only taught in reading and writing, but intrapersonal intelligence must also be developed. It is useless when children are good at counting, reading, writing, but they do not have self-confidence and are embarrassed to appear. For example, when a child is asked to come forward to sing or tell a story but does not want to or the child does not feel brave because he feels insecure. Children who have self-confidence will have the belief that they are able to do the tasks that must be done and complete them in a creative way and with a positive attitude towards the abilities they have.

According to Rais, self-confidence comes from English, namely self-confidence, which means the ability to believe in one's own abilities, strengths, and judgments (Rais, 2022). Self-confidence is a positive

attitude that must be possessed by an individual who must enable himself to develop positive judgments both towards himself or towards others and also the environment, as well as the situations he faces to achieve what he wants (Ragil & Putra, 2023). Rohmah (2018) stated that self-confidence is a mental condition that a person has in order to optimize his abilities so as to encourage him to carry out the desired activities. Children with high self-confidence can have a positive impact on their future lives, children will tend to be braver and more successful in facing the risks that will be taken (Karmiyanti et al., 2019).

As Bandura said in (Aryaprasta & Riyadi, 2018) self-confidence is a person's belief that they can behave according to the desired desires. The self-confidence possessed by children helps children to solve problems according to their developmental stage and not depend on others. Having self-confidence means that children feel capable of their abilities and can face a job and overcome problems. Lack of awareness of self-confidence in children makes children experience many problems and obstacles when children want to interact with peers or when they want to start socializing with their environment. Self-confidence is needed by children when they are in public when they are going to do something (Adhimah & Simatupang, 2014; Aryenis, 2018).

There is a fact from research conducted by Adhimah and Simatupang that There are 15 out of 25 children who have self-confidence, this is proven by their courage to retell the story in class that has been told and explained by the teacher, while 10 children are still unable to tell in front of the class because they are not brave enough and lack confidence. Furthermore, research conducted by Ni Wayan Eka in 2017 in Bali Province also showed that the number of preschool children was 1,427 children and around (12.1%) children had low self-confidence, the highest contributor was Badung Regency with 8.2% and followed by the second Denpasar Regency with 6.8% of children (Eka, 2020). In addition, research conducted by (Mamba'usa'adah et al., 2022) at TK Muslimat NU 154 Bani Hasan Ponorogo that out of 10 students in group A3 only 2 had the criteria to complete and 8 other children did not have the category to complete. Based on the explanation above, it can be seen that the problem of children's self-confidence is quite large and high.

Self-confidence of children aged 5-6 years old ideally children will be able to appear in front of friends, teachers and parents, be able to participate in competitions, be able to tidy up toys without being asked, and be able to initiate interactions with others and children have a sense of responsibility (Fazrin et al., 2018). Self-confidence is the main requirement to continue the learning process, lack of self-confidence will hinder further learning. The task of the teacher or mentor is to help children who are experiencing problems, in the context of research is to help children in efforts to increase self-confidence.

Self-confidence according to Lauster in (Syam & Amri, 2017) is a belief and attitude towards one's own abilities, so that in carrying out one's actions one does not feel anxious, does things according to one's wishes freely and remains responsible for one's actions, provides polite interactions with others, provides encouragement for achievement and understands the strengths and weaknesses that one has. Lie 2003 in (Larasani et al., 2020) behavioral characteristics that reflect self-confidence include: 1) being confident in oneself; 2) Not dependent on others; 3) not hesitating; 4) feeling valuable; 5) not bragging; 6) having the courage to take action.

