

## INSTALLATION OF CHARACTER CONFIDENCE IN EARLY CHILDREN THROUGH RECOGNITION OF CEREMONY ACTIVITIES

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**Abstract.** Self-confidence is very important to be instilled in early childhood so that they grow into someone who is able to develop their potential. This study aims to find and explain related to the inculcation of confident character in early childhood through the introduction of ceremonies. This research is a qualitative descriptive research with a type of field research. Collecting research data using observation techniques, interviews, and documentation. Analysis of the research data using data reduction techniques, data presentation, data verification, and drawing conclusions. The results of the study show that ceremonial introduction activities can be one of the strategies in instilling a confident character in early childhood, this is done in three stages, namely; 1) provide opportunities for children to become ceremonial officers, accompany children when they become ceremonial officers, and give appreciation to children.

**Keywords:** early childhood, confident character, ceremony.

### INTRODUCTION

Early childhood is a child who is in the age range of 0-6 years, where at this age the child is experiencing a very fast growth and development process. From here, early childhood education has a very important role in developing various aspects of child development, such as cognitive development, moral values, moral physical development, language, and social emotional development. Character education is part of the moral values that must be developed in early childhood so that children have good character in the future. Character education in children one of which is to develop self-confidence. Self-confidence is very important to be instilled in early childhood so that they grow into someone who is able to develop their potential (Himatul et al., 2019).

Confidence is a very important thing taught to every individual. It is stated in the regulation of the Minister of National Education of the Republic of Indonesia Number 137 of 2014 concerning early childhood education standards indicating that self-confidence is one of the standard criteria for achieving early childhood social-emotional development. Confidence is an attitude or feeling of confidence in the abilities possessed so that children are not too anxious in every action, can be free to do things they like and are responsible for all actions taken, and are warm and polite in interacting with others (Ria et al., 2020). Confidence really helps early childhood in socializing in the surrounding environment, where having self-confidence allows young children to be able to overcome simple problems, such as having the courage to appear in public, dare to express their opinions, dare to ask and answer questions. who is simple, always tries to complete responsibilities well, and does not give up easily. Without self-confidence, children will experience obstacles and problems in their lives, such as afraid and hesitant to convey ideas, confused in making choices, often compares himself with others, and has difficulty socializing with playmates or when starting the socialization process with the environmen (Aryenis, 2018).

In the strategy carried out in instilling the confident character of early childhood, one of them is the introduction of ceremonies. The ceremony is a series of actions which, according to a regulatory provision, must be carried out solemnly, so that the activities are orderly and orderly, to form good traditions and character. Children are taught to alternately become ceremonial officers, from there children learn to appear brave and be responsible for the tasks they have been given. The lesson can be taken that educators can instill a confident character in early childhood through ceremonial introduction activities (Rahmani et al., 2021).

From the explanation above, it shows that the character of self-confidence is important to be instilled in children from an early age. Various studies have examined the inculcation of self-confident character in early childhood. *First*, Fransisca stated that playing using educational snakes and ladders media can increase children's self-confidence, snakes and ladders media is supported by various other supporting tools such as questions in each box provided which serve to train children to answer questions without shame, never give up in completing challenges, dare to argue, ask questions, interact, and when the child gets into trouble, such as going down the stairs, the teacher provides reinforcement (Ria et al., 2020). *Second*, Ayu Antini's research which explains that children's self-confidence can be developed through methods *show and tell*, with this method children are actively involved in learning activities by inviting children to tell stories in front of the class about the objects they carry (which are personal objects, favorite foods, and photos/pictures), using concrete objects makes it easier for children to tell stories and interest friends and show curiosity so that it gives attention and becomes a shining moment that helps children to be more confident (Ni Kadek Ayu et al., 2019).

Different from the research above, this study focuses on instilling self-confidence in early childhood through the introduction of ceremonies implemented at RA Wadas Kelir Creative House. RA Wadas Kelir Creative House is one of the RAs that implements ceremony introduction activities. The introduction to this ceremony is carried out every Monday at 08.00-08.30. In the ceremony carried out, the teacher appoints the child to become the ceremonial officer alternately with the teacher's assistance. These activities are carried out in an effort to instill confidence in children from an early age. It is from here that this research will focus on examining the implementation of child-friendly literacy at RA Wadas Kelir Creative House.

