

Cultivating Children's Self-Confidence Through I Love Indonesia Gymnastics Activities

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Abstract

Self-confidence is an important aspect of a person's personality. Providing opportunities for children to grow into confident and independent individuals is a supporting factor in increasing the development of self-awareness so that children can solve problems and are able to take appropriate attitudes in accordance with the beliefs they have in themselves. The aim of this research is to find out how I love Indonesia gymnastics activities are planned to increase children's self-confidence. This research was conducted in group A at Kindergarten Pertiwi 1 Rowomarto, totaling 11 children. The time of this research began in April, April 18 2024 to April 24 2024, followed by research carried out from June 3 2024 to June 20 2024. The research method used was a descriptive qualitative approach with data collection techniques of observation, interviews, documentation. The data collection method was carried out using source triangulation and technical triangulation. The results of this research are that planning I love Indonesia gymnastics activities in increasing children's self-confidence is carried out by establishing child discipline rules, implementation rules for gymnastics activities and rules for uniforms used for gymnastics, preparing equipment used for gymnastics and coordinating children so they can carry out gymnastics properly.

Keywords: self-confidence, gymnastics, early childhood

1. INTRODUCTION

Early childhood is an individual who is experiencing a very rapid growth and development process, even said to be a developmental leap. Early childhood has a very valuable age range compared to later ages because the development of intelligence is extraordinary (Nurkholisoh, 2019). This age is a unique phase of life, and is in a period

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of change in growth, development, maturation, and refinement, both in physical and spiritual aspects that last a lifetime, gradually and continuously. Early childhood is a childhood when children have unique characteristics in behaving. All forms of activity and behavior shown by a child are basically natural (Bakhtia & Maulana, 2021). Because, early childhood is a period of development and growth that will shape their personality when they are adults.

In early childhood education there are several aspects of development including social emotional development in children. Social development is the growth of a person's ability to interact with others, while emotional development is the representation of a person's emotions through words, behavior such as facial expressions and other actions (verbal or non-verbal), managing, and expressing them (Murti Sulistyowati & Rini Sukamti, 2019). So the social emotional aspect concerns the child's ability to interact in their social environment. Interaction is a description or descriptive that comes from two directions that are bound by educational goals and influence each other between certain parties. In interacting in a social environment there are several things that children must have, including children's self-confidence. Building self-confidence in children is a supporter to increase self-awareness so that children can solve their problems and can determine attitudes according to their self-confidence. In addition, self-confidence is important to instill so that children grow into individuals who can develop their potential and can adapt to their environment (Aprilianti, 2023).

There are several ways to develop self-confidence in children. One way to develop children's self-confidence is to invite children to do gymnastics activities. Pricesmith states that gymnastics is an exercise to improve physical fitness that requires strength, balance, flexibility, skills, which are done rhythmically (Eshita et al., 2024). The benefits of gymnastics for children include: improving thinking skills, strengthening muscles, stimulating motor skills, training balance and concentration, socializing and building self-confidence in children through skill development (Komaini et al., 2024). Based on pre-research at Pertiwi 1 Rowomarto Kindergarten at the beginning of teaching and learning activities after the Eid al-Fitr holiday in 2024, precisely at the beginning of teaching and learning activities returning to active semester 2 of the 2023/2024 academic year, there were several children in group TK-A who still had low self-confidence. Based on the presentation of the data, the researcher chose to study the instilling of children's self-confidence through the I love Indonesia gymnastics activity.

2. LITERATURE REVIEW

2.1 Gymnastics

Gymnastics is a form of physical exercise that is systematically arranged by involving selected and planned movements to achieve certain goals. In addition, gymnastics can also be interpreted as an exercise that is deliberately created, systematically arranged, and carried out consciously with the aim of forming and developing a person consciously, as well as forming and developing a harmonious person (Sukmawati et al., 2024). Imam Hidayat tries to define gymnastics as a body exercise that is deliberately chosen and constructed, carried out consciously and planned, systematically arranged with the aim of increasing physical fitness, developing skills, and instilling mental spiritual values (Komaini et al., 2024). gymnastics can be interpreted as

a form of body exercise on the floor or on equipment designed to increase endurance, strength, flexibility, agility, coordination, and body control (Yuliani & Syaripah, n.d.).

