



## Early Childhood Confidence is Based on the Implementation of Mushrooms in the House Apron Game in Kindergarten Aisyiyah Procot , District Tegal

Setya Arini<sup>✉</sup>, Henny Puji Astuti

Department of Early Childhood Teacher Education, Faculty of Science of Education, Semarang State University, Indonesia

### Article Info

Received April 2018  
Accepted May 2018  
Published June 2018

Keywords:  
confidence,;early childhood;  
apron game mushroom house

### Abstract

Early childhood self-confidence is a deep conviction that the child possesses all his abilities and is aware of the deficiencies that exist in him that comes from the conscience and can do something useful for himself and others around him. Children who have confidence in carrying out their activities are always convinced that he is able to do the activity well and provide optimal results. The purpose of this study was to explain the differences in early childhood confidence based on the application of mushroom house apron games. This method in this research is quantitative res. Design True Experimental with type Posttest-Only Control Design. The population is all students kindergarten Aisyiyah be born, Tegal, with a sample of a kindergarten class experimental class B number of 20 children and a kindergarten class control class B and a number of 20 children. Data were obtained from the scale of confidence early childhood consists of 43 items that have been tested for validity and reliability. The scale is stuffed after treatment by investigators with the help of classroom teachers. Analysis of data using different test Independent Sample T-test. Based on the results of the study showed that, there are differences in early childhood confidence is based on the application of the mushroom house apron game. It is shown from the calculation of Independent Sample T-test, valuet of  $3.467 > t$  table 2,016 and sig (2-tailed) of 0.001  $< 0.05$ , and the mean of the experimental class at 129.8 while the mean control class is 108, 3 means that there are differences in early childhood confidence is based on the application of the mushroom house apron. The results also showed confidence in early childhood experimental class higher than the class of the control that does not use a mushroom house apron game.

<sup>✉</sup>Corresponding author:  
Gedung A3 Lantai 1 FIP Unnes  
Kampus Sekaran, Gunungpati, Semarang, 50229  
E-mail: setyaarini437@gmail.com

## INTRODUCTION

Education is very important without human education to flourish even going backward. Education geared to produce quality human and capable of competing in addition have a noble character and morals. Saputri and Tasu'ah (2017) early childhood education is a development effort shown to children from birth until the age six years with the national standard and the age of 0-8 years using international standards is done by providing a stimulus and stimulus physical education and spiritual so that children have a readiness at the higher education level. According Khamidun (2012) for early childhood education is very important, because it is the basis for building their character, which is symbolized by the elevation of character, good attitude, intelligent, and creative. The above opinion is strengthened by Sari, et al (2017) early childhood education is a very important forum for parents and educators. This education is given through the provision of stimulation done by education to students, because given the age of the child is quite young.

Confidence is basically a belief in oneself to be able to respond to everything well in accordance with the ability of self have. Confidence-owned subsidiary with a positive belief in himself that he can control life and plans for more realistic. Basavanna (Goel and Anggarwal, 2012) confidence is the positive attitude of an individual who has the ability to act effectively in a situation to get something good is felt. Having self-confidence does not mean a child will be able to do everything. The confidence of the child may have realistic expectations. However, even when some of their expectations are met, they continue to be positive and accept themselves.

Confidence is strongly influenced by the period of development that's going through, especially for young children, the confidence will be easy to change. Early childhood attending Kindergarten (TK) is quite an early age. Early childhood is children who are in the age range of 0-6 years according to the National Education Act of 2003. Utami and Adiarti (2017) states that children aged 5-6 years are included in the pre-operational period, in which the child character in the ability of children learn about the symbols, language, and description of the circumstances of others. Teachers are also required to mean Sunggu in developing all aspects of a child's development through play and games (Naim, 2015).

Not all children have enough self-confidence. Feeling embarrassed, ashamed, embarrassed an obstacle for students to undergo a learning pro-

cess in school or in their neighborhood. Children who had always assumed that he did not have the ability, feeling worthless, is the picture of people who have confidence issues. This can be manifested in the form of behavior that is less fair or distorted. According to Sugiarto (Adywibowo, 2010: 40) observed inferiority is often avoided eye contact (down / dispose view in the other direction) and not very talkative. Reinforced by Indarni (2012) The story illustrated as a Learning in the classroom chosen because it can deliver the message effectively and efficiently through the imagination of children.