## RESEARCH METHOD

This study uses a qualitative descriptive research with a type of field research. Qualitative descriptive research is research that is carried out directly to examine a phenomenon that exists in the field, then the data is presented in a narrative text (Albi & Johan, 2018). The phenomenon studied is the cultivation of self-confident character in early childhood through the introduction of the ceremony at RA Wadas Kelir Creative House. Data collection was carried out by observation, interview and documentation techniques. Observation techniques were carried out by researchers by observing the introductory ceremony activities carried out at RA Wadas Kelir Creative House as a strategy in instilling self-confidence in early childhood, the observational data that had been carried out were then recorded in full and reinforced by interviews with children, teachers to inquire about the inculcation of self-confident character in early childhood through ceremonial introduction activities. Documentation techniques are carried out by collecting documents related to the inculcation of the character of trust in early childhood through ceremonial introduction activities, such as photographs when children carry out ceremonial activities (Moleong, 2017).

The research data analysis technique was carried out by: 1) reducing data by classifying important data related to the inculcation of the character of trust in early childhood; 2) after the data has been reduced, the next step is to present the data in narrative form, this is to make it easier to find out about the introduction of the ceremony as a means of instilling the character of trust in early childhood; 3) the next step is data verification, data verification is carried out by researchers through the data that has been collected and then verified as true. From this, the researcher will draw conclusions related to the inculcation of self-confident character in early childhood through the introduction of ceremonies implemented at RA Wadas Kelir Creative House (Miles & Huberman, 2018).

## RESULT AND ANALYSIS

Instilling self-confident character in early childhood at RA Wadas Kelir Creative House, one of which is through an introduction to the ceremony. This ceremony introduction activity teaches children to have self-confidence. The stages of the introduction of the ceremony which are used as a means of instilling the confident character of early childhood at RA Wadas Kelir Creative House are as follows:

### 1.1. Provide opportunities for children to become officers of the ceremony

The introduction of the flag ceremony carried out is a efforts to realize educational goals which include the values of instilling discipline, cooperation, self-confidence, and responsibility. In this way, this can encourage the birth of attitudes and awareness of nation and state and love for the motherland among students (Sukra & Asdi, 2019). The introduction to the flag ceremony is carried out every Monday at 08.00-08.30. Where in this activity each child is given the opportunity to take turns being the ceremonial officer, one child serves as emcee, two children lead the ceremony, three children become flag raisers, one child becomes a Pancasila reader, and one other child becomes a PAUD pledge reader. This activity is carried out every Monday with different officers every week.

Based on the results of interviews with teachers at RA Wadas Kelir Creative House, it was revealed that when the ceremony was held, the children attended the ceremony from start to finish. Although in the implementation the children still often move, stare, play and laugh with their friends, but with this ritual activity, the children are trained in discipline, responsibility, fostering the spirit of nationalism, brave spirit and they are also taught to dare to appear in public. Even though at first they looked shy, as time went on the ceremony which was held continuously every Monday, the children became more confident and excited when they became ceremonial officers. The ceremonial officers, who vary each week, aim to ensure that those who have a confident attitude and dare to appear in public are not only certain children, but teachers hope that all their students can have good self-confident character. The ceremonial activities which are carried out every Monday are expected to give a distinct impression to ceremonial officers, because by becoming ceremonial officers, of course, students get lessons, pleasant experiences, and of course can foster self-confidence in early childhood.

From this, the child's confident character can be formed, where the child becomes confident and dares to appear in public, dares to try new things, dares to express his opinion, dares to ask and answer simple questions, always tries to complete responsibilities well, and is not easy. surrender. This is very good for the development of children's social life in the future, where children will easily socialize and interact with their surroundings. From here, ceremonial introduction activities can be a strategy in instilling the confident character of early childhood.

