



## Children Confidence Development by Theme Based Movement and Singing Method at RA Islamic Tunas Bangsa 4 Ngaliyan Semarang

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### Abstract

Confidence is one of important thing that should be developed from the early years. Having a confidence, encourages us to deal with a risk in the future. The important key about having a confidence in an early years is because the children will be able to finish their task according to development phase, having such a courage to take a risk and get their achievement, trusted by people, growing up in the middle of experienced life, and the most important is, the children will be healthy and become independent. To develop children's confidence, singing method by theme based movement can be used. The themes used to apply this method are children themselves, animal and plants. The method used in this research was Pre Experimental with One Group Pretest-Posttest. The populations of this research were all of the kindergarten students in Ngaliyan and the sample were 30 students of RA Islamic Tunas Bangsa 4. Purposive sampling was used to take the data sample. There were two variables in this study, X was a singing method with theme based movement and Y was children's confidence. The result of the study showed that the measurement of Paired t-test, between pretest and posttest from the experimental group was  $t_{value} = -12,636$  with sig value (2-tailed)  $< 0,05$ . Therefore, from hypothesis test we could accept  $H_0$  and refused  $H_a$ . Before conducting the treatment the mean of pretest score was 7,53 and after the treatment, the posttest score was 12,17. From the result of the mean of posttest improvement; 4,64, and it can be said that the children's confidence was developed. The conclusion of this study was children's confidence at RA Islamic Tunas Bangsa 4 Ngaliyan can be developed by this method.

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## INTRODUCTION

Early childhood education is the most important element of the children golden age. In this golden age phase, giving some experience to the children is also important. Like craving a stone, those experiences will be embedded on their mind. Emotional social aspect is one of the important things that can be developed from their early years. Children emotional development should be done in the directive method because it is related with their personality and their adaptation with the society. Based on the newest research, it can be concluded that emotional intelligent aspect can be very useful to achieve their success matter rather than the children who only has a good intelligent quality (IQ). It also can be said if the child has only intelligent quality will be different with the one who has both emotional intelligent and intelligent quality. The child with a good emotional intelligent will be able to adapt with their society and solve the problem by their own thought (Yusriana, 2012:104).

Regarding with the early years children, the development of social emotional aspect can be derived from how the children show their confidence, this is based on the Permendikbud (Cultural and Education Ministry Rules) Number 137-2014 about the early childhood education standard. The confidence in this matter is about how the children are able to show their adaptation ability with any kind of situations. If they can develop their ability optimally, they will be able to develop their other skills. According to National Education Department in Kintani, Ali and Endang (2013:2), confidence means "the ability of showing their self esteem and self understanding". The important of having a confidence in the early years was explained by Anita Lie in Ningsih (2014:2), that "the child with a confidence will be able to finish their task and able to learn how to solve the problem, they also be able to achieve their achievement, trusted by their surrounding, growing up with the experience and become an independent person". Hasan (2011:164) stated that "confidence should be possessed start in the early years. This will be very important for a child to make a breakthrough in the future."

Learning process in developing children's confidence will only be successful if it is done repeatedly, so that the children will get used to believe in themselves. Basically, the study and learning process conducted among children is by habituation. If the child had been doing the same with something that had been taught to de-

velop self-confidence, then the personality of the children can be formed automatically. The learning activities for early childhood education are not only focused on children's academic abilities, but rather on self-development and their personality so the child will be ready to get an education on the next level. Increasing children's confidence will be more effective if we can use singing method by theme based movement.

In accordance with the origin of early childhood learning that, early childhood learning use basic principles of learning, playing and singing. This kind of learning method is made to be fun for children, providing a sense of joy and democratically and attract the children to engage in any learning activity undertaken (Suyanto 2003: 145). Singing activity with movement is one method that plays an important role for children. Singing gives a pleasing effect and balance the left brain and right brain. Singing is a preferred activity for children; they can express their feelings and also give satisfaction for them. So singing with the movement can help the children to learn something. Related with the importance of singing, which gives musical experience for children (Seefeldt and Wasik 2008:317) says that "music is worth in it and the music itself is important to the development symbolic of skills and creative solutions to solve problems, readiness of reading skills, social skills, and motoric development and other skills, attitudes and knowledge ". Associated with the singing Fachriyyati and Muzaroh (2015:76) says that the experience of music through singing activity will develop the structure of the brain, relieve tension, encourage social interaction, stimulate language development and improve the child's motoric skills. Furthermore, this activity may reflect the emotions that only half understood and help the children learn how to express their feelings.

By using the method of singing and movement, children will practice to show off themselves and be seen by many people while doing the activities, children will be able to practice in delivering their opinion about the movement that can be used. Therefore, this method can provide the children on how to develop self-confidence in order to develop their abilities. Based on previous studies, it showed that the way to develop children's confidence can be reached by providing stimulation through the learning method, type of activity and the media for the activities. Therefore, the children's confidence will be higher if they stimulated since their early years. Purwadi (2015) in his research on Efforts to Improve Self Confidence Through Singing a "Dua Mata

Saya” Songs in Group A of kindergarten Aisyiyah Bustanul Athfal 02 Semarang Academic Year 2015/2016, stated that the children’s confidence can be achieved through singing method.

