

Integrating Dance to Increase Self-Confidence: A Case Study at Miftahul Huda Kindergarten

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Abstract

This research examines the effectiveness of dance as a method to improve early childhood self-confidence through a case study at Miftahul Huda Kindergarten. Self-confidence is an important aspect in child development, as it affects social skills, courage, and a positive attitude towards oneself. The research method used is field research with a qualitative descriptive approach. Data were collected through direct observation, interviews with teachers, and documentation of children's activities during the dance learning process. The results showed that dance has a significant impact on increasing children's self-confidence. Children who participated in dance activities showed higher courage in interacting with peers, and had better self-expression. Dance activities accompanied by music helped children feel comfortable and more motivated to display their ideas and imagination. In addition, appreciation from teachers in the form of praise and emotional support is proven to increase children's confidence during the learning process. The conclusion of this study is that dance can be an effective tool in developing early childhood self-confidence, especially when combined with support from teachers. Suggestions for further implementation include expanding the arts approach in daily classroom activities, providing training to teachers to integrate diverse arts activities, and preparing a more inclusive learning environment to support children with different levels of confidence.

Keywords: Dance art, self-confidence, early childhood education, case study, self-development

A. INTRODUCTION

Self-confidence is an important aspect of individual development, affecting many aspects of life, including social interactions, academic performance and mental health. In child development, self-confidence is one of the important characters to have. Self-confidence is a person's psychological condition in assessing himself so that it can provide a strong belief in his ability to make efforts to achieve his desires.¹ Children with good self-confidence are more able to face challenges, never give up, easily interact with friends, dare

¹ J. Rohmah, *Building Children's Self-Confidence Through Praise*. Dignity: journal of Women and Children, 2018. Page 117

to try new things, from daily activities to more complex experiences, such as studying at school or participating in extracurricular activities.²

In addition, self-confidence also plays an important role in building social relationships. Confident children tend to be more sociable and build friendships. They feel comfortable talking, sharing ideas and collaborating with others. This is especially important in childhood, when social interactions begin to take shape and influence their emotional and personality development.

Self-confidence does not come naturally, it needs to be built and nurtured through positive experiences, support from parents and teachers, and a safe and supportive environment. When children experience success, no matter how small, they will feel more confident to face the next challenge. Therefore, it is important for the adults around the child to provide encouragement and positive reinforcement. Children's self-confidence is strongly influenced by the experiences they gain directly from what they see, hear and feel.³ One effective way to increase self-confidence is through dance. Dance is not only a form of artistic expression, but also an activity that involves physical, emotional, and social. Through dance, children can express themselves, learn about discipline, and feel a sense of accomplishment. Dance also provides opportunities to interact with others, which can strengthen self-confidence through social support.

There are a number of problems encountered in Kindergarten (TK), there are still individuals who feel pressured or insecure when they have to perform in front of others. These challenges can arise from a variety of factors, such as lack of experience, fear of judgment, or previous negative experiences. Therefore, it is important to understand how dance can be used as a tool to overcome these barriers and build confidence. Through dance learning activities, it helps and gives children the opportunity to develop their imagination, express their desires, and convey them with artistic beauty.⁴

In addition, dance education in schools is often considered less important than other subjects, so opportunities for students to engage in dance activities are often limited. This

² Dinar S, Joko P, Dance Learning as an Effort to Increase Self-Confidence in AUD, Journal of Obsession: Journal of Early Childhood Education, volume 7, 2023.

³ Puspitarini, *Building Children's Self-Confidence*, PT Elex Media Komputindo, 2015. Pg.

⁴ Sari, M.Ardipal, & B.Wirman, *Development of Early Childhood Creativity Through Fine art Education*, 504 (IcoIE), 2020

results in many children not getting the opportunity to experience the positive benefits of dance. More structured research and programs are needed to explore how dance can be optimally utilized in the context of confidence development.

In this modern era, the importance of developing self-confidence in children cannot be ignored. Miftahul Huda Majenang Kindergarten realizes that self-confidence is key in character building and children's readiness to face the outside world. One effective method to increase self-confidence is through dance. Dance, as a form of creative expression, gives children the opportunity to explore emotions and show themselves in a fun way. Based on the results of the interview, it was found that in Miftahul Huda Kindergarten, dance activities are integrated into the daily curriculum by teaching interesting and creative dances so that children are interested, happy and enthusiastic in participating in dance learning activities. The teacher demonstrates the dance with musical accompaniment so that it motivates children to imitate the movements that the teacher demonstrates. Furthermore, the teacher also gives praise to children when doing dance activities so that children are more happy and motivated to learn dance.