2.2 Self-Confidence

Self-confidence is an attitude or action possessed by a child or an independent person, who can develop self-awareness and self-confidence when in public or when doing something and has the independence and ability to have and achieve everything they want. Aflatin and Andayani stated that self-confidence is an aspect of personality that contains beliefs about the strengths, abilities, and skills they have. The self-confidence possessed by children can contribute to the development of the child's personality. Children who have self-confidence are able to develop the beliefs and potential they have to achieve success in their lives with a calm optimistic attitude (Age et al., 2021). Self-confidence is very important to be instilled in early childhood so that they grow into figures who are able to develop their potential. Self-confidence is also needed by children when they appear in public and when doing an activity. Therefore, parents and educators must work together to provide activities that can increase children's self-confidence.

3. METHODS

The research location that will be used by the researcher to obtain the necessary data and information related to the research problem this time is Pertiwi 1 Rowomarto Kindergarten with the address Ngrenget Hamlet, Rowomarto Village, Patianrowo District with the address Ngrenget Hamlet, Rowomarto Village, Patianrowo District, Nganjuk Regency, East Java Province Postal Code: 64391. The time of this research began in April, April 18, 2024 to April 24, 2024, continued with research conducted from June 3, 2024 to June 20, 2024. The subjects of this study were group A children at Pertiwi 1 Rowomarto Kindergarten who were doing gymnastics activities to increase their self-confidence, teachers who guided gymnastics activities and This research was conducted at Pertiwi 1 Rowomarto Kindergarten, parents who monitor the development of their children at home. This type of research uses a descriptive qualitative approach. Data collection techniques were conducted through interviews, observations, and documentation of children's teaching and learning activities as well as the opinions of teachers and parents. Data sources were obtained from informants, resource persons, and participants were parents and teachers of Pertiwi 1 Rowomarto Kindergarten children. Qualitative data analysis used data collection, data reduction, data presentation and conclusions.

4. RESULTS AND DISCUSSIONS

Social emotional development according to the American Academy of Pediatrics is a child's ability to have knowledge in managing and expressing emotions completely, both positive and negative emotions, being able to interact with other children or adults around them, and actively learning by exploring the environment. Social emotional development is the process of learning to adapt to understand circumstances and feelings when interacting with people in their environment, both parents, siblings, peers in everyday life. The social emotional learning process is carried out by listening, observing

and imitating the things they see (Widiarti & Anggita, 2022). Social and emotional development includes communication skills, understanding oneself and others, the ability to control emotions or feelings, sympathizing and empathizing with others, building warm and quality social interactions with others, and being able to demonstrate attitudes and behaviors that are full of respect for oneself and others and in accordance with the rules of the surrounding community. Social emotional development is one of the factors that determines an individual's success in life. Even though a child has very good intellectual/cognitive abilities, if their social emotional abilities are not good, the child will experience obstacles in their relationships and life (Widiarti & Anggita, 2022).

The development of self-confidence in early childhood in Pertiwi 1 Rowomarto Kindergarten initially showed that there were still some children who lacked self-confidence. One of the attitudes shown by children who lacked self-confidence was liking to be alone, being quieter, shy and not daring to appear in front of their friends. However, over time, children's self-confidence will develop to be even better. To develop their students' self-confidence, teachers use several efforts, including inviting children to actively communicate, inviting children to play roles, training children to do question and answer activities, conducting environmental introduction activities and providing stimulus through gymnastics activities. The stimulus of gymnastics activities is also useful for stimulating the development of children's gross motor skills through movements in gymnastics (Tumalloto & Juliawati, 2024). The results of the stimulus of children's self-confidence through gymnastics activities have been proven to increase, although the increase varies for each child. In addition to the results of the stimulus from gymnastics activities, children are also more active and responsive. Meanwhile, in preparation for gymnastics activities, initially the teacher provided information to the parents that gymnastics activities would be held every Wednesday and Friday. Meanwhile, for the implementation of the gymnastics activity itself, the teacher prepared sound system equipment and gymnastics songs and arranged the children to line up in the school yard and gave some examples of warm-up activities before carrying out gymnastics activities. The effects of gymnastics activities in addition to increasing children's self-confidence include increasing physical fitness, developing physical components, increasing children's joy, increasing children's concentration, increasing children's discipline, making children more active and responsive, training motor skills, coordination and balance (Komaini et al., 2024; Yuliani & Syaripah, n.d.).

