



Increasing Children's Confidence Through Stimulus Methods and Demonstration Methods in Dance Learning at Sanggar Putri Ranggpati Tangerang Banten

* Putri Asih Julianti¹, Elindra Yetti², Kartika Mutiara Sari³

Dance Education Study Program, Universitas Negeri Jakarta

*Correspondence: E-mail: putriasih53@gmail.com

ABSTRACT

This study aims to 1) describe the application of stimulus methods and demonstration methods in dance learning to improve the child's confidence in Sanggar Puri Rakumatati Tangerang, 2) improve the child's confidence through stimulus methods and demonstration methods in dance learning in Sanggar Puri Rakumatati Tangerang. The study used class action research methods and Kurt Lewin's action research design. Data collection techniques use observations and field record methods with qualitative data analysis techniques descriptions and statistical quantifications. The study was conducted on 10 children aged 4 to 6 at the Puri Ranggatati Studio, Tangerang, Banten. Triangulation techniques use triangulation methods, theories, and time. The results of this study show increased confidence in children. The pre-cycle assessment received an average value (34.45), the I cycle received an average value (64.6) and the II cycle received an average value (91.95). The use of stimulus methods and demonstration methods gives a positive change to the child's behavior, and gift giving can give the child motivation to strengthen their confident behavior. The confidence of the child in the respiratory tract can be improved through stimulus methods and demonstration methods seen from the increase in pre-cycle, cycle I, and cycle II scores. The coach should be able to find and apply the right dance learning methods for children.

ARTICLE INFO

Article History:

Submitted/Received 21 Aug 2022

First Revised 10 Sep 2022

Accepted 13 Dec 2022

First Available online 01 Mar 2023

Publication Date 15 Mar 2023

Keywords:

Confidence, Stimulus Method,
Demonstration Method, Dance
Learning

1. INTRODUCTION

Confidence in general can be defined as an individual's ability to believe and believe in his own abilities (Wiranegara, 2020). Confidence is an attitude that feels appropriate and comfortable with oneself from the judgment of others to have strong beliefs (Syaifullah, 201). The definition of self-confidence that has been conveyed apart from Wiranegara and Syaifullah, namely self-confidence is a mental or psychological condition of a person who gives strong confidence in himself to do and do positive things according to Thantaway in (Laksana, 2017). Confidence is one aspect of personality that is very important in life. Someone who is confident and confident in their abilities and has realistic expectations, even when those expectations don't materialize, they still think positively and can accept it (Fanun, 2019). Confidence is a person's mental or psychological condition, where the individual can evaluate the whole of himself and give strong confidence in his own ability to take action to achieve various goals in his life according to Haryanto in (Fahmi & Slamet, 2016). The results of observations made by researchers at the Puri Ranggalapati Studio, Tangerang, showed that the children's self-confidence was still lacking. It can be seen that when they are about to start practice, the coach first warms up and asks the children to count. Only a few children made sounds, there were children who were embarrassed, and there were also those who just kept quiet. Once when the coach asked the children "who wants to lead the prayer before practice", they all fell silent and shook their heads. Then the trainer gives a new movement and asks again about the difficulty in the movement, only some children respond and the others just keep quiet. When children are asked to dance together with music, they all become confused when moving the movements in the dance. When the practice was finished, the coach appointed one of the children to lead the prayer, but the child was embarrassed to come forward.

The shy child, he still led the prayer before going home. Relevant research written by Dyah Indah Purnama Sari, Muhaimi Mughni Prayoga, and Ayu Ridho Saraswati. This research uses a qualitative approach with descriptive methods. The subjects studied in this study were 7th semester students of the PGSD study program, Tamansiswa University, Yogyakarta. Subjects selected by purposive sampling technique and data collection techniques used were observation, interviews, and documentation as well as data analysis used in the form of interactive models (Sari et al., 2020). Differences from relevant research and research problems, can be seen from the type of research conducted using Collaborative Classroom Action Research (CAR). The PTK model uses Kurt Lewin, the data collection method uses observation and field note methods as well as data analysis techniques used qualitative descriptions and qualitative statistics. The subjects studied were children aged 4-6 at the Puri Ranggalapati Studio using the stimulus method and the demonstration method to achieve the research objectives. The material for the dance is the dance of various animals. The dance material adapts to the dance characteristics of early childhood. The purpose of this study is to increase children's self-confidence through the stimulus method and demonstration methods in learning dance at the Puri Ranggalapati Studio, Tangerang.