According to Lauster 1992 in Ghufroon & Risnawati 2010, people who have positive self-confidence are self-confident, optimistic, objective, responsible, rational and realistic. According to Lauster in (Noviana et al., 2022) there are 5 indicators of self-confidence, namely: 1) believing in one's own abilities, not anxious in carrying out one's actions, feeling free and responsible in doing things that one likes; 2) acting independently in making decisions; 3) having a positive, warm and polite self-concept, in interacting with others, and accepting and respecting others; 4) daring to express opinions and having the drive to achieve; 5) knowing one's own strengths and weaknesses. According to Caunt (2004) in (Yuliati &

Susianna, 2023) people who have self-confidence are able to accept change, can accept risks and can accept challenges. In addition, Andrews (2015) mentions indicators of self-confidence are ready to do what they think is right, dare to take risks, always optimistic, accept and respect others.

One of the efforts that teachers can use to increase children's self-confidence is by utilizing morning circle activities. Morning circle is an activity carried out in the morning before learning activities. In this activity, children are invited to sing, count, study the calendar, record attendance, and share. Sharing activities are not only sharing about goods but children are taught to share stories and experiences (Gachiku, 2021).

Morning circle according to Kriete (2002) is also known as morning meeting, which is a characteristic of public and special schools in the United States and surrounding areas. Children are given time to gather and participate in providing socialization skills, communication skills, and academics and are able to help build a sense of solidarity in the classroom (Bruce et al., 2006).

Research conducted by (Bruce et al., 2006) revealed that Morning Circle activities help children to build class membership and create opportunities for communication and support the participation of children with disabilities aged 3-10 years. Morning Circle helps children with disabilities have many opportunities to gain education and skills. Other research on Morning Circle activities was conducted by (Gachiku, 2021) in this study morning circle was carried out to improve children's social skills this study was conducted in Nakuru County, Kenya. The activities provided were prayer and singing activities, chat activities or social interactions. Morning circle is an activity carried out before learning that can be used by teachers to unite students sometimes using formal sitting formations or circles containing the delivery of activities so that children focus. This activity is generally carried out in PAUD classes and playgroups. At the beginning of the activity, it can be started by greeting each other, singing, counting, reading stories or conveying activities that have been carried out. There are no special rules in this activity, all of which are carried out according to the needs of the school. With these activities, the level of social skills, especially interaction, can be increased.

Based on the researcher's initial observations conducted at the ANNUR Kedungringin Islamic Kindergarten Institution, Suruh District, in Class B, it can be seen that there are still many children who do not have high self-confidence, there are still many children whose self-confidence has not grown. This is indicated by the behavior of children inside and outside the classroom. It can be seen when the teacher orders children to come to the front of the class to write or read, most of the children still feel embarrassed. Lack of self-confidence in children can also be seen when children are ordered to lead their friends to pray, line up, some children respond by saying they can't, don't want to and also by shaking their heads. Next is the factor of hyperactive children or children who are actively moving. Hyperactive children will often move around in class and will disturb other friends, but when the teacher orders them to do activities in front of their friends such as leading the line the child will say can't and don't want to. In addition, there are still many children who can't socialize with their friends. Children will tend to be quiet and become spectators when their friends play. The last problem is children who are always waited for by their parents during the learning process, so that children always depend on their parents.

Judging from the problems above, the researcher is interested in researching "The Effectiveness of Morning Circle Activities to Increase Self-Confidence of 5-6 Year Old Children at ANNUR ISLAMIC TK Kedungringin"

METHODS

The type of research that will be used in this study is a quantitative approach with an experimental

method. The quantitative approach is used to see the effectiveness of morning circle activities to increase the self-confidence of children aged 5-6 years. The Quantitative Approach was chosen because the aim is to focus on one variable with another variable, the aim is to verify by testing the theory through a hypothesis with statistical techniques (Hardani et al., 2020). According to Sugiyono in his book, the experimental method is a research method by finding out whether there is an influence of behavior on others in a structured manner. The type of experimental research that will be used is preexperimental design (nondesign) research using the One Group Pre Test Post Test design. This design contains a Pre Test before treatment is given and there is a Post Test after treatment is given. The use of this design aims to allow researchers to compare the results from before treatment was given, so that the results are more accurate.