In this case, Pertiwi 1 Rowomarto Kindergarten is one of the formal educational institutions that uses gymnastics activities as one of the stimuli to increase the self-confidence of its students. In other educational institutions, gymnastics activities are more emphasized on developing children's gross motor skills (Sukmawati et al., 2023). This is one of the rare moments in the world of education. The efforts used to increase the self-confidence of its students, Pertiwi 1 Rowomarto Kindergarten is to make a gymnastics activity plan with several rules or provisions. The provisions made by the teacher and principal include stipulating that gymnastics activities are carried out 2X a week, namely on Wednesday and Friday and the uniforms used by children to do gymnastics activities are uniforms like regular days, namely batik uniforms on Wednesdays and sports uniforms on Fridays. In addition, teachers and principals also make rules that children must arrive at school at 07.00 WIB so that no children miss gymnastics activities.

Gymnastics activities in instilling self-confidence in children are used as an effort to achieve a better level of self-confidence because in gymnastics children can explore through movements and rhythms in gymnastics itself and interact with the environment

where gymnastics activities are carried out. In addition, gymnastics activities are the activities that children like the most (Eshita et al., 2024).

Meanwhile, in the initial implementation of gymnastics activities, each child must have a different response. This is a natural thing because every activity definitely requires an introduction first. Based on the results of observations at the beginning of gymnastics activities after a long holiday, it was seen that there were several children who did not want to participate in gymnastics activities. This attitude of rejection was shown by the attitude of children who were more interested in chatting with their friends, busy disturbing their friends who were focused on participating in gymnastics activities and some were alone in the back corner without participating in gymnastics activities at all. However, as routine gymnastics activities were held, the children became more enthusiastic about doing gymnastics activities, they were even very happy and cheerful (Bakhtia & Maulana, 2021). In addition, the effect of the stimulus of gymnastics activities was not only felt when in the school environment but also felt by children when they were in the home environment. Gymnastics activities at Pertiwi 1 Rowomarto Kindergarten are always held twice a week, namely on Wednesday and Friday. Sometimes these gymnastics activities are also added with other gymnastics so that children do not get bored. The uniform used on Wednesday is a batik uniform while on Friday it is a sports uniform. Gymnastics activities are carried out in the school yard. The implementation of gymnastics activities begins with arranging lines and several warm-up movements then continued with the gymnastics activities themselves (Nurlaelasari & Nugraheni, 2024). For additional gymnastics given so that children do not get bored on one day of each month and is usually done before the I love Indonesia gymnastics activity. After the I love Indonesia gymnastics activity, the children line up like a train then enter the classroom while counting to carry out teaching and learning activities.

6. CONCLUSION

The planning of the I love Indonesia gymnastics activity in increasing children's self-confidence in group A at Pertiwi 1 Rowomarto Kindergarten for the 2023/2024 academic year was carried out by trying to set rules for gymnastics activities to be carried out 2X a week, namely on Wednesday and Friday and the uniforms used by children to do gymnastics activities are uniforms like regular days, namely batik uniforms on Wednesdays and sports uniforms on Fridays and children must arrive at school at 07.00 WIB so that no children miss gymnastics activities. The implementation of the I love Indonesia gymnastics activity in increasing children's self-confidence in group A at Pertiwi 1 Rowomarto Kindergarten for the 2023/2024 academic year was carried out by preparing a sound system and gymnastics songs, arranging children to line up in the school yard, providing several examples of warm-up movements and implementing the gymnastics activities themselves.

Inhibiting and supporting factors of the I Love Indonesia gymnastics activities in increasing children's self-confidence in group A at Pertiwi 1 Rowomarto Kindergarten in the 2023/2024 academic year. Inhibiting factors of the I Love Indonesia gymnastics activities in increasing children's self-confidence include children's lateness to come to school on time and children's discipline in carrying out gymnastics activities. Meanwhile, there are 2 supporting factors of the I Love Indonesia gymnastics activities in increasing children's self-confidence, namely external factors including: a) Guidance, motivation, and direction from the teacher b) Selection of fun gymnastics songs c) Spacious

schoolyard d) Adequate gymnastics facilities in the form of a sound system and cellphone
 e) Parents' willingness to participate in helping their children to come to school on time
 and internal factors include: a) Children's comfort and fitness. b) Children's enthusiasm
 for outdoor activities and gymnastics activities themselves.

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