



Instilling Self-Confidence Character in Siminal Siminul Dance Learning at Merpati Blora Course and Training Institute

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Abstract

Self-confidence for early childhood is still minimal, especially when it comes to interact with the surrounding environment. The lack of self-confidence indication appears in Siminal Siminul Dance learning at LKP Merpati Blora, which the children feeling shy and afraid to perform in public following by the lack of courage to express their opinions. The purpose of the study was to analyze the Instilling of self-confidence character in Siminal Siminul Dance learning at LKP Merpati Blora. The method used in the research was a qualitative method with a phenomenological approach. Data collection techniques using observation, interviews and documentation. Data validity techniques used triangulation of sources, methods and theories while data analysis uses data reduction, data presentation and conclusion drawing. The results showed success in instilling self-confidence through 4 indicators at LKP Merpati Blora in learning Siminal Siminul Dance, namely, believing in one's own abilities resulted the students experiencing changes from 6 students to 20 students. Independent in making decisions aimed at success with changes from 9 students to 20 students. Positive thinking resulted in changes from 6 students to 20 students and the courage to express opinions from 6 students to 16 students. The results of this study are expected to be literature to add insight for the readers regarding the benefits of dance learning to increase children's self-confidence.

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INTRODUCTION

Self-confidence is one aspect of personality in the application of character education for early childhood to express feelings in children and the ability to interact with the surrounding environment (Putri et al., 2020), but in the implementation of instilling self-confidence for early childhood it is still minimal in terms of communicating with the surrounding environment. Self-confidence must be instilled as early as possible so that children can develop into better and independent individuals. One of the way to instill confident character can be applied in dance learning.

Dance learning is a process of interaction between educators and students that is carried out to gain art experience, art learning directs changes in behavior as a result of the art learning while the material directs students as an art learning experience (Jazuli, 2016). Dance learning to increase self-confidence is carried out at LKP Merpati Blora. LKP Merpati Blora is one of the dance training centers in Blora Regency. Based on the results of researchers' observations, the dance learning process at LKP Merpati Blora shows that children's self-confidence skills are still not optimal, this can be seen from students who are afraid to perform in front of people, tend to be silent when interact with others and are afraid to express their opinions which can hinder the learning progress because it takes a long time for students to express their opinions during the learning process.

Siminal Siminul Dance learning can stimulate children to receive information that is developed into a skill in the form of dance movements. Instilling self-confidence character in LKP Merpati Blora is carried out by applying self-confidence indicators in Siminal Siminul Dance learning, namely, believing in one's own abilities, making decisions, thinking positively and daring to express opinions (Sumarmo et al., 2018).

The previous research that is relevant to the researcher's study is research by (Hikmah & Malarsih, 2022) entitled "Dance Learning Methods for Deaf Students at the Junior High School at SLB

N Slawi Tegal Regency" which was conducted in 2022. The similarity with the researcher's research is the same as discussing dance learning. However, the subject of research conducted by the researchers was Pre-Primary Class Students of LKP Merpati Blora while Suci Nur Hikmah Deaf Students of SLB N Slawi Tegal Regency. The relevance of the researcher's research in the form of dance learning methods used can be in the form of lecture, demonstration, drill, SAS and IMAM methods. Research by (Kartika, 2016) entitled "Learning Dance by Using Audio-Visual Media in Cultural Arts Subjects Class XI at SMA Negeri 1 Boja Kendal Regency" which was conducted in 2016. The similarity with the researcher's research is the same as discussing dance learning but different research studies. The researcher's research examined the instillation of self-confidence character in dance learning while Kartika's research was about learning dance using audio-visual media. The relevance of Kartika's research to the researcher's research on the dance learning process can utilize audio-visual media in increasing student appreciation and student learning outcomes for the better.

Research by (Dewi & Iryanti, 2014) entitled, "Instilling Aesthetic Values through Cipat Cipit Dance Learning for Deaf and Tunagrahita Students of SLB Negeri Jepara" conducted in 2017. The similarity of the research is dance learning in instilling values applied to students. However, the difference lies in instilling of value in the researcher's research on self-confidence character while Dewi's research is the instillation of aesthetic value. The relevance of Ema's research to the researcher's study is the dance learning process using demonstration and lecture methods. The three previous studies became one of the researchers' guidelines in conducting research and renewal in the study so that the researcher's study became a new research that had never been studied by other researchers. The researchers' study is research with the latest phenomena and information, developing the results of previous research in addition to this study

conducted by researchers to provide reinforcement for the shortcomings of previous research.