Self-confidence is a very decisive personality trait. That's why in the diagram below, that trait is placed at the center. Surrounding this center are independence, invisibility, aspirations, and tolerance for stress. The four traits in the outer circle, which are the easiest to correct, because they lie within the outer personality. Meanwhile, self-confidence is not so easy to change, because it is difficult to achieve with rational considerations (Lauser, 2015).

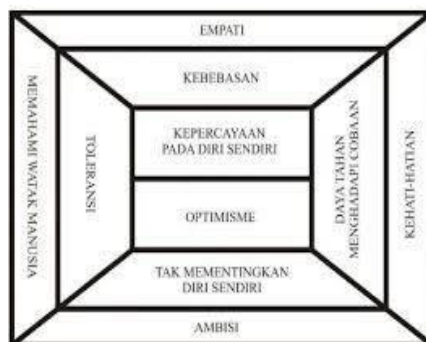


Figure 1. Personality Traits Diagram
(<https://images.app.goo.gl/sxECu3mkXJuS>)

Confidence is one of the most important aspects of personality in life. Confident people believe in their abilities. When his hopes don't come true, he will always think positively and accept it (Laksana, 2017). Confidence is a person's belief in all aspects of the advantages they have. This belief makes him feel capable of achieving his goals in life (Judge, 2005). Self-confidence is a belief that is complex and dynamic that a person has to achieve the expected goals according to Hermayanti in (Panjaitan et al., 2020). Kinds of self-confidence: inner self-confidence, namely self-confidence that gives the feeling and assumption that the individual is in good condition (Syaifullah, 2010) and outward self-confidence, namely a person's belief in everything that is in him with regard to visible things (Syaifullah, 2010).

Characteristics of a confident person (Judge, 2005) be calm when doing something; have adequate potential and ability; able to neutralize tension; have sufficient physical condition to support appearance; able to adapt and communicate in various situations; have sufficient intelligence; have a good level of formal education; have expertise and skills that can support their lives; have good social skills; have a good family educational background; and always react positively in the face of various problems. Characteristics of insecure people (Judge, 2005) easily anxious in the face of difficulties; have weaknesses, deficiencies in terms of mental, physical, and social; difficult to neutralize the emergence of tension; nervous when talking; have a poor family educational background; have poor development since childhood; lack of advantages in certain fields and do not know how to develop themselves; often isolates himself from groups he considers more than himself; easy to despair; tend to depend on others when solving problems; have experienced trauma; and often react negatively when faced with problems.

Based on the explanation above, it can be synthesized that self-confidence is an attitude that a person has with full confidence and confidence in the abilities that already

exist within him. There are several aspects of self- confidence, including optimism, objectivity, responsibility, confidence in one's abilities, rational and realistic.

Behaviorism learning theory can be called the flow of behavior, meaning that learning is a process of changing behavior, as a result of the interaction between stimulus and response (Siregar & Nara, 2017). Stimulus is included in the study of behaviorism, Pavlov is a figure who discovered the theory of classical conditioning (classical conditioning). This theory was discovered by chance in the 1980s, when Pavlov was conducting experiments on dogs that would later be applied to humans. According to him, animals and humans have something in common (Anwar, 2017).