Based on preliminary data obtained from the results of observation by children in kindergarten Aisyiyah Procot, Tegal, that kindergarten children be born Aisyiyah Procot, Tegal regency B group experienced a lack of confidence in early childhood. Problem of lack of confidence in early childhood is indicated by feeling nervous when performing in front of the class as seen from facial expressions and the footsteps of children that are not steady, the child has a sense of shame excessive when it became the center of attention, children feel ashamed to be yourself because he felt he always have flaws that are always trying to be like everyone else. They tend to be as much as possible to avoid the situation of communication and prefer to be alone. Then, children tend to be afraid others will blame her. The fact is supported by the findings of Astuti et al (2015) which showed that the child had closed behavior, withdrawal from friends, avoid problems, and fear mengekspresikan opinions, so that the necessary need a new game is able to self-esteem.

Additional information was obtained, that teachers do not have the opportunity to make the game in an optimal learning. The efforts that have been made by the teacher to overcome confidence issues by providing early childhood learning as usual is done every day. In providing learning activities teachers often encourage children to communicate with friends. But these efforts still do not provide optimal results. Based on this information, the researchers are interested in providing further action to the amount of the difference confidence early childhood in the form of a mushroom house apron game.

The game is a tool used to fill children's spare time. Apron a dress fabric cover of the chest or waist to the knees as a tool to maintain the cleanliness (KBBI, 2008). Apron mushroom houses are props made of fanel covering the chest or waist down to the knees in the middle there are patches that will display the card installed. Mushroom house apron Games including Ga-

mes Educational Tool used child must be eligible to develop a range of skills of children according to age level and is designed specifically for educational purposes. The game provides fun ways for children's confidence. It is very important, in line with the findings Octaviana and Astuti (2016) that the education of the child gives the effect of which is very important for children's development and a foundation for children's success in the future.

Hope this research are children who do mushroom house apron game more sociable, children are able to invite friends to play together, have lots of friends, success in activities carried out at school, and have a high confidence. Children are capable of expressing the wishes and opinions to others, and given the opportunity to express themselves naturally, so the child does not have a sense of nervous when advanced in front of the class while speaking. So that the child does not hesitate to express something, and a high curiosity of children.

## RESEARCH METHOD

Type of research used in this study is a quantitative approach that is True Experimental Design or called *Posttest-Only Control Design*. In this design, there are two groups each selected randomly (R). The first class is treated (X) and the other class do not. The first group were given treatment 12 times called the experimental group, while the second group was not given the treatment called the control group. Furthermore measured posttest results of the experimental and control groups (Sugiyono, 2013).

The variables in this study there are two independent variables and the dependent variable. Dependent variable is the confidence of early childhood, are some of the traits of the love of self-confidence, self-understanding, clear objectives, positive thinking, communication, assertiveness, personal appearance, feelings of control. Furthermore, the independent variable in this study is a game apron mushroom houses. Mushroom house apron game is a game that is made from fanel mushroom-shaped picture house in involving children in a circle. Wearing a mushroom house apron from one child to another child accompanied by singing until the song is finished. When the song finished the child take a picture and put a picture on the home fungi using any adhesive then tell the child the image.

The population in this study are all stu-

dents in kindergarten Aisyiyah Procot, District Tegal, amounting to 68 children. This sampling technique is named so because in taking the sample, the researchers "mix" of subjects in the population so that all subjects are considered equal (Arikunto, 2006). This sampling technique used *purposive random sampling* is sampling with particular consideration of a randomized as a reference, so the experiment must be purely random sampling (high, medium, low) (Sugiyono, 2013). The sample in this research is class B 1 to B 4 each class taken as many as 10 children. Experimental class with the number of students 20 children, and grade control with the number of students to 20 children, so that the total number of samples is 40 children. The research was conducted on 1 November to 18 November 2017 in the kindergarten Aisyiyah Procot, District Tegal.

The method used in collecting data using a scale of confidence in early childhood as a research instrument. Attitude scale is a question that does not directly reveal aspects that are measured through indicators of behavior or attitude shown (Anwar, 2015). This scale consists of 48 items statements, *favorable* and *unfavorable* then test the validity of the instrument. SPSS calculations show that there are 5 items that are not valid, so the number of items to 43 items. The validity of the instrument ranged from 0.340 to 0.811. The calculation of the reliability of the instrument validity test reliability coefficient  $0.953 > 0.600$ , so the items said to be reliable and trustworthy research results as a measuring tool. Furthermore, the data posttest were analyzed using parametric statistical techniques to the test procedure *independent samples T-test* with SPSS applications.

