Teacher's Efforts In Improving Children's Self-Confidence Through The Role-Playing Method In Group B II At The Muslim Cadani Integrated Islamic Kindergarten In The 2024/2025 Academic Year

Nilatul Aslamiah[1], Juandra Prisma Mahendra[2], Rusman Hadi[3]
[1.2] Pendidikan Anak Usia Dini (PAUD) STKIP Hamzar
[3] Pendidikan Guru Sekolah Dasar (PGSD) STKIP Hamzar

Article Info	Abstract
	Researchers found significant problems at the Muslim Madani Islamic Integrated Kindergarten, which could have a negative impact on the children's future. These problems include children lacking confidence to express their feelings, feeling shy in front of large groups of people, and feeling embarrassed to perform in front of others. Therefore, the researchers were interested in investigating whether role-playing methods could enhance the self-confidence of 5-6-year-old children at the Islamic Integrated Muslim Kindergarten *Madani for the 2024/2025 academic year. The research method used in this study was Classroom Action Research (CAR) by Kemmis & McTaggart. The results of the study found that this role-playing method is highly effective in enhancing self-confidence in children aged 5-6 years at the Muslim Madani Integrated Islamic Kindergarten. The study results show that in Cycle I, children's self-confidence reached 53.3%, which was followed by Cycle II, in Cycle II, the children's self-confidence increased to 86.6%, meaning that the criteria for significant development were met with a classical percentage of 80% achieved in this study. On average, the children's self-confidence improved, particularly through the role-playing method to enhance self-confidence in Group B2 at the Muslim Madani Integrated Islamic Kindergarten for the 2024/2025 academic year.*

Corresponding Author:
Nilatul Aslamiah
STKIP Hamzar

1. INTRODUCTION

Early Childhood (ECD) is a child aged between 0 and 6 years who experiences extraordinary development and growth, resulting in several unique characteristics. Early childhood is a golden period (*golden age*) for a child's development and educational attainment. This period is a crucial time for a child to recognize various facts in their environment, which serve as stimuli for all aspects of their development. Furthermore, this golden period is also a period of rapid brain development, where the child absorbs various information received while socializing with the surrounding social environment (Aryenis, 2018: 48).

Early childhood has unique personalities and diverse characteristics. All aspects of development needed by early childhood need to be developed and continuously stimulated according to their stage. One aspect of this is social development, where children will interact not only with one environment but also with various environments around them. Often, children struggle to interact in

new environments. The environment significantly influences the formation of a child's behavior patterns, which can help them develop self-confidence (Humaida et al., 2022).

Role Playing or Sociodrama is a learning method that invites students to be directly involved in learning, mastery of learning materials is based on students' creativity and expression in expressing their imagination related to the learning materials experienced without limitations on words and movements, but does not deviate from the teaching materials. The application of this *role-playing* method facilitates students to learn actively through role-playing. With the advantages of *role playing,* it creates a new atmosphere and provides a different learning experience, thus encouraging students to think more creatively and actively. This is because the use of this method is one application of experiential teaching (Rachman et al., 2019: 58).

Through the role-playing method, students can better understand and appreciate the contents of the material as a whole, because playing the role of someone or something will make it easier for students to understand and appreciate the things they are learning (Baroroh, 2011: 162).

One solution to developing self-confidence is through non-formal education, one of which is theater. Theater instruction is undoubtedly beneficial because it helps students learn in a more enjoyable way, reducing stress and encouraging them to be more active and confident in expressing themselves (Syafi'i et al., 2022: 89).

Drama plays a vital role in boosting students' self-confidence. Here are some reasons why drama can contribute to increased self-confidence.

Self-Expression: Through drama, students have the opportunity to express themselves freely. They can take on character roles, speak in front of others, and show emotions through body movements and facial expressions. This helps them feel more confident in conveying their thoughts, feelings, and ideas clearly.

Communication Development: Drama involves social interaction and communication between students. They must work together in groups, engage in dialogue, and improvise in various situations. This process helps students improve their communication skills, both speaking and listening. With increasing experience, students become more confident in communicating with others.

Acceptance and Recognition: In drama, every student has the opportunity to participate and contribute to the creation of a collaborative work. This collaborative process provides an inclusive experience where each individual feels valued and accepted. Through recognition and support from the group, students will feel more confident and take pride in their contributions.

Overcoming Fear and Shyness: Drama provides opportunities for students to gradually confront fear and shyness. Through various exercises and role-plays, they can overcome anxiety, develop courage, and face challenges with greater confidence. Students learn that they can transcend their own limitations and become more confident in situations that might have previously caused fear.

Social Skills Development: Drama involves interacting with others, including observing and responding to their reactions. Students learn to read body language, facial expressions, and attitudes, which are essential for understanding and responding effectively in social situations. By practicing these social skills through drama, students become more confident in interacting with others in a variety of contexts.

Overall, the dramatic arts provide a unique and immersive experience for students, enabling them to develop creativity, communication, collaboration, and social skills. By facing challenges and pushing boundaries in the dramatic arts, students can feel more confident in their daily lives (Novriadi Feri et al., 2023: 7-8).