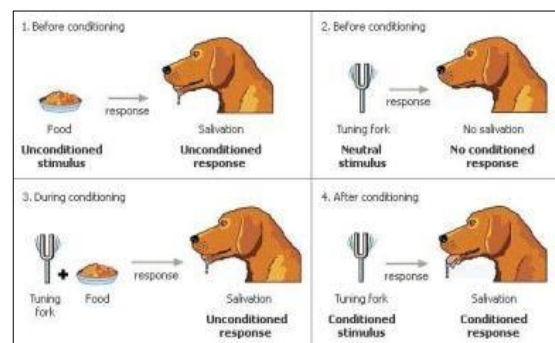


Figure 2. Pavlov's research on a dog
(<https://images.app.goo.gl/EER2sBKcsgcp63oG9>)

The experiment and analysis Pavlov then proposed four experimental events that took place in the process of acquisition and deletion (Anwar, 2017). Including the following: (1) Unconditioned stimulus (UCS), an environmental event that has the ability to elicit organic reflexes. For example, he eats; (2) Conditioned stimulus (CS), a neutral environmental event is paired with the unconditioned stimulus (UCS). For example, the sound of a neutral stimulus bell is paired with the unconditioned stimulus of eating; (3) Unconditioned response (UCR), a natural reflex elicited autonomously or by itself. For example, he salivates; (4) Conditioned response (CR), a learned reflex that occurs as a result of the fusion of CS and US. For example, salivation is the result of combining the sound of a bell with food.

Behaviorism or behavioral school is a philosophy in psychology. Based on the proportion of everything students do, including what is responded to, or perceived as behavior. Behaviorism has the assumption that everything students do is something that can be observed (Herpratiwi, 2016). Behaviorism learning theory in learning is an effort to form the desired behavior. Behaviorism learning is often called stimulus response learning. Student behavior is a reaction and all behavior is the result of learning (Nahar, 2016). Providing uninterrupted stimulus will strengthen the stimulus-response relationship, this is called SR theory (Herpratiwi, 2016).

Excess stimulus (Anwar, 2017) the teacher doesn't give much lectures; learning materials are arranged hierarchically; learning objectives are divided into small parts marked by the achievement of a certain behavior; repetition and practice are used so that the desired behavior can become a habit; and the behaviorism method is very suitable to be applied to train children who still need adult role dominance, like to repeat, like to

imitate. Lack of stimulus (Anwar, 2017) this theory views learning as an activity that is experienced directly through changes in behavior or attitude; the learning process is seen as automatic-mechanical so that it seems like a machine or robot; and the learning process in theory is analogous to animals.

Based on the explanation above, it can be synthesized that the stimulus is part of the response to stimuli related to behavior. In this case, there are several aspects, namely Awareness, Interest, Evaluation (considering whether or not the stimulus is good for him), Trial, and Adoption.

Demonstration theory is that which supports direct learning or demonstration of Ausabel's meaningful learning theory. This theory is famous for its meaningful learning and the importance of repetition of learning before learning begins. The MKPBM team stated that Ausabel said "both learning to find and learning to receive (with the expository method), both of which can be rote learning or meaningful learning" (Sundawan, 2016). The demonstration method is a way of presenting learning by demonstrating a particular process or object being studied according to Huda in (Timmimi & Syam, 2017). The demonstration method is a method of teaching by demonstrating items, rules, or sequences of carrying out an activity, either directly or through the use of teaching media (Princess et al., 2017). The method of demonstrating how to teach by an instructor or a team of teachers shows, shows a process relevant to the subject matter or material being presented according to Roestiyah in (Tamarugi et al., 2021). The advantages of the demonstration method (Akbar, 2020) the occurrence of the teaching and learning process is verbalism, students are directly invited to pay attention to the material; and students can more easily how to do a job that has been demonstrated by the teacher. Disadvantages of the demonstration method (Akbar, 2020) if there is no proper preparation, the teacher often fails to demonstrate the material; demonstration methods require adequate equipment and materials and places; and teachers are required to have special skills to demonstrate the material to be taught.

Based on the explanation above, it can be synthesized if the demonstration method is a way of explaining a material by demonstrating it. While the demonstration aspects are formulating learning objectives, selecting materials, conducting task analysis, planning time allocation, and planning classroom arrangements.