As explained above, it is necessary to conduct research on "Learning Siminal Siminul Dance for Early Childhood as a Process of Instilling Self-Confidence Character at Merpati Blora Dance Course and Training Institute." This explanation was conducted to find out that learning Siminal Siminul Dance for students of Merpati Blora Dance Course and Training Institution is able to increase the character of self-confidence. This research can be a reference for other dance training in a way to increase children's self-confidence through dance learning so that strong children's character is formed. This research is important to do to increase the early childhood's self-confidence level through a dance work that is intended to train motor and psychological in children to make them grow and develop properly so that they can socialize with their environment. Early Childhood Dance Learning as a Process of Instilling Self-Confidence Character at Merpati Blora Dance Course and Training Institution using qualitative research methods because the research aims to produce descriptive data about dance learning at LKP Merpati Blora in instilling the character of self-confidence of early childhood, into the form of written data presentation through the stage of interaction with the informant directly to get accurate data.

Siminal Siminul dance as the object of research has never been studied by other researchers, so the researchers feel the need to research it more deeply. The research approach taken by researchers uses a phenomenological approach in revealing the research problems. The phenomenological approach aims to understand an event in instilling children's self-confidence through Siminal Siminul Dance learning. The data collection stage uses documentation, interviews and observation techniques to support research data. Research on "Early Childhood Dance Learning as a Process of Instilling Self-Confidence Character at Merpati Blora Dance Course and Training Institute" is

expected to be useful for explaining the instillation of confident character through dance learning for early childhood.

RESEARCH METHOD

The method used was a qualitative research method. Presentation of data in qualitative research in the form of descriptive data (Biklen, 1982). The reason why the researchers used qualitative methods was because in presenting data using data in the form of descriptive data in the field research process. The researchers want to know about the process of instilling self-confidence in learning Siminal Siminul Dance at LKP Merpati Blora. The researchers used a phenomenological approach (Bagus & Lorens, 2002) which is a research analysis in the form of basic experience and emphasizes the intensity of consciousness where experience consists of things that appear outside and things that are in their respective consciousness based on the memory and experience of the researcher. The researchers used phenomenological research because they wanted to understand the phenomenon in learning Siminal Siminul Dance which focused on instilling self-confidence character at LKP Merpati Blora.

The research is located in Tambaksari Village RT 03 RW 03 Blora Kota Subdistrict, Blora Regency. The reason why the researcher chose this location was because LKP Merpati Blora is one of the institutions that plays an important role in the development and preservation of dance in Blora Regency which is active and involves instilling children's character such as discipline, honesty and confidence.

The researchers used qualitative data sources, namely, primary data and secondary data (Kusumastuti & Khoiron, 2019). Primary data obtained from interviews with Umi Ardiyah and Sepriya Risqi Umami as dance instructors related to Siminal Siminul Dance learning in instilling children's self-confidence character. Umi Ardiyah as Director of LKP Merpati Blora regarding LKP Merpati Blora data and overall students data. Secondary data obtained in the form of Siminal Siminul

Dance learning documentation, curriculum, lesson plans, syllabus and student data related to applicable learning at LKP Merpati Blora.

The research data collection used interview, observation and documentation techniques (Salim & Syahrums, 2012). The observation technique is visited the object of research at LKP Merpati Blora on February 1, 2022 to obtain data on the learning process of Siminal Siminul Dance as an instillation of self-confidence character in early childhood. The form of observation carried out in this study used non-participant observation and structured observation. Non-participant observation was carried out by the researchers in a way that the researchers were not directly involved but the researchers became a research observer in the Siminal Siminul Dance learning process to increase self-confidence of early childhood at LKP Merpati Blora. Systematic observation was done by making a framework that contains questions about the problems being observed can be recorded more thoroughly.

The research "Learning Siminal Siminul Dance for Early Childhood as a Process of Instilling self-confidence Character at Merpati Blora Dance Course and Training Institute" used direct interviews and structured interviews. Direct interviews are interviews conducted by researchers directly face-to-face for the question and answer process with informants while structured interviews are conducted by researchers by preparing in advance research instruments in the form of questions that will be addressed to informants. Interviews were conducted by researchers with informants on February 1, 2022, namely Umi Ardiyah and Septiya Risqi Umami as dance instructors and LKP Merpati Blora Pre-Primary Class students to obtain data in the form of instilling self-confidence in Siminal Siminul Dance learning.