## RESULTS AND DISCUSSION

Kindergarten Aisyiyah Procot, District Tegal regency is located at street Nanas Number 33 Rt 04/02 District Slawi, Tegal. This kindergarten was founded in 2008 founded by the Foundation Aisyiyah Procot Slawi branch. Kindergarten Aisyiyah Procot headed by Ms. Rina Risen Aprida, S.Pd. Educators were 18 teachers, each class 2 teachers, 2 coconut KB schools and kindergartens, 2 TU, and 2 RT.

The study was conducted by delivering *treatment* using a mushroom house apron game in the experimental class 12 times. We then measured or posttest in the experimental class and control class. Descriptive statistics are presented posttest value data in the following table.

**Table 1.** Descriptive Data Research in Early Childhood Confidence

Variable	N	Hypothetical Data				Empirical Data			
		Mean	Score		SD	Mean	Score		SD
			Min	Max			Min	Max	
Class Eksperiment	20	107,5	43	172	21,5	129,8	94	156	1,762
Class Control	20	107,5	43	172	21,5	108,8	70	136	2,185

Based on the table it can be seen that the value posttest experimental class of 20 children, ranging between 94 and 156. Values posttest control classes of 20 children ranging between 70 and 136. the average value 129.8 posttest experimental group, while the control class 108.8. Furthermore, the data have been obtained are grouped into several groups of data to facilitate data interpretation. Interpretation is done by categorizing the data into three levels of categories: low, medium, high. The data used is data or data hypothetic possibility of scale early childhood confidence based on hypothetical data computation.

**Table 2.** Categorization Score Early Childhood Confidence

Guidelines	Score	Score range	Category
$X \geq (\mu + 1\sigma)$	$X \geq 129$	129-172	High
$(\mu - 1\sigma) \leq X < (\mu + 1\sigma)$	$86 \leq X < 129$	86-128	medium
$X < (\mu - 1\sigma)$	$X < 86$	43-85	Low

The data collected from the value posttest experimental class and control class presented the following table.

**Table 3.** Data Collection Experiment Class

Category Early Childhood Confidence	Score	Number of Research Subjects	Percentage
High	129-172	13	65%
Medium	86-128	7	35%
Low	43-85	0	0%
Total		20	100%

According to the table that has been presented, it can be seen that the experimental class there is a 0 value in the low category, 7 value in the medium category, which ranges from 129-172 value as much as 65% of the total number of children.

**Table 4.** Results of Data Collection Control Class

Category Score Early Childhood Confidence	Score	Total Subject Research	Percentage
High	102 – 134	2	10%
Medium	68 – 101	15	75%
Low	34 – 67	3	15%
Total		20	100%

According to the table that has been presented, it can be seen that the control class there grades in the low category, 15 value in the medium category, and second grades in the high category. Value that most appear in the category, which ranges from 68-101 value as much as 75% of the total number of children.

**Table 5.** Results of Normality Test Shapiro Wilk

Confidence Early Childhood	Normality	Sig
Class Eksperiment	0,921	0,105
Class Control	0,911	0,068

**Table 6.** Test Results Homogeneity

Variable	Homogeneity	Sig
Confidence Early Childhood is Based On The Implementation Mushroom in The House Apron Game	2,061	0,159

Furthermore, the research data are tested assumptions that is the normality test and homogeneity test calculated by SPSS 16.0 application. The normality test is performed to determine whether the data obtained is normally distributed or not, using the Saphiro Wilk normality test. Homogeneity test to know the distribution of homogeneous data or not, calculated using homogeneity test. Obtained sig value. The class experiment data is 0,105, while the class control is 0,068, both larger than 0,05, so it is concluded

that the second posttest data is normally distributed. The significance value of 0,159 is greater than 0,05, so it is said that the posttest data of both classes have homogeneous variants. Furthermore, different test.

**Table 7.** Test Results Independent Samples T-test

Early Childhood Confidence	t	Sig (2-tailed)
Equal Variances Assumed	3,467	0,001

Differential test is performed to determine whether there are significant differences between the experimental class and control class, calculated using Independent Samples T- test with the help of SPSS applications. Obtained value<sub>t</sub> of 3.467 > 2.016 and sig. (2tailed) amounted to 0.019 < 0.05, so the hypothesis is accepted. Descriptive statistical results showed that the average value of the experimental class at 129.8, while the average value of the control class is 108.8. The average value of the experimental class is higher than the average value of the control class, so there is a difference with the difference in value of 21. The average difference supports the results from different test of Independent Sample T-test was done previously, thus reinforcing the acceptance of the research hypothesis that there are differences in early childhood confidence is based on the application of the mushroom house apron game.