Dance learning can be applied to children when they are 4 to 6 years old. This age is very appropriate to stimulate dance in children. Early childhood dance forms are very different from adults (Setiawan, 2014). The process of learning dance for early childhood is basically giving stimuli to children, so that a positive response occurs in them. Dance learning is also to strengthen and expedite the response stimulus, so that the learning process becomes something fun and not boring according to Hartono in (Agus & Riyadi, 2018). The art of dance is one of Indonesian culture, which must be developed and preserved, in harmony with a society that is always changing (Mulyani, 2016). Dance is a series of movements that are carried out into patterns and arrange accompaniment according to Grau in (Akbar, 2016). Traditional dance is a type of cultural expression that combines physical exercise, social relationships, and personal and emotional expression (Yetti & Syarah, 2021). Characteristics of early childhood dance (Mulyani, 2016) the theme or title of the dance must be close to the life of the children; simple forms of motion; and

accompanied by happy music. Characteristics of early childhood dance movements (Sutini, 2012) imitate; manipulation (treatment); and unpretentious. Dance learning design (Sutini, 2012) exploration; improvisation; and composing or combining motion.

The explanation above can be synthesized that the art of dance is a movement of all parts of the body or only part of it which is done rhythmically at a certain time to express a feeling. Dance learning must be able to adjust to the characteristics of early childhood, including the dance theme must be in accordance with the child's life, the form of the dance is simple, the dance music must be happy. The process of learning dance if it's only from explanations, of course it will be difficult for early childhood to understand, with this the trainer must explain the movement material that will be learned so that children can see the movement firsthand. The stimulus method in dance learning has a positive impact on the development of children's behavior, such as increasing self-confidence, developing gross motor skills and fine motor skills.

2. METHODS

The research method used is the Classroom Action Research (CAR) method with Kurt Lewin's design which begins with the planning, action, observation, and reflection stages. The research was conducted from January to June 2022 at the Puri Ranggapati Studio, with 10 children aged 4-6 years. Data collection techniques using observation and field notes and using time triangulation techniques, theories, and methods. The analysis technique uses qualitative and quantitative statistical descriptions. Obtain the scores of the children in this study from the self-confidence research instrument in which there are three aspects and nine indicators with a total of nine scoring items and a score range of 4-3-2-1. The score has meaning, including 4 (always), 3 (often), 2 (sometimes), and 1 (never) (Rustiyarso & Wijaya, 2020).

$$\text{Value} = \left(\frac{\sum \text{score obtained}}{\sum \text{max score}} \right) \times 100$$

2. RESULTS AND DISCUSSION

3.1 Result

The following are the results of the pre-cycle, cycle I, and cycle II assessments of the children at Sanggar Puri Ranggapati during the research process.

Table 1. Cycle II Confidence Assessment Result

No	Name	Pre Cycle Value	Cycle I Value	Cycle II Value
1.	DK	36.3	70.8	93.1
2.	AN	29.2	50.0	90.3
3.	KH	38.9	72.2	93.1
4.	AD	30.6	47.2	94.4
5.	AA	34.7	72.2	88.9
6.	I	34.7	79.2	91.7
7.	GA	34.7	50.0	91.7

8.	AC	36.1	76.4	93.1
9.	km	37.5	77.8	90.3
10.	KZ	32.0	50.0	93.1

Based on the results of this assessment, during the pre-cycle there were still many children who were not confident. The child's value is still far from what was expected, in this pre-cycle the average value was (34.45). The value acquisition in the pre-cycle increased with an average value (64.6), the increase in value was because there were 6 children who had experienced changes and achieved the expected results, although there were still 4 children who were below average. This resulted in a continuation in cycle II and in cycle II 10 children had experienced the increase expected by the researchers with an average score of (91.95).