The form of documentation used in the research on February 1, 2022 in the form of classroom conditions, LKP Merpati Blora facilities and learning tools. Research on February 27, 2022, March 18, 2022 and April 9, 2022 regarding interview notes,

photos, references, and interview recordings that contain Siminal Siminul Dance learning in increasing self-confidence.

Data validity techniques used source triangulation, method triangulation and theory triangulation (Moleong, 2016). Source triangulation was done by comparing one source with another using the same method in the interview. Triangulation of methods was used as a stage of checking or selecting between information obtained during observation and documentation generated in the process of interviewing sources, while theoretical triangulation was used by researchers to validate data by comparing several theories with other theories related with the stages of data analysis in accordance with researchers' research.

The data analysis techniques used in the research were data reduction, data presentation and conclusion drawing (Miles & Huberman, 2007). Data reduction was done by simplifying into a clear, brief and concise research and abstracting data obtained from the field by researchers. The data presentation was done by arranging the research data in order to make it easier for researchers in processing data. Conclusions were drawn by analyzing and describing the data so that the data is easy to understand in accordance with the original research objectives.

RESULTS AND DISCUSSION

Siminal Siminul Dance Learning at LKP Merpati Blora was held regularly once a week on Saturday and Sunday. Learning components used in learning at LKP Merpati Blora were learning objectives, students, teachers, learning planning, learning strategies, learning media and learning assessment (Hamalik, 2001). Siminal Siminul Dance learning material was used in the process of instilling self-confidence character at Merpati Blora Learning Center because this dance is one of the dance identities of Blora Regency which tells about the jolly Blora children through dance images. The variety of movements of Siminal Siminul Dance was created as simple as possible according to

the ability of early childhood which is safe to learn for Pre-Primary Class students at LKP Merpati Blora so that the selection of Siminal Siminul Dance is very suitable for instilling self-confidence character.

Siminal Siminul Dance learning was divided into 3 meetings, namely, February 27, 2022, March 18, 2022 and April 9, 2022. The purpose of learning Siminal Siminul Dance at LKP Merpati Blora is that students are able to understand and demonstrate the various movements of Siminal Siminul Dance according to the instruction of dance instructor with good and correct techniques. Learners in Siminal Siminul Dance learning in instilling self-confidence character are carried out in LKP Merpati Blora Pre-Primary Class students with a total of 20 students.

Dance instructor is one of the supporting components of learning who acts as a facilitator by providing direction to students in the form of knowledge and skills and acts as a mental guide for students at LKP Merpati Blora. This statement is in accordance with the dance instructors at LKP Merpati Blora, namely Umi Ardiyah and Septiya Risqi Umami, who carried out their duties as student facilitators by providing Siminal Siminul Dance material in the form of practical and non-practical material. Learning planning at LKP Merpati Blora consists of lesson plans, syllabus and curriculum used in Siminal Siminul Dance learning. The learning strategy used a direct learning strategy centered on the dance instructor, in a direct learning strategy using 3 learning methods which are lecture, demonstration and practice methods.

The lecture method was given to students by deliberate the material orally which talks about the variety of Siminal Siminul Dance movements. The demonstration method was used when the dance instructor gave an example of demonstrating the variety of Siminal Siminul Dance movements while the practice method was used when students demonstrate the variety of Siminal Siminul Dance movements. In addition, the use of learning media also played an important

role in the Siminal Siminul Dance learning process as told by Umi Ardiyah as follows:

"The use of learning media at LKP Merpati Blora which are laptops, DVDs and sound systems can increase students' enthusiasm in learning the dance because students can see various dance forms through dance videos through laptops provided by dance instructors" (Interview with Umi Ardiyah, February 27, 2022).

The implementation of assessment at LKP Merpati Blora regarding learning in Siminal Siminul Dance was used as a success measurement of learning to students conducted by the dance instructor. Learning assessment was assessed in terms of attitude and assessment of the mastery of the variety of movements by students. Based on the researcher's research on Siminal Siminul Dance learning can instill self-confidence indicators, namely, believing in one's own abilities, being independent in making decisions, thinking positively and daring to express opinions (Sumarmo et al., 2018).