The discussion in this study describes one goal in the study of the differences in early childhood confidence is based on the application of the mushroom house apron game. The results of statistical calculations of different test Independent Sample T-test obtained<sub>t</sub> is greater  $t_{table}$  (3.467 > 2.016) and sig. (2-tailed) is less than 0.05 (0.001 < 0.05). Differences in the average value of 129.8 posttest experimental class, while the control class average value amounted to 108.8. There is a difference between the average value of these two classes is equal to 21. Both the calculation results show that there are differences in early childhood confidence, where the experimental class with a game application mushroom house apron higher than the control class without the application of a mushroom house apron game.

Implementation of the apron home game in the experimental class perceived to be ineffective for early childhood confidence. These games give more opportunities to the children to communicate and interaction between Teaman by asking the child to do the work themselves, including the self-understanding of the characteristics of self-esteem. In line with the opinion and Anggarwal Goel (2012) the confidence it has confi-

dence in his own abilities, confident in his purpose in life, and believe that the reason people will do what they want. "People who are confident enough with knowing his capabilities and try to improve the abilities and performance regardless of what anybody says."

The game apron mushrooms house felt ineffective in providing a good stimulus for the confidence of early childhood. In line with the opinions Goleman (2005) that people who have the motivation within themselves, they are able to control impulses and have positive thoughts on her always upbeat and sure of himself. However, if the lower self motivated, then the child is not yet fully have an optimistic attitude, believe in themselves, often have negative thoughts. In addition, in impulse control and self-restraint was still weak when the child wants something. So when the children are enjoying an activity, they are difficult to control themselves which in turn can be bad when children do it excessively.

Game mushroom house apron perceived as effective in providing a good stimulus for the confidence of early childhood. Kids get a chance to learn to exercise confidence in the school and in the neighborhood received by the peer group. Kids learn how to reduce and improve the confidence that was groggy when communicating with friends is now to be increased in communicating.

The level of confidence greater the difference in early childhood based on the application of the mushroom house apron game. Based on calculations using the technique of percentage, the percentage of self-confidence gained early childhood in the experimental class amounted to 83.20%, while the percentage of self-confidence early childhood control class is 79.63%. Large differences in the confidence levels of early childhood can be seen from the percentage difference between the classes is equal to 3.57%. That is, early childhood confidence is based on the application of the apron game mushroom houses in the experimental class increased by 3.57% when compared to the confidence of young children who did not receive the application of a mushroom house apron game.

Application of a mushroom house apron games make children more familiar, the child attempted communication with friends during a break. Kids increase the intensity of social relationships by communicating with many friends. Kids were able to calm down when experiencing fear. Most children in the experimental class showed an increased share a feeling of control. This is consistent with the thinking Ariyani and Astuti (2017) confidence may be demonstrated

one aspect of personality that is very important for children. Confidence is the belief that one can overcome the problem with the best situation and can give something good to others. Confidence in oneself is capable of self-confidence born of the awareness of the ability of the individual. Has expressed confidence that reflects the characteristics of one's confidence by lying as to the characteristics, yaotu believe in yourself, do not depend on others, feel worthless, have the courage to act.

The confidence of early childhood classes that got the application of a mushroom house apron game turned out in line with the purpose of application of the mushroom house apron game. The study, in line with research confidence early childhood based on the application of game apron mushroom house is the research conducted by Lestari Handayani (2017), entitled "Development of Self-Confidence Children with movement-based themes and methods Singing in RA Islam Tunas Bangsa 4 Ngaliyan Semarang ". Lestari (2017) put forward by the research can be concluded that self-confidence is one of the important things that have to be developed from early childhood. Having confidence. Game mushroom house apron provides opportunities for children to gain confidence in the school with a new game called the child to a more intense relationship with his friends. Kids can learn how a good confidence from another friend.

Confidence in early childhood have a child's confidence all aspects of surplus assets and beliefs tesebut make it feel able to achieve various objectives in life. If the person has a sense of optimistic confidence with advantages in achieving the goals that have been applied. Children with high self-confidence can understand the strengths and weaknesses. Weaknesses that exist in itself is a natural thing and as a motivation to develop the excess assets not used as a resistor or a hindrance in achieving the goals set (Hakim, 2005).