Subjects of research in this study Subjects in this study were children aged 5-6 years in Annur Kedungringin Islamic Kindergarten, more precisely class B children with a total of 24 children, namely 11 boys and 13 girls. In data collection techniques, there are several techniques that can be used, namely observation, documentation and research instruments.

Quantitative research on data validity can be declared valid if there is no difference between what the researcher reports and the reality that occurs in the object being studied (Sugiono 2020). Divided into two, namely Validity and Reliability. From the results of the Validity test on the research instrument, it is said to be valid if the results if $r_{\text{count}} > r_{\text{table}}$. And the reliability of the data is said to be reliable if the Cronbach's alpha value is 0.91 to 1.00. From the results above, the Cronbach's Alpha value was obtained, 0.986, which means that the questionnaire is very reliable for use. The instrument in this study used 7 indicators and 30 statements.

Data analysis in this study used paired sample t-test to determine the level of self-confidence of children aged 5-6 years. The paired sample T-Test is used to compare the difference between two means from two paired samples with normal data in paired samples from the same subject, each variable is taken when the situation and circumstances are different, namely the data normality test and the data hypothesis test.

RESULT AND DISCUSSION

ANNUR Kedungringin Islamic Kindergarten is located in Boro Miri Hamlet RT 26/RW 05, Kedungringin Village, Suruh District, Semarang Regency. This kindergarten is located around residential areas and a beautiful environment so it is safe and comfortable for children. Based on the pre-test results above, it can be concluded that the statements that are difficult for children to master are statements 3 and 18 with a percentage of MB scores of 83% and then statements 15 and 30 with a percentage of MB scores of 74%. And there is one indicator that reaches the target, namely statements 14 and 28 where the BSH value is 42% the highest compared to BSH values on other indicators.

Furthermore, based on the Post-test results above, it can be concluded that each indicator has increased as seen from the percentage of BB on each indicator 0%. Furthermore, there are 28 indicators on the BSH criteria obtaining a percentage above 50%. And 2 indicators on the BSB criteria obtained 50%.

Table 1. Descriptive statistic

Descriptive Statistics								
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Before treatment	24	60.00	30.00	90.00	61.6667	14.06404	-.204	.472
After treatment	24	60.00	60.00	120.00	97.3333	16.31928	-.354	.472
Valid N (listwise)	24							

Based on the results of the descriptive analysis data above, the pretest and posttest data can be obtained. The smallest (minimum) pretest value is 30 and has increased in the smallest (minimum) posttest value of 60. While the highest (maximum) pretest value obtained a result of 90 and increased in the posttest result (maximum) of 120. In addition, there is an average value (mean) in the pretest of 61.66 and in the posttest of 97.33, an increase of 35.67%. The std deviation value of the pretest is 14.064 and the std deviation value of the posttest is 16.319.

The results of the normality test data of the pre-test results show that the significance value of 0.449 can be seen that it is greater than 0.05 which means that the pre-test value is normally distributed. While the Shapiro-Wilk results of the post-test value show a result of 0.082 can be seen to be greater than 0.05 which means that the post-test value is also normally distributed.

In the calculation of Paired T-Test, the basis for decision making is seen based on the significance value (sig), H_0 is rejected and H_a is accepted if the significance value (2-tailed) < 0.05 . While H_0 is accepted and H_a is rejected if the significance value (2-tailed) > 0.05 . The hypothesis in this study is H_a = Morning Circle Activities are effective in Increasing Self-Confidence of 5-6 Year Olds at ISLAMIC TK ANNUR Kedungringin. H_0 = Morning Circle Activities are not effective in Increasing Self-Confidence of 5-6 Year Olds at ISLAMIC TK ANNUR Kedungringin.