After seeing the success of the children in increasing self-confidence which was carried out for 2 cycles. So it can be seen that the mastery of classical learning in the pre-cycle is still 0%, because the scores of all children are still below the average or the mastery of classical learning is not yet ≥ 60.0 . In cycle I, only 6 children experienced an increase, so that the classical learning mastery in cycle I was only 60% and in cycle I the classical learning mastery had not yet been achieved, namely 85%. Whereas in cycle II it increased to 100%, because all the children had experienced an increase and had achieved mastery of classical learning. The following is the formula that the researchers used to calculate the mastery of classical learning in this study from Sarfan in (Yensy, 2012).

$$KB = \frac{N'}{N} \times 100\%$$

Information:

KB = Classical Learning Mastery

N' = Number of Students whose Score ≥ 60 N = Total Number of Students

The indicator of the success of the action if the average student test scores ≥ 60.0 ; classical learning mastery $\geq 85\%$ and the results of observations of student activity achieve good criteria.

3.2 Discussion

Based on the results of observations on the implementation of learning through the stimulus method and the demonstration method, it shows that the self-confidence of children aged 4-6 years at the Puri Ranggapati Studio has increased according to expectations. This is in accordance with the opinion (Nahar, 2016) states that behaviorism learning influences learning problems, because learning is interpreted as exercises in establishing the relationship between stimulus and response. In line with Jusriani who said that the demonstration method is the simplest method. This method is suitable for teaching subject matter which is a movement, a process of things that are routine (Bando & Elihami, 2021). With the application of these two methods the children became closer to the trainers and researchers and were no longer embarrassed to be invited to interact. This can be seen from the demonstration method learning steps that are said (Akbar, 2020) that the first step is from the planning stage, the second is implementation, the

third is the teacher demonstrating, and the fourth the teacher is giving opportunities to children. Of the four steps, the children were happier when the trainer demonstrated the exercise material.

Based on the research that has been done on dance learning at the Puri Ranggapati Studio using the stimulus method and the demonstration method, there are several findings, including:

1. The use of stimulus methods that are included in behaviorism. Before this method was applied, studio children aged 4-6 tended to have low self-esteem. But after doing this stimulus method with various kinds of animals, it made the children happier and more confident in dancing and doing anything.
2. During the process of training activities at the Puri Ranggapati Studio. Researchers used the stimulus method and demonstration method. In the demonstration method, there are four steps in demonstrating the material. From one of these steps, the children were more happy in the step when the researcher demonstrated the material. Just like when a researcher demonstrates the movements of a monkey animal, the children all laugh and there are also children who laugh while following the movements of the researcher.
3. In giving rewards or gifts into learning. Has a pretty good impact on children. So that the reward affects changes in a person's behavior.

This is in accordance with the opinion (Munawaroh, 2018) say that rewards or gifts with confidence have implications that come from the goals to be achieved. Rewards can also change children's behavior to be more confident. Giving rewards must be based on the principle that these gifts can motivate children to improve and strengthen behavior (Verawaty & Izzati, 2020). In other words, giving rewards to children has a big influence on changing one's behavior.



Figure 3. Learning Process During Research
(Researcher's Private Collection)

There are advantages and disadvantages during the learning process in order to increase the confidence of children aged 4-6 years, as follows:

1. Excess Stimulus Method and Demonstration Method in the Learning Process
 - a. The learning process becomes more varied.
 - b. The learning atmosphere is fun, children don't get bored or bored quickly.
 - c. Children become more active in the learning process.

- d. Children interact more with their friends, trainers or researchers, as well as the people around them.
- e. Children become more confident (confident) in doing anything during the training process.
- f. The material provided is more varied, because learning while playing around the material to be taught.

2. Disadvantages of Stimulus Methods and Demonstration Methods in the Learning Process

During the learning process, children tend to only listen according to the explanation from the trainer or researcher or from the stimulus that has been given. Children are required to be able to follow the stimulus that has been given.

Thus it can be said, that the application of the stimulus method and the demonstration method can increase the self-confidence of children aged 4-6 at the Puri Ranggapati Studio in Tangerang. This can be seen from the increase in children's scores in the pre-cycle, cycle I, and cycle II, and can also be seen from several relevant studies that use the stimulus method and the demonstration method and use rewards to help increase self-confidence in children.