Game mushroom house apron provides greater opportunity for children to learn about themselves through social interaction that exists with friends. Through social interaction of children find other people's thinking. It aims to evaluate the child and improve ourselves to be better. This is consistent with the thinking Dayakisni and Hudaniah (2015) that the experience of social interaction makes the child find friends thought about him. Comparison of the behavior with others encourage individuals to improve ourselves to be better than others.

## CONCLUSION

Based on the results and discussion in the previous chapter on confidence early childhood based on the application of game apron mushroom houses in kindergarten Aisyiyah be born, Tegal, it could be concluded that there is a difference confidence olds experimental class using the game apron mushroom houses higher than control classes that do not use the game apron mushroom houses.

## REFERENCES

- Adywibowo, P.I. (2010). Memperkuat Kepercayaan Diri Anak melalui percakapan Referensial. *Jurnal Pendidikan Penabur*. 15(9): 37-49.
- Angelis, Barbara De. (2005). *Confidence (Percaya Diri) Sumber Sukses dan Kemandirian*. Jakarta: PT. Gramedia Pustaka Utama.
- Astuti, H.P., Eka, R. A. A., Utami, T. (2015) The Influence of Avoidant Attachment to the formation of Assertive Character in Early Childhood. *Indonesian Journal of Early Childhood Education Studies*, 4(2).
- Arikunto, Suharsimi. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta.
- Ariyani, D.Q & Astuti, H.P. (2017). Effect of Self Acceptance Parent for Early Childhood Confidence in TK Negeri Pembina Kabupaten Demak. *Indonesian Journal of Early Childhood Education Studies* 6(1) (2017). Semarang State University, Semarang, Indonesia.
- Azwar, S. (2015). *Metode Penelitian*. Yogyakarta: Pustaka Pelajar.
- Dayakisni, T. & Hudaniah. (2015). *Psikologi Sosial*. Malang: UMM Press.
- Goel, M. & Aggarwal, P. (2012). A Comparative Study of Self Confidence of Single Child and With Sibling. *Internasional Journal of Research in social Sciences*, 2(3): 2249-2496.
- Goleman, D. (2005). *Emotional Intelligence (Kecerdasan Emotional)*. Penerjemah: T. Hermaya. Jakarta: Gramediia Pustaka Utama.
- Hakim, T. (2002). *Mengatasi Rasa Tidak Percaya Diri*. Jakarta: Puspa Swara.
- Indarni, Novita. (2012). Efektivitas Cerita Bergambar Terhadap Pemahaman Peran Gender pada Anak di Taman Kanak-Kanak. *Indonesia Journal of Early Childhood Education Studies*, 1(1).
- Khamidun. (2012). Environmentally Awareness Behaviour Increase in Early Childhood Using Story Telling Method. *Indenesian Journal of Early Childhood Education Studies*, 1(1).
- Lestari, R.K & Handayani, S.S.D. (2017). Children Confidence Development by Theme Based Movement and Singing Method at RA Islamic

- Tunas Bangsa 4 Ngaliyan Semarang. *BELIA: Early Childhood Education Paper*, 6(1) (2017):15-17.
- Naim Nur B. (2015). Peningkatan Ketrampilan Sosial Anak Usia 4-5 Tahun Melalui Permainan Tradisional Cublak-Cublak Suweng Di TK Aisyiyah Bustanul Athfal 44 Kecamatan Banyumanik Kota Semarang. *BELIA: Early Childhood Education Papers*, 4(2).
- Octaviana, F.K. dan Astuti, H.P. (2016) Evaluation of Standard Facilities and Infrastructure in Taman Belia Candi Kindergarden, Semarang. *BELIA: Early Childhood Education Papers*, 5(2).
- Sugiyono. (2013). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. Bandung: Alfabeta.
- Saputri, E.D & Tasu'ah. (2017). Parent in Choosing Motivation Viewed from ECD Profile Educational Institutions. *Early Childhood Education Papers*, 6(1).
- Sari, D.K, Handayani, S.S.D, Tasu'ah Neneng. (2017). Application of Media Booklet to Improve Language Development (initial reading on Children in Kindergarden Kemala Group B Bhayangkari 34 Kendal. *Indonesian Journal of Early Childhood Education Studies*, 6(2).
- Utami, S. N. A. Dan Adiarti, W. (2017). Application of Building Playing in the Center of Beams to Improve the Visual-Spatial Intelligence of Children at the Age 5-6 Years Old in Mutiara Insan Kindergarten, Sukoharjo Regency. *BELIA: Early Childhood Education Papers*, 6(1).