Believing in One's Own Ability

Believing in one's own abilities is an attitude of confidence in one's own ability to fulfill the desires and expectations of something to be achieved (Salirawati, 2012). The results of observations of indicators in one's own abilities confidence can be seen in the learning process of Siminal Siminul Dance from meeting 1 to meeting 3, which students could imitate the movements given by the dance instructor by adjusting the movements given by the dance instructor. Data on students being able to believe in their own abilities in table 1 as follows.

Table 1. Researchers' Observations Concerning Indicators of Confidence in One's Own Capabilities.

No	Name	Indicators of Believing in One's Own Abilities		
		Students can imitate the variety of movements given by the teacher		
		Prtm 1	Prtm 2	Prtm 3
1.	Nadifa	✓	✓	✓
2	Isyana	✗	✓	✓
3	Sinar	✗	✓	✓
4	Zhafira	✓	✓	✓
5	Putri Eka	✗	✓	✓
6	Kansa	✓	✓	✓
7	Mella	✗	✓	✓
8	Shyeril	✓	✓	✓
9	Bintang	✗	✓	✓
10	Bhuvi	✓	✓	✓
11	Jannis	✓	✓	✓
12	Nafirsa	✗	✓	✓
13	Lukisar	✓	✓	✓
14	Risma	✓	✓	✓
15	Asifa	✓	✓	✓
16	Adella	✓	✓	✓
17	Edyska	✓	✓	✓
18	Cahya	✓	✓	✓
19	Khanza	✓	✓	✓

20	Citra	✓	✓	✓
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Description:

Prtm(pertemuan): Meeting

✓: Students are able to carry out instilling character indicators of believing in their own abilities

✗: students have not been able to implement instilling character indicators of believing in their own abilities

Based on table 1, it explains that the first meeting produced data about the students did not fully have a high level of confidence in their own abilities, so that students had not been able to adjust themselves in learning Siminal Siminul Dance. Signs that students did not believe in their own abilities can be seen when students were having tantrums that hinder the learning process with a total of 6 students, namely, Isyana, Sinar, Putri Eka, Mella, Bintang and Nafirsa. Researchers' study at the second meeting showed that the students already changed in terms of attitude about believing in their own abilities which the students starting to take part in learning and not threw tantrums, so that the learning process run smoothly. Students who were having tantrums at the first meeting experienced changes by participating in the learning class so well, the students had the courage to participate in the learning process, they seemed brave to come forward in front of the class without direction from the teacher. The increasing of students in the second learning about believing in their own abilities comes to 20 students.



Figure 1. Students performing in front of the class without the assistance of the dance instructor (Source: Putri, 2022).

Photo 1 explains that students could perform in front of the class without direction from the dance instructor, this can train students in terms of attitude and knowledge. In terms of attitude in learning Siminal Siminul Dance, students dance without seeing their friends around them so as to create an attitude of confidence in their own abilities while in terms of knowledge can be seen when students easily absorb learning material, as explained by the dance instructor as follows:

"The process of instilling the character of believing in one's own abilities in children has begun to be seen in the second meeting where the children are enthusiastic and brave to come forward without direction from the dance instructor. It can train children to believe that they have the same potential as their friends so that children are more confident in their abilities" (Interview with Septiya Risqi Umami, March 18, 2022).

In the third meeting of Siminal Siminul Dance learning, students were enthusiastic to participate in learning class using musical accompaniment. This showed that students already believe in their own abilities embedded in each student with the number increasing to become 20 students. Based on the observations of the researchers, Siminal Siminul Dance learning succeeded in increasing students in the indicator of believing in their own abilities.

Independent in Making Decisions

Children's independence according to (Yamin & Sanan, 2013) can be seen from the child's ability to socialize with the surrounding environment. This statement is in accordance with Siminal Siminul Dance learning in applying self-confidence through independent indicators in making decisions which the students can interact with the dance instructor without coercion from anyone. Data regarding independence in making decisions can be seen in table 2 as follows:

Table 2: Researchers' Observations Concerning Indicators of Independence in Making Decisions

No	Name	Indicators of Independence in Making Decisions		
		The students can interact with the dance instructor		
		Prtm 1	Prtm 2	Prtm 3
1.	Nadifa	✓	✓	✓
2	Isyana	✗	✓	✓
3	Sinar	✗	✓	✓
4	Zhafira	✓	✓	✓
5	Putri Eka	✗	✓	✓
6	Kansa	✓	✓	✓
7	Mella	✗	✗	✓
8	Shyeril	✓	✓	✓
9	Bintang	✗	✗	✓
10	Bhuvi	✓	✓	✓
11	Jannis	✓	✓	✓
12	Nafirsa	✗	✓	✓
13	Lukisar	✓	✓	✓
14	Risma	✗	✓	✓
15	Asifa	✗	✗	✓
16	Adella	✓	✓	✓