3. CONCLUSION

Based on the results of the research discussion, it can be said that the application of the stimulus method and the demonstration method in dance learning by providing rewards in cycle II can increase the self-confidence of children in the Puri Ranggapati Studio and can provide positive changes to children. Children become more confident in doing anything during learning, interact more frequently with researchers and trainers, and children prefer learning activities when the trainer or researcher demonstrates (explains/demonstrates) new movements in a dance. This can also be seen from the results of assessing children's success and the value of classical learning mastery in the pre-cycle, cycle I, and cycle II. The average value in the pre-cycle was (34, 45) and classical learning mastery at pre got 0%. The average value of the first cycle is (64.6) and the classical learning mastery results get 60%. The average in cycle II was (91.95) and the classical learning completeness in cycle II got 100%. These values are obtained from assessors of researchers and trainers who have been combined and calculated using a formula. The results of the one-to-one evaluation were 4.63 in the very good category. The small group evaluation results were 4.4 in the good category for 15 students, as well as the results of the effectiveness test. The average pretest was 62.99 and the posttest average was 72.94. There is an increase of approximately 10% in the results of the field test process. Shows that the Sirih Kuning dance learning video as a result of this research and development is feasible to use and effective in achieving learning objectives, even though the process has to go through several revisions. This video is used more optimally for dance learning if it is used for direct or indirect learning. And can help students learn dance learning material outside of learning hours accessed very easily. Assist teachers in providing dance learning material. This learning media is in the form of a video that can be accessed with a link uploaded on Google Drive, therefore this learning media is

effective, efficient and easy to use. This learning media is also packed with high-quality, short and up-to-date video formats.

4. AUTHORES'NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

5. REFERENCES

- Agus, IGKA, & Riyadi, AR (2018). Creative Dance Learning Model to Increase Self-Confidence in Kindergarten Early Childhood. *Journal of Early Childhood Education*, 2(1), 25–34.
- Akbar, E. (2016). *Early Childhood Dance Art Education*. Media Publishing Ambassador.
- Akbar, E. (2020). *Early Childhood Learning Methods*. Prenada Media Group.
- Anwar, C. (2017). *Classical to Contemporary Educational Theories*. IRCiSoD.
- Bando, UDMA, & Elihami, E. (2021). The Effect of Demonstration Methods on Fiqh Learning in Islamic Boarding Schools Through the Concept of Non-Formal Education. *Journal of Non-Formal Education*, 2(1), 81–90.
- Fahmi, NN, & Slamet. (2016). Group Counseling Services in Improving Student Confidence in SMK Negeri 1 Depok Sleman. *Hisbah Journal*, 13(1), 69–84.
- Fanun, D. (2019). *Self Confidence Dead Price*.
- Hakim, T. (2005). *Overcoming Lack of Confidence*. Puspa Swara.
- Herpratiwi. (2016). *Learning Theory and Learning*. Media Academy.
- Laksana, H. (2017). *Become an Enchanting, Influential, and Confident Person in All Situations*. Araska.
- Lauser, P. (2015). *Personality test*. PT Bumi Askara.
- Mulyani, N. (2016). *Early Childhood Dance Art Education*. Gava Media Publisher.
- Munawaroh, ZA (2018). The Effect of Star Sticker Rewards on Group B Children's Confidence in Thoriqussalam Sidoarjo Kindergarten (November Issue). Sunan Ampel State Islamic University Surabaya.
- Nahar, NI (2016). Application of Behavioristic Learning Theory in the Learning Process. *Journal of Social Sciences*, 1(1), 64–74. <https://doi.org/10.1111/j.1365-2141.1992.tb08137.x>
- Panjaitan, NQ, Yetti, E., & Nurani, Y. (2020). The Effect of Animation Digital Learning Media and Self-Confidence on Children's Islamic Religious Education Learning Outcomes. *Journal of Early Childhood Education*, 4(2), 588–596. <https://doi.org/10.31004/obsession.v4i2.404> Putri, AIKD, Putra, TP, & Aristya, PD (2