In RA Islamic Tunas Bangsa 4, the confidence of children is still not well developed. Children are still ashamed to appear in front of public and cannot be active in expressing their opinion. When the teacher gives them some tasks, somehow they were not confident enough to finish it and ask the teacher to help them. Classical technique was still used by the teacher in this school, centered teaching, when the teacher sit in the little chair while the students sit in the mat and listening to the teacher. The students are not actively to involve in learning process. It is also the same when they are singing a song, the sit still, singing, and only doing a little movement. In this case, the researcher is interested to take the topic about the development of children’s confidence by using singing method and theme based movement in RA Islamic Tunas Bangsa 4 Ngaliyan to solve the problem in early childhood education field.

## RESEARCH METHODS

This study used a quantitative research approach, Pre-Experimental Designs with One-Group Pretest-Posttest Design type. This design can obtain more accurate data because it compares the condition before and after the treatment (Sugiyono, 2013:116). Subjects in this research were 30 children in group B of RA Islamic Tunas Bangsa 4. The sampling technique used was purposive sampling technique. Rating scale was used to measure the scale of children’s confidence with a score of 4,3,2,1. In this research, the researchers used a check list observation sheet.

The theory from Anita Lie in Ningsih (2014: 18), Lautser in Wahyuni (2014:54) and Kumara in Yulianto and Nashori (2006:58) was used as an instrument measurement of children’s confidence, it is about the characteristics of self-confidence in the early years. The validity of this research was tested by Product Moment from Pearson by the assistance of SPSS 20,0 For Windows. The criteria of the validity was if  $r_{\text{count}} > r_{\text{critic}}$ , the question was valid, but if  $r_{\text{count}} < r_{\text{critic}}$  the question was not valid. Cronbach’s Alpha formula was used as reliability measurement. If an Alpha result is higher than  $r_{\text{table}}$ , the instrument can be said as reliable. In this research, the validity test was done with the criteria  $r_{\text{count}} \geq r_{\text{critic}}$  so the instrument was reliable. Then, to analyze the data result, Paired Sample t-Test was used.

## RESULTS AND DISCUSSION

This researched was held on November 29<sup>th</sup>, 2016 until December 10<sup>th</sup>, 2016. The research was conducted 12 times in group B, academic year 2016/2017. The stages of this research began with a pretest, treatment and then posttest. The data was obtained with pretest and posttest, by filling in a checklist on the observation sheet of child’s confidence, based on the indicator of the child’s confidence. After getting the data of pretest and posttest, then the data was analyzed by Paired Samples t-Test to determine whether there were any differences from the score, before and after the treatment is provided.

After getting the data from pretest and posttest, descriptive analysis was conducted by the mean of the result, pretest was 7.53 and posttest was 12.17. The lowest score (minimum) of pretest respondents was 4 and the lowest score of the posttest respondents was 6. The highest value (maximum) of pretest respondents was 13 and the highest score of the posttest respondents was 16. Based on these results it showed that at the stage of pretest, children’s confidence was lower than the posttest stage.

Next, after obtaining the results of descriptive analysis, assumption test consisting of normality test, homogeneity and hypothesis testing was conducted. Normality test was used to process the data of pretest and posttest score in determining whether a class that has been tested could obtain the normal distribution or not. Based on the normality test results, this research obtained sig pretest and posttest in the Kolmogorov-Smirnov was 0.443 and 0.067. These score indicated that the  $\text{sig} > \alpha$ , then  $H_0$  was accepted and it means that data are normally distributed. Homogeneity test was conducted to determine whether the analyzed data derived from the same population or not. This was done as one of the requirements of the Paired Sample t-Test analysis. Based on the test results of homogeneity it was obtained that the homogeneity is 2.846 with 0.097 sig. It can be concluded that the data has the same variant or homogeneous as  $0.097 > 0.05$ .

Hypothesis test was used to determine the truth of the previous hypothesis. This was to express the improvement of the learning outcome between before and after the treatment. Based on the results of Paired Samples t Test, it can be seen that the result analysis tvalue  $< -t_{\text{table}}$  (-12.636 < -2.045), and sig (2-tailed) ( $0.000 < 0.05$ ), so that  $H_a$  can be accepted. This means that there were differences in the level of children’s confidence before and after treatment of singing with theme

based movement. After being given treatment the children's confidence was getting any improvement. Studying to sing a song makes the children more confidence. This is in a line with (Seefeldt and Wasik 2008:317) that "music is worth in itself and the music is important to the development of symbolic skills and creative solutions to solve the problems, readiness skills of reading, social skills and motoric development and other skills, attitudes and knowledge".

The magnitude of the development on children's confidence in every aspect; having faith on themselves 30.83%, the courage to act in 35%, dealing with the problem ability 20%, expressing emotional expression according to the situation 30%. This means, that of the four aspects of self-confidence the courage to act in got the highest. This also showed that singing a song with movement can develop children's confidence. The longer the treatment was conducted; the percentage of the improvement will also increase. In line with these results, Jamalus (1988:81) reveals that singing with movement is a method to provide activities for children; continuing with the learning activity of expressing music or songs through movement, so the children's understanding of the elements of music or songs can be better so children's confidence can be developed.

Based on the research, it can be derived that singing method with theme based movement can develop children's confidence in RA Islamic Tunas Bangsa 4. It is proved by the ability of the students to come in front of the class and sing well, make a contact with the audience, and express with the right movement.

## CONCLUSION

Based on the result of this study, it can be concluded that before the treatment, the level of children's confidence was still low, but after the

treatment, it was developed. This showed that the development of children's confidence can be developed by the singing method and the movement. The children's confidence can be well stimulated by any kind of learning method and media, one of them is singing and theme based movement.

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