Table 2. Paired Samples test

		Paired Differences								
						95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	Mean	Lower	Upper			
Pair 1	Before treatment – after treatment	-35.6667E1	7.56805	1.54482	-38.86237	-32.47096	-23.088	23	.000	

Based on the table above, it is known that Sig.(2-tailed) $0.000 < 0.05$, so H_0 is rejected and H_a is accepted. So it can be concluded that there is an average difference between the results of the Pre-test and Pre-test research. - test and post-test which means that morning circle activities are effective in increasing the self-confidence of children aged 4-5 years at ANNUR Kedungringin Islamic Kindergarten.

From the calculation results above, it is known that the N-Gain from this study is 0.611. So the results of the study on the effectiveness of morning circle activities to increase the self-confidence of children aged 5-6 years at ANNUR Kedungringin Islamic Kindergarten are in the moderate improvement criteria with a percentage of $0.3 \leq g \leq 0.7$, which is in the moderate category. This category shows that there is a significant increase, but has not achieved maximum results. In this case, the intervention is effective but there is still room for greater improvement.

Bruce (2006) morning circle activities can significantly influence increasing children's self-confidence by creating a sense of togetherness in children, improving social skills, and providing a safe and comfortable space for children to express themselves. With this morning circle activity, children can practice taking turns, listening, and expressing their thoughts, which can help building their trust over time.

As long as children are given morning circle activities, they become enthusiastic and excited to participate in the next activity, namely learning activities. Morning circle activities can enliven the

classroom atmosphere and create a conducive classroom atmosphere. The social learning theory presented by Bandura emphasizes that learning can occur because of the observation and imitation of others. One of the concepts in this theory is self-efficacy. Self-efficacy is a concept that refers to an individual's belief in their ability to successfully complete a particular task or situation. Having high self-efficacy can help increase motivation and performance. This is in accordance with the findings of (Kurniasih et al., 2021) morning activities by expressing ideas, ideas, and thoughts directly by writing, drawing or telling stories about the activities they have gone through, in the process carried out by playing can increase knowledge, skills and provide real experiences and interactions so as to encourage the growth of self-confidence.

This activity allows children to explore more with their minds and freely express the views that are in their minds. During the activity, children also seemed not to hesitate to contribute during the activity and children looked enthusiastic when they wanted to express their feelings. This is in accordance with research conducted by (Gachiku, 2021) this activity is carried out with greeting and welcoming activities by greeting children can help children feel appreciated, then sharing feelings activities, helping children recognize and express their emotions, and children feel heard and accepted. Praise and recognition are activities that can help children increase their efficacy. Collaborative activities can enliven a fun and conducive classroom atmosphere.

In this study, initially the children showed a less active and unconfident attitude which could be seen when the teacher gave the order that the children would be quiet and there was no encouragement from themselves to convey or ask the teacher. In addition, the children did not respond to their friends. There were still many children who were busy themselves and did not pay attention when someone spoke. After being given treatment for 10 times by providing activities that all children had to be involved in, there was a significant change. Based on the results of the post-test, there was an increase in children's self-confidence which could be seen from many children who had dared to appear in front of the class without any hesitation and were brave because of their own will, children had begun to give appreciation to friends after expressing their feelings with applause, children began to listen when a friend spoke so that it could create a conducive and active class.

CONCLUSION

Based on the results of research and discussion regarding the effectiveness of morning circle activities to increase the self-confidence of children aged 5-6 years at ANNUR Kedungringin Islamic Kindergarten, it can be concluded that the morning circle activity is effective in increasing the self-confidence of children aged 5-6 years at ANNUR Kedungringin Islamic Kindergarten seen from the results of calculations using SPSS which obtained a Sig. (2-tailed) value of $0.000 < 0.05$, then H_0 is rejected and H_a is accepted. So it can be concluded that there is an average difference between the results of the Pre-test and Post-test studies. Based on the results of the N-Gain Test, the results were 0.611 which is in the moderate category. This category shows that there is a significant increase, but has not achieved maximum results. In this case, the intervention is effective but there is still room for greater improvement.

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