17	Edyska	✓	✓	✓
18	Cahya	✕	✓	✓
19	Khanza	✓	✓	✓
20	Citra	✓	✓	✓

Description:

Prtm(pertemuan): Meeting

✓: Students are able to implement instilling of independent indicators in making decisions

✕: Students are not able yet to implement instilling of independent indicators in making decisions

Table 2 explains the data on students' independence in making decisions at LKP Merpati Blora, showing changes in students' attitudes. The first meeting, students did not dare to interact with the instructor so that students seemed silent and shy to answer questions asked by the dance instructor. The results of observations regarding the first study showed some students who weren't brave to interact with the dance instructor were Isyana Fariski, Sinar Rani, Putri Eka, Mella Anggraini, Bintang Nasya, Nafirsa Aglis, Risma Ayudya, Asifa Nabila Zahra and Cahya Nangdaris.

The researchers' observations of the second meeting of Siminal Siminul Dance learning regarding independence in making decisions was students began to brave to interact with the teacher. The results of the research showed almost all students changed from the previous meeting from seemed to be silent and did not dare to interact with the teacher to become brave to interact with the teacher in the second meeting even though they were still shy, they were Isyana, Sinar, Putri Eka, Nafirsa, Risma and Cahya. Some of them were not that brave to interact with the teacher, so they still appear silent when the teacher asked them to interact in Siminal Siminul Dance learning. Based on the researchers' observations, students who had not been

able to interact with the teacher were Mella A, Bintang and Asifa.

The third meeting of Siminal Siminul Dance learning experienced changes to be exact in children's enthusiasm and interacted well with the teacher even though it was not optimal, but there was progress from meetings 1 and 2, showed all children had begun to interact with the teacher even though they were still shy. Based on this, it shows that learning Siminal Siminul Dance with the target of early childhood at LKP Merpati Blora can increase self-confidence, which is independence in making decisions with an indication that children are able to interact with the dance instructor, as spoken by dance instructor as follows:

"Siminal Siminul Dance learning shows that children begin to interact well with the dance instructor. At the beginning of the meeting, some of them were feeling shy and having tantrums so that it hindered the learning process. But as the learning process progress, the children could interact so well" (Interview with Umi Ardiyah, April 9, 2022).

Students and the dance instructor interacted with each other in learning Siminal Siminul Dance. Independence is useful to make children easily interact and cooperate well with others. The dance instructor taught the children not to depend on others in determining their desires and are able to instill an attitude of responsibility for the choices chosen, this can be seen in photo 2 as follows:



Figure 2. The dance instructor interacting with students. (Source: Putri, 2022)

Positive Thinking

Positive thinking according to the opinion of (Arifin, 2011) is a thinking

activity carried out with the aim of building positive aspects of the mind in the form of potential, determination, enthusiasm in living life and self-belief. The results of observations of Siminal Siminul Dance learning in applying positive thoughts to students are the dance instructor providing direction and praise during the dance learning. Based on observations of Siminal Siminul Dance learning on the level of student confidence through positive thinking indicators, children can demonstrate the variety of movements in accordance with the direction of the dance instructor. Data regarding positive thinking can be seen as follows.

Table 3. Researchers' Observations Concerning Indicators of Positive Thinking

No	Name	Positive Thinking Indicators		
		The students can imitate the variety of movements given by the instructor		
		Prtmn 1	Prtmn 2	Prtmn 3
1.	Nadifa	✓	✓	✓
2	Isyana	✗	✓	✓
3	Sinar	✗	✓	✓
4	Zhafira	✓	✓	✓
5	Putri Eka	✗	✓	✓
6	Kansa	✓	✓	✓
7	Mella	✗	✓	✓
8	Shyeril	✓	✓	✓
9	Bintang	✗	✓	✓
10	Bhuvi	✓	✓	✓
11	Jannis	✓	✓	✓
12	Nafirsa	✗	✓	✓