Meanwhile, the level of self-confidence among children at the Madani Muslim Integration Islamic Kindergarten is very low due to a lack of attention from teachers. During lessons, teachers lack expression when explaining lessons, resulting in children having difficulty understanding the material. In this case, the children simply state that they understand what the teacher is explaining.

Children also show little interest in individual performances, preferring group performances during arts performances at school.

Based on observations conducted at the Madani Muslim Integration Islamic Kindergarten on Tuesday, February 21, 2025, there were 15 children in the class with varying abilities and characters. Of the 15 children, 50% still lacked self-confidence and needed further improvement. This was evident when the children were doing activities both inside and outside the classroom. When the children were learning to present their work in front of their friends, they seemed embarrassed to express their opinions when the teacher asked about what they did when making the work with their parents, they just kept quiet while looking at their friends without answering the teacher's questions. As for when playing with their friends, they did not want to be honest about how they felt to the teacher so all they did was cry. Some children also lacked self-confidence in socializing with their friends, they sometimes only played with friends they knew and were reluctant to open conversations with friends they had just met. Especially when learning was taking place, the children still chose to remain silent in the activities they were doing without building conversations with the teacher or their friends.

Furthermore, teachers focus more on memorizing letters, question and answer sessions, storytelling, and singing. Role-playing activities at school are limited to extracurricular activities, meaning they are only practiced for performances. Role-playing is not intended to boost children's self-confidence. Furthermore, role-playing is rarely used as a teaching method for children, and parents often provide little motivation for children to build their self-confidence. Some children are still quiet and less active in activities, and teacher-led activities are less engaging. Furthermore, teachers often provide experimental activities, making children less likely to perform in front of the class. One of the developmental stages of children aged 5-6 years is the artistic aspect, with an interest in artistic activities and role-playing. The activities provided by teachers are less likely to foster children's self-confidence. One way to boost children's self-confidence is through role-playing.

The researcher chose the role-playing method because it can raise children's spirits, make them happy, and prevent them from getting bored during activities. Based on the above problems, the role-playing method has not been used to increase children's self-confidence. As the problems described above, the author is interested in raising the research title "Teachers' Efforts to Increase Children's Self-Confidence Through Role-Play Methods in Group B II at the Integrated Islamic Kindergarten of Muslim Madani in the 2024/2025 Academic Year."

2. MATERIALS AND METHODS

The method used in this research is PTK (Classroom Action Research). Classroom action research is research conducted by a teacher in his or her own class to improve his or her performance as a teacher and improve student learning outcomes (Asep et al., 2014: 16).

In this study, the researcher selected the location of the Madani Muslim Integration Islamic Kindergarten, located on Jl. Sektor, Gubuk Baru, Tanjung, North Lombok Regency, West Nusa Tenggara. The researcher chose this location because she works at the school, making it easier for the researcher to gather data, having ample time and having research subjects that align with her profession.

The practical steps for implementing classroom action research (CAR) can be explained clearly and easily understood. Classroom Action Research is focused on four main parts, namely (1) planning (*planning*), (2) implementation (*acting*), (3) observation (*observing*), and (4) reflection (*reflecting*). This activity is called the problem-solving cycle. If one cycle does not show signs of change toward improvement (increased quality), the research activity continues to the second cycle, and so on until the researcher is satisfied. (Arikunto, 2015)

The data analysis technique uses individual completeness analysis, so the following formula is used: (Ratnawulan, 2013)

a. Individual Completion

$$NA = \frac{on}{SMI} \times 100\%$$

Assessment Description:

NA : Final Grade

SA : Score achieved

SMI : Ideal Maximum Score

Meanwhile, for Classical Completion, the formula from (Fitriyanti, 2021) explains that the percentage of average achievement of children's abilities classically or comprehensively in one class is as follows:

$$KB = \times 100\%$$

Rating description:

KB: Classical Learning Completion

NS : Number of Students Who Completed

N : Total Number of Students

The indicator of success of this research is if in each assessment survey cycle there is an increase in student learning outcomes in learning using the experimental method, which is indicated by having reached the achievement of the STPPA (Standard Level of Child Development Achievement) that has been determined. Where the individual completion score is 70 according to the criteria standard of Islamic Kindergarten Integration Muslim Madani while for Classical Completion it is 80% of the total number of students.

3. RESULTS

This research is classroom action research (CAR) that has two cycles. Cycle I took place on Wednesday, April 16, 2025, to April 18, 2025, and was carried out in 3 meetings. Then Cycle II was carried out on June 11, 2025, to Friday, June 13, 2025, and was carried out in 3 meetings. At the beginning of the research, the researcher conducted an observation process, also called a pre-cycle, at the Madani Muslim Integration Islamic Kindergarten on Friday, February 21, 2025, which included one session.