### 1.2. Accompanying children when they become ceremonial officers

In instilling a confident character in children, educators must also play an active role in it. In this case instilling the confident character of early childhood through the introduction of ceremonies. This ceremonial activity is a series of activities that aim to instill a national spirit from childhood. This ceremony was carried out accompanied by the teacher. The teacher gives the opportunity for children to alternately become ceremonial officers, here the educator does not just appoint it, but the educator also accompanies the child when the child is on duty during the ceremony. because basically children don't understand what to do during the ceremony, therefore the teacher accompanies the child on duty so that the ceremony can run smoothly and the child becomes more confident while on duty.

Based on interviews with the RA teacher at Wafas Kelir Creative House, the first thing to do was condition the children to start lining up for the ceremony preparation, before the ceremony started the teacher also conditioned the children who were in charge of preparing themselves. When the ceremony begins the teacher accompanies and gives directions to the children who are in charge of being ceremonial officers, there is a teacher who accompanies the emcee by helping the

child read the ceremony, then there is the teacher who accompanies the child who is the leader of the ceremony by giving directions when he has to prepare his line. there is a teacher who accompanies the child who is in charge of reading Pancasila and the PAUD Pledge, and there is also a teacher who accompanies the child who is in charge of raising the red and white flag.

### 1.3. Appreciate Children

Appreciation is a form of appreciation given to someone for an achievement or something that has been achieved. In this case, appreciation is given to early childhood in terms of participating in ceremonies, especially related to their courage when they become ceremonial officers. The appreciation given was in the form of praise given to the child for his courage in carrying out the ceremonial activities.

Based on the interview that was conducted with Ms. Cesilia Prawening as a teacher at RA Wadas Kelir Creative House, it was revealed that in this ceremony the children were given appreciation for having attended the ceremony well and having the courage to become ceremonial officers. The appreciation given is in the form of giving praise to the child for his courage to become a ceremonial officer, for example "Mba Nadia is great, it was great to be a ceremonial officer". This is where the child's own pleasure and happiness arise, because he feels that he is already great at carrying out his duties. Praise is given by the teacher to motivate children to be more enthusiastic and courageous in learning and trying new things. By giving appreciation to the child, it can increase the child's self-confidence, because by giving praise like that, the child will feel that he can carry out these activities and when he becomes the next ceremonial officer it can make the child even more confident, when asked to appear in public children will also be more confident.

From the three stages above, it can be understood that this ceremony introduction activity can be a strategy in instilling self-confidence in early childhood. From the results of the research that has been carried out, the researcher observes that the strategy that has been carried out by the teacher in instilling the confident character of early childhood has been carried out very well, where it can be seen that the development of children's self-confidence gradually develops thanks to the introduction activities implemented at RA Rumah Kreatif Wadas Kelir. The child begins to dare to appear as a ceremonial officer, at first the child feels insecure, with these continuous ceremonial activities the child has good self-confidence, the child can lead his friends in ceremonial activities, and the child also begins to be brave to try new things. Even though there were some children who were still not confident when their teachers asked them to do these things, the teachers at RA still motivated the children to have the courage to do the activities requested by the teachers. From here, the introduction of the ceremony at RA Wadas Kelir Creative House can be used as a strategy in instilling self-confidence in early childhood at RA Wadas Kelir Creative House

## CONCLUSION

Self-confidence is very important to be instilled in early childhood so that they grow into someone who is able to develop their potential. Confidence really helps early childhood in socializing in the surrounding environment, where having self-confidence allows young children to be able to overcome simple problems, such as having the courage to appear in public, dare to express their opinions, dare to ask and answer questions. who is simple, always tries to complete responsibilities well, and does not give up easily. Ceremonial introduction activities can be one of the strategies in instilling a confident character in early childhood, this is done in three stages, namely; 1) provide opportunities for children to become ceremonial officers, accompany children when they become ceremonial officers, and give appreciation to children.

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Amalia Nurbaiti  
Installation of Character Confidence in Early Children Through Recognition of  
Ceremony Activities

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