13	Lukisar	✓	✓	✓
14	Risma	✓	✓	✓
15	Asifa	✓	✓	✓
16	Adella	✓	✓	✓
17	Edyska	✓	✓	✓
18	Cahya	✓	✓	✓
19	Khanza	✓	✓	✓
20	Citra	✓	✓	✓

Description:

Prtm(pertemuan): Meeting

✓:Students are able to implement instilling of positive thinking character indicators

✗: Students are not able yet to implement instilling of positive thinking character indicators

Table 3 explains that based on observations of Siminal Siminul Dance learning on indicators of positive self-confidence in children at LKP Merpati Blora, meeting 1 showed the children did not understand the learning objectives so that the learning process has not been carried out optimally. The indication that students had not thinking positively was that students were still shy when demonstrating the movements given by the teacher. In the meeting 1, students who had not thought positively were Isyana, Sinar, Putri Eka, Mella, Bintang and Nafirsa. They did not follow the dance learning that well because some of them threw tantrums resulted in not fully participating in the learning class.

The second lesson of Siminal Siminul Dance experienced a change in positive thinking by showing for meeting 1 students were still shy in demonstrating movements, but in the second meeting the students were brave to perform in front of the class so that indicators of self-

confidence, which is positive thinking, began to form. Isyana Fariski, Sinar Rani, Putri Eka, Mella Anggraini, Bintang Nasya and Nafirsa Aglis were shy and did not dare to demonstrate the Siminal Siminul Dance movements at first, but then experienced changes in the children's enthusiasm and courage to perform in front of the class causing the learning process went well without any tantrums.

The third learning result of Siminal Siminul Dance, students were being able to follow the directions of the dance instructor. The courage and enthusiasm of all children can be seen that children want to come forward to demonstrate the various movements of Siminal Siminul Dance using dance accompaniment. The third Siminal Siminul Dance learning showed that the children did not have any tantrums so there were no obstacles in the learning class. The results of Siminal Siminul Dance learning in increasing children's confidence at LKP Merpati Blora for having positive thinking state of mind resulting in children being able to think positively seen in the attitude of children who experience changes from shyness when following instructions from dance instructor to enthusiasm and excitement, this is in accordance with Umi Ardiyah's statement, as follows:

"Positive thinking indicators in learning Siminal Siminul Dance can play an important role in increasing the confidence of LKP Merpati Blora students. Students who were initially shy to follow the movement that the instructor given, with the increasingly number of meeting that they have makes them become enthusiastic in participating in the learning process so as to create confidence in students themselves" (Interview with Umi Ardiyah, April 9, 2022).

The dance instructor explains the benefits obtained by students in learning Siminal Siminul Dance, which is the body coordinates that makes the strength of the student's endurance can be trained perfectly. It affects the positive thinking of children so that they have a strong character, this can be supported by the opinion (Sakina, 2008) regarding positive

thinking can build and strengthen the personality and character of students. This



is addressed in photo 3 regarding the dance instructor explaining the purpose and benefits of learning Siminal Siminul Dance at LKP Merpati Blora as follows:

Figure 3. The dance instructor explains the purpose of learning Siminal Siminul Dance. (Source: Putri, 2022)

Dare to Express Opinions

Dare to express an opinion according to (Cawood, 1987) is a description of expression, feelings and rights of a person that is direct, honest and appropriate without hesitation and can accept others' opinions. Dare to express opinions in the researchers' observation regarding the learning of Siminal Siminul Dance for children aged 4-8 years at LKP Merpati Blora obtained data that the application of daring to express opinions was carried out by the dance instructor giving opportunities for students to answer questions given by her. Data regarding daring to express opinions can be seen in table 4 as follows:

Table 4. Researchers' Observations Concerning Indicators of Dare to Express Opinions

No	Name	Dare to Express Opinions Indicator		
		The students dare to deliver their opinions to the dance instructor about Siminal Siminul dance learning		
		Prtmn 1	Prtmn 2	Prtmn 3
1.	Nadifa	✓	✓	✓

2	Isyana	✖	✖	✓
3	Sinar	✖	✖	✖
4	Zhafira	✓	✓	✓
5	Putri Eka	✖	✖	✖
6	Kansa	✖	✖	✖
7	Mella	✖	✖	✓
8	Shyeril	✖	✓	✓
9	Bintang	✖	✖	✖
10	Bhuvi	✖	✓	✓
11	Jannis	✖	✖	✖
12	Nafirsa	✖	✖	✖
13	Lukisar	✓	✓	✓
14	Risma	✓	✓	✓
15	Asifa	✖	✖	✖
16	Adella	✓	✓	✓
17	Edyska	✖	✖	✓
18	Cahya	✓	✓	✓
19	Khanza	✖	✓	✓
20	Citra	✖	✓	✓