Table 01. Data on the Results of the Self-Confidence Assessment of Children in Group B2 Pre-Cycle and Cycle I

NO	Child's Name	Score	Pre-Cycle KI	Score	AND Cycle I	Score	KI Siklus -II
1	Athala Belva K	30	62,5	37	77	40	83,3
2	Athallah Nur S	35	72,9	36	75	38	79,1
3	Atika Firdaus	37	77,0	38	79,1	41	85,4
4	Alula Farzana A	37	77,0	40	83,3	42	87,5
5	Azkayra Yasna M	28	58,3	30	62,5	37	77

6	Baiq Maryam S	30	62,5	34	70,8	38	79,1
7	Kinantan Humaira	30	62,5	33	68,7	39	81,2
8	M. Alghazali	25	52,0	29	60,4	35	72,9
9	M. Luthfi D.T	28	58,3	32	66,6	39	81,2
10	M. Radeya Athaya	30	62,5	33	68,7	40	83,3
11	Nawaki Al Rezka A	32	66,6	37	77	39	81,2
12	Qiana Ayska Putri	35	72,9	38	79,1	41	85,4
13	Annisa too	35	72,9	39	81,2	42	87,5
14	Siti Manna Wa S	25	52,0	28	58,3	30	62,5
15	Syafiq Akbar	30	62,5	32	66,6	33	68,7
Number of Students Completed		4 People		8 People		13 People	
Classical completion		40%		53,3%		86,6%	

Children's self-confidence increased due to the use of role-playing methods in classroom learning activities. This increase occurred because children were able to pay attention to the explanations given by teachers and researchers in carrying out learning activities through this role-playing method. In addition, children appeared enthusiastic in role-playing, which made them more enthusiastic in carrying out learning activities so that they could digest the learning well. Without this cycle I research action, children's talents could develop from being undeveloped to starting to develop, and children who were starting to grow and develop according to expectations; the younger generation was also happy and enthusiastic when learning using the role-playing method, resulting in an increase in results in cycle II action research. The increase in cycles resulted in an increase in children's classical completion of 86.6%. Before the action was carried out, the classical completion result was 40.0%.

Graph 01. Data on the Results of the Self-Confidence Assessment of Group B2 Children from Pre-Cycle to Cycle II
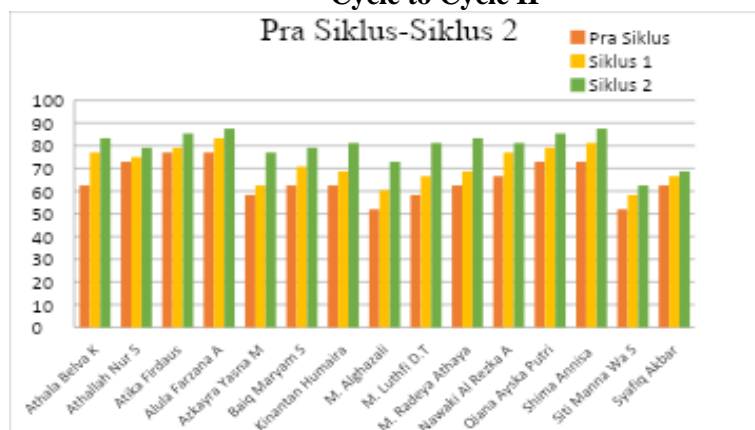
In the theory of psychosocial development, Erikson said that a person's physical and psychological development is influenced by social interactions and this is known as psychosocial.

The Self-Efficacy Theory oleh Albert Bandura: This theory states that a person's self-confidence will determine how much effort he will put in and how much resilience he will have in facing challenges.

Abraham Maslow's Affective Theory: This theory states that role-playing can help students develop self-confidence, creativity, and curiosity. They can experience a sense of pleasure and satisfaction when they successfully portray a character and implement their role.

Jean Piaget's Theory of Cognitive Development: This theory also states that role-playing helps students develop thinking skills, problem-solving skills, and understanding of abstract concepts. They learn by acting out different characters and situations, which encourages critical and creative thinking.

Based on the results of this classroom action research (CAR), from cycle I to cycle II, there was an increase in both the child's achievement indicators and the projection of classical completion results. Cycle I of the classroom action research method included the process of implementing the role-playing method to increase children's self-confidence which was carried out for 3 days in cycle I, as well as Cycle II, which was 3 days, and two days for the pre-cycle implementation.

4. CONCLUSION

Based on the research data and learning improvement, it can be concluded that the research conducted on children in group B2 aged 5-6 years at the Islamic Integration Kindergarten Muslim Madani resulted in increased self-confidence using role-playing methods. This study used classroom action research with four stages: preparation, implementation, observation, and reflection. This study collected data through observation, interviews, and documentation. This data can be analyzed by calculating the number of classical solution results for all children and for each individual child.

The purpose of this classroom action research (CAR) is to increase self-confidence by using role-playing methods in group B children of Islamic Kindergarten Integration Muslim Madani Academic Year 2024/2025. The results of the implementation of classroom action in cycle I showed that the level of children's self-confidence grew by 53.3% through the role-playing method, evidenced by pre-cycle observations of 40.0%. Then it increased in the classroom action research cycle II classical completeness by 86.6% with the criteria of Very Good Development (BSB).

5. ACKNOWLEDGEMENTS

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