But challenges sometimes arise. There are still children who feel difficult and awkward or afraid when they have to perform in front of an audience. Faced with this, the teacher takes an approach by continuing to train, give examples until the child is able to imitate the movements taught with confidence. Therefore, Miftahul Huda Kindergarten took the initiative to create a dance program that focuses not only on technique, but also on building confidence. The program involves various activities, such as group dance practice, performances at school events, and sharing sessions where children can support each other. In this way, children not only learn dance moves, but also experience the benefits of cooperation and social support. When they successfully perform in front of their friends and parents, their confidence is boosted.

Through dance, TK Miftahul Huda Majenang hopes to help children not only become good dancers, but also confident individuals ready to face various challenges. In this supportive and loving environment, children are encouraged to recognize and develop their potential, making dance a powerful tool to boost confidence at an early age. With this step, Miftahul Huda Kindergarten is committed to building a generation that is not only creative, but also brave and confident in living life.

B. OVERVIEW

1. The Nature of Self-Confidence

Self-confidence is essentially an attitude of confidence in one's own abilities towards the fulfillment of every desire and hope. A person has the right to give his energy and thoughts based on his abilities in doing something productive, besides that he will like new things, feel able to face challenges, and all tasks given with responsibility.⁵

Self-confidence is related to the ability to do something well. However, human abilities are limited to the number of things that can be done well and the number of abilities that are mastered. According to Hakim, self-confidence is defined as a person's belief in all aspects of his strengths and believes that his strengths can help him achieve various goals.⁶ Meanwhile, Lautser argues that self-confidence, obtained from life experience, is one aspect of personality in the form of belief in one's own abilities so that they are not influenced by others and can act as they wish, joyful, optimistic, tolerant and responsible enough. therefore self-confidence is the basis for the success of children to face life in their new environment.⁷

Based on the above opinion, it can be concluded that *self-confidence* is an attitude in each individual who feels confident in his ability to take an action and is not easily influenced by others. People who have self-confidence are optimistic, able to make their own decisions, and desire to achieve more.

2. Traits of Self-Confidence

Quoting Lauster's opinion in the theory of self-confidence, suggests that the characteristics of a confident person, namely: *First*, belief in one's own abilities is one's belief in all phenomena that occur related to one's ability to evaluate and overcome the phenomena that occur. *Second*, Making decisions independently means being able to make decisions about oneself independently or without the involvement of others and being able to trust the actions taken. *Third*, Feeling positive about oneself means having

⁵ Titin Hermayanti, "Increasing Self-Confidence Through Creative Dancing Activities", *Journal of Early Childhood Education*. Vol 9 Issue 2 November 2015, pp. 392.

⁶ Thursan Hakim, *Overcoming Self-Esteem*, (Jakarta: Puspa Swara, 2005), Page. 6

⁷ Fitri Astuti, Israwati, and Rosmiati, "The Development of Children's Self-Confidence Through Bines Dance at One Roof Kindergarten Blangkejeren Gayo Lues Regency", *Scientific Journal of Early Childhood Teacher Education Students*, 4.4 (2019), 1 -11

a good assessment of oneself, both in terms of opinions and actions taken, giving rise to positive feelings about oneself and the future. *Fourth*, dare to express opinions. The existence of an attitude that expresses something within oneself that one wants to express to others, without any coercion or feelings that might hinder its disclosure.

3. Early Childhood Self-Confidence

Self-confidence in children does not just appear when they are born. Self-confidence is formed from the process of children's interactions with their environment such as family, teachers, and communities that support children to continue to develop their potential. There are several things that can be done to build self-confidence in children, including:⁸ a) Involving children in fun activities, by making children feel happy, children will more easily absorb various things. For example, involving children in tidying up toys during play, when children feel able to tidy up toys, their self-confidence will increase automatically. b) Learn to join through games, this can be done by playing with friends. c) Teach how to make friends, to help increase children's self-confidence can be taught by getting acquainted with friends. d) Encourage children to participate in groups, namely teaching children to get involved in a group. By participating in a group, not only will the child get to know his friends, he can also learn to perform in front of his group friends, such as by introducing himself, asking and answering questions.

4. Dance for Early Childhood

Dance is one of Indonesia's great cultural heritages, which must be developed in line with the development of a society that has stepped on the level of renewal.⁹ Dance is a form of artistic expression that uses body movements, both individually and in groups, to convey feelings, stories, or certain messages. In dance, body movements are performed with regular rhythm, rhythm, and composition, often accompanied by certain music or sounds. Dance can be performed for various purposes, ranging from entertainment, ritual, education, to conveying cultural and social values. According to Kusudiarjo, the meaning of dance is the beauty of the form of human limbs that move, rhythmically, and

⁸ Djoko Adi Walujo, *Compendium of Early Childhood Education*, (Depok: Prenadamedia Group, 2017), pp. 115

⁹ Novi Mulyani, *"Early Childhood Dance Education"*, ed. by Dharna A, 1st edn (Yogyakarta, 2020). Page.

harmoniously. From form, motion, rhythm, and feeling or soul comes the power of the human spirit that harmonizes into a beautiful form.¹⁰ Thus it can be concluded that dance is an art form that uses body movements as the main medium to express feelings, ideas, or stories.

There are several aspects or elements in dance, according to John Martin the aspects contained in dance, namely motion, space, energy, time, expression, and dance accompaniment.¹¹

- a. Movement. Movement is the essence of dance itself. Every movement in dance has a meaning and purpose, whether it is to express emotions, tell a story, or depict nature and everyday life. Movement can be gentle, agile, or strong, depending on the type of dance being performed.
- b. Space. Space refers to the area or place where dance movements are performed. It includes the direction, shape, and distance that the dancer moves through. In dance, a good use of space can strengthen the expression and message.
- c. Time or rhythm. Rhythm is the regular pattern of time in dance, which relies heavily on music or rhythm. In dance, rhythm gives structure to movement and determines the speed and intensity of that movement. A dance that follows the rhythm of the music gives the impression of harmony between movement and sound.
- d. Energy. Energy is needed by a person to perform movements, the amount of energy expended will depend on his needs. That is, dance is formed by the regulation of the energy released by the dancer in movement and depends on the intensity of the energy released.
- e. Expression. Expression is the way a dancer shows feelings or stories through the face, body movements, and overall body language. Expression in dance is very important to convey mood or emotion, such as joy, sadness, or anger.
- f. Dance accompaniment (music). Music as dance accompaniment is specially composed. This means that the function of music is not only to accompany but also to provide dynamics or help give life to a dance.

¹⁰ Dr. Masganti Sit, et al. *Early Childhood Creativity Development*, ed. by Muhammad Yunus Nasution, 1st edn, 2016. Pp. 156.

¹¹ John Martin, "*The Modern Dance*", (New York: Princeton Book Company, 1989), pp. 8.

Dance education for children basically has the aim that children can learn to dance according to their level of ability and psychological nature, so that creatively the body as a means of expression, is able to re-express all the child's imagination and fantasy.

Dance for children has different movements from adult dance. The movements should represent a child's world full of excitement and fun. The following are the characteristics of early childhood dance movements:

- a. The theme or title of the dance is in line with children's lives. In essence, children like something that is close and attracts their attention. Without realizing it, children follow the movements of birds flying, chickens looking for food, goats walking and so on, namely seeing from around their daily lives.
- b. Simple form of movement. Movement forms that are suitable for children are movements that are not difficult or movements that are easy to imitate. However, the characteristics of children are that they cannot stay still for too long, active, agile, and fast which can express excitement and fun.
- c. Accompanied by joyful music There is no day without music in learning in the classroom or outside the classroom, this is because music is something that children love the most. Children can immerse themselves in the spirit of the song by clapping or prancing. Likewise with dance, with musical accompaniment children become more enthusiastic in doing dance movements.

C. METHODOLOGY

This research is qualitative descriptive research, which is a type of research that describes, describes, and answers questions about phenomena or events that occur, both phenomena as they are and analyze the relationship between variables of a phenomenon. This research was conducted at Miftahul Huda Kindergarten. The subjects of this study were teachers and class B students totaling 22 students. This research was conducted for three months, from April to June 2024. Data collection in this study used observation, interview, and documentation techniques. In analyzing the data using data reduction techniques, data presentation, and verification.

D. RESULTS AND DISCUSSION

Dance art is one of the extracurricular activities that must be followed by all Miftahul Huda Cibeunying Kindergarten students. The purpose of learning dance at Miftahul Huda

Cibeunying Kindergarten is to develop children's ability to manage body movements and to develop teacher creativity in the arts. Because in essence it is to help children learn to move and also to develop children's talents, interests and creativity. In addition, dance can also be a safe and positive way for children to express their feelings and emotions that tend to be hyperactive.

1. Application of Dance in Improving Children's Self-Confidence at Miftahul Huda Cibeunying Kindergarten

The implementation of dance learning at Miftahul Huda Cibeunying Kindergarten is carried out once a week, namely on Friday starting at 08.00 to 09.30 WIB which is attended by all students. The dances taught to students vary so that children do not get bored quickly, as well as the accompanying music, the music is chosen to be lively in accordance with the character of children who are full of cheerfulness. The types of dances taught to Miftahul Huda Kindergarten students include 3 types, namely:¹²

- b. Traditional dances such as Rampak Dance, and Dongklak Dance.
- c. Classic dances such as Meow Dance and Ant Dance.
- d. Modern dances such as Genjring Dance, Aya Susanti Dance and, Pinguin Dance and dances that follow the era

In this study, the selected dance music is genjring dance, where genjring dance is performed with a cheerful and agile atmosphere. In dance learning activities, children are expected to be able to make confident movements. Therefore, the efforts made by teachers to increase self-confidence in students in dance activities are as follows:

- a. Provide methods that are interesting and good for children. The method used in dance learning is through the provision of music that is in accordance with the characteristics for early childhood that can make students happy and motivate students to move.
- b. Creating a pleasant atmosphere. Teachers should create a fun atmosphere during dance learning so that learners can feel relaxed or at ease and not get bored quickly in dance learning. This will help learners become more confident when they dance.

¹² Interview with Dance Teacher, *Meyla Fahminahdiyah S.Pd*, on Friday, June 07, 2024,

- c. When learning to dance, give students the opportunity to dance in front of other students. If there are students who do not dare to dance alone, the teacher can ask other students to dance in front of other students.
 - d. Letting learners dance as they wish When the teacher provides the moves and music is included, students can dance as they wish. Dancing the way they want can make them creative and become more confident.
 - e. Giving praise to learners when dancing When learners are dancing, teachers should give praise and rewards to them when they dance in front of other students. This is because learners will feel happy and proud of their efforts to dance in front of other students, and they will become more confident to dance in front of other students.
 - f. Motivation Motivation is very important for students. So, teachers as much as possible always provide motivation to each student to dance through approaching students when dance learning takes place, especially for students who have difficulty in receiving material.
 - g. Helping learners who have difficulty in dancing When students attend dance classes, they will inevitably experience difficulties, such as difficulty in imitating the movements taught by the teacher. To overcome this, the teacher will help by approaching the learners and giving special guidance on difficult movements. This makes students feel cared for and increases their confidence in dancing.
2. Efforts to increase self-confidence through dance at Miftahul Huda Cibeunying Kindergarten

In an effort to increase children's self-confidence through dance for children at Miftahul Huda Cibeunying Kindergarten, it is applied in dance learning through 3 stages as follows:

a. Phase I Introduction

Dance learning is carried out starting at 07.30 WIB until 08.30 WIB. At this stage, the dance teacher with the support of the class teacher coordinates the students to remain calm and orderly during the dance learning process. When students are ready to dance, the dance teacher starts learning with an opening word. Dance learning begins with a warm-up which aims to prepare students' physical strength and endurance. Warming

up is very important so that students' endurance can be optimized and students can accept and carry out activities with enthusiasm. The teacher then demonstrates simple movements such as raising both hands or shaking the head left and right. The format of processing basic dance movements as a warm-up for teaching students is conditioning the body to prepare it.¹³ Students are taught dance material in turn, with the aim of motivating them to keep up with dance lessons and not get bored. The teacher provides material to students in the form of creative dance accompanied by interesting music. Creative dance can teach students to express themselves through movement, develop courage, and increase students' confidence when dancing in front of others.

b. Phase II Core activities of the learning process

After sufficient warm-up, students are considered ready to receive the material in the form of dance movements given by the teacher. This material is presented step by step to help students understand it better. The following are the steps taken by the teacher in learning to dance:

- 1) The teacher starts the first part of the dance, counting from 1 to 8, and the students pay attention. The teacher will count from 1 to 8, model the movements, and repeat them to help students memorize the movements the teacher shows. The movements that the student models include walking foot movements, jumping and toe movements, body movements, and hand movements. Once the students have memorized the example movements, the teacher can add new movements. Students pay attention when the teacher performs an action, then students learn how the teacher performs the action. If the teacher moves well, the students' desire to move will be stimulated. dance teaching and learning process activities where the teacher gives examples of movements to students. Students pay close attention to the teacher's movements, especially those sitting in the front row, listening carefully to the counting instructions and paying attention to the examples of movements given by the teacher. Students in the front row on the left were very attentive, trying to imitate the movements they saw, such as raising their left hand

¹³ Observation Results, Siti Khomsiyah, February 16, 2024, at 08:38 WIB

forward. Students on the back left were only seen paying attention to the teacher and did not move like other students in the front row.

- 2) Learners imitate the dance movements The teacher shows the students examples of the movements, and the students imitate the movements modeled by the teacher. When demonstrating the movements, the teacher stands in front of the students and the students follow the movements behind the teacher. The teacher may also provide movement material using Gede. In other words, dance learning is carried out with the teacher and students facing each other, and the teacher moves in the opposite direction to the students' movements. For example, if a dance movement requires the left hand, then the teacher will show an example of hand movements with the right hand. The purpose of doing the movements smoothly is so that the teacher can easily control whether the students are doing the movements correctly or incorrectly. Based on the researcher's observations, teachers who use good movements to increase self-confidence can encourage students to think about understanding and evaluating dance movements so that they can imitate the teacher's movements. Students consciously or unconsciously have confidence and are interested in their abilities.⁶³
- 3) Learners do the movements on their own After the teacher gives a demonstration of the movements to the children, they try to do them on their own without the teacher's help. Then, the teacher instructs the children to do the movements together with their friends. The purpose of the teacher's instruction to the students to do the movements by themselves is to train the children's memorization skills. The ability of children to accept the movement instructions given by the teacher is a form of responsibility towards the teacher, as well as an effort to increase students' confidence in dancing. The process of using counts in dance learning is very important when giving movements before using accompaniment. This is done so that children can memorize the sequence of movements before using the accompaniment. However, using counts for too long in dance learning will make students bored. Learners will be bored and lazy so that they do not pay attention to the teacher during dance lessons. After the condition of the children

began to be bored and the students were considered able to show the movements, the teacher tried to provide musical accompaniment after the children chose to chat and play alone.

After the teacher gives examples of dance movements using counts, then the teacher begins to provide musical accompaniment. The music provided by the teacher is a modern children's song called Tarian Genjring. The teacher provides Genjring dance material, because Genjring music has a fast tempo and describes a happy atmosphere. The provision of musical accompaniment that has a fast tempo makes students become enthusiastic in following the Genjring dance material.

c. Phase III Closing Activities

After the lesson is over, the teacher conducts an assessment to find out the extent to which the lesson is received by students. The evaluation is carried out by appointing several students in groups in turn. Dance learning activities accompanied by music, need repetition so that students are sensitive to musical accompaniment and are able to dance movements in accordance with the accompaniment. Movement by movement given to students until completion, after which repetition is carried out until students master it with musical accompaniment without having to be counted or given a signal by the teacher.

Based on the results of the study that when students are given musical accompaniment, students feel more enthusiastic in moving their limbs. Music that has a fast tempo and is full of enthusiasm, makes students feel happy and joyful in dancing. The feeling of pleasure can be seen from the cheerful facial expressions of students, so that students' confidence in dancing is formed.

E. CONCLUSION

Self-confidence is very important to develop early on, because having strong self-confidence will help children grow and develop well. to foster self-confidence in children can be done through dance learning. To increase children's confidence with dance learning can be done with creative and interesting dances and fun music accompaniment. Using the demonstration method, namely demonstrating directly in front of the child so that the child can directly imitate the dance movements. Appreciation in the form of praise and motivation

is also important to give, and continue to accompany and help children when experiencing difficulties in dancing.

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