Description:

Prtm(pertemuan): Meeting

✓: Students are able to implement instilling of daring to express opinions indicators

✖: Students are not able yet to implement instilling of daring to express opinions indicators

Based on table 4, it explains that the first meeting of Siminal Siminul Dance learning showed data on indicators of confidence in expressing opinions. Nadifa, Zhafira, Lukisar, Risma, Adella and Cahya have already dared to express opinions in terms of answering questions given by the

teacher even though they were still shy to say it. The attitude of daring to express opinions in meeting 1 was not optimal because there were still many students who were stay silent when the dance instructor threw some questions on them.

The results of the researcher's observations in the first meeting of Siminal Siminul Dance learning regarding students applying the courageness to express opinions by answering questions from the dance instructor and explain their opinions have increased with the initial number of the first meeting only 6 students while the second meeting around 12 students, so that there was a positive change in students' confidence. The researchers' observations in learning Siminal Siminul Dance in the second meeting showed that children gradually began to gain confidence with question and answer activities carried out by the dance instructor, even though there were some children who were still not confident to express their opinions and tended to wait for their friends to raise their hands first to deliver it. The students who were brave to express their opinions were Nadifa, Zhafira, Shyeril, Bintang, Bhuvi, Lukisar, Danisa, Risma, Asifa, Adella, Cahya, Khanza and Citra.

The dance instructor keeps motivating the students to dare expressing their opinions in order to form confidence in their own abilities. Based on an interview with Umi Ardiyah, information was obtained regarding students daring to express opinions in Siminal Siminul Dance learning as follows:

"The dance instructor makes any efforts to make children dare expressing their opinions by doing question and answer activities carried out by the dance instructor, this shows that question and answer activities are useful for mentally training students to believe in their own abilities without hesitation and embarrassment when answering questions from the dance instructor" (Interview with Umi Ardiyah, February 27, 2022).

The researchers' observations regarding the third meeting of learning related to children daring to express opinions have increased which students

who have not dared to deliver their opinions at meeting three have changed became brave to voice it. Students in the third meeting based on the researchers' observations looked enthusiastic about the teacher's questions by raising their hands trying to answer it. Students who dare to express their opinions increased in the third learning in total 16 students, namely, Nadifa, Isyana, Zhafira, Kansa, Mella, Shyeril, Bhuvu, Jannis, Nafirsa, Lukisar, Risma, Adella, Edyska, Cahya, Khanza and Citra. Based on the analysis and observations, the researchers found that learning Siminal Siminul Dance succeeded in increasing children's confidence in the indicator of daring to express opinions.

LKP Merpati Blora students have different levels of expressing opinions between one and another, it means that the students' development in expressing opinions is different depends on the support and stimulus received by the students in their period of development. Students have different attitudes in learning Siminal Siminul Dance, it can be seen that students who dare to express opinions tend to be loud and brave to answer questions while students who do not just remain silent during the question and answer session. This statement is in accordance with research (Karnadi, 2009) children's courage in expressing opinions can motivate themselves to respect themselves more, be independent and dare to express ideas and thoughts stored in themselves. This is in accordance with photo 4 regarding students daring to express opinions during interview sessions with the researchers. It shows the success of daring to express opinions indicators to students as follows.

CONCLUSIONS

Based on the data processed and analyzed as well as the results of the research entitled Instilling Self-Confidence Character in Siminal Siminul Dance Learning at LKP Merpati Blora, the following conclusions were obtained:

Siminal Siminul dance was a creation dance created by Umi Ardiyah as the Director of LKP Merpati Blora as one of the dance lessons. Instilling the self-

confidence character of Pre-Primary Class students at LKP Merpati Blora was carried out by dance instructor through the implementation of Siminal Siminul Dance learning so that a bond was formed between the learning process and the character instillation itself. Dance instructor at LKP Merpati Blora instilled confidence in Pre-Primary Class students through 4 indicators, namely, believing in one's own abilities, being independent in making decisions, thinking positively and daring to express opinions. The four indicators of self-confidence had succeeded in improving the character of students of Merpati Blora LKP, which was aimed at students having a confident character even though it took process in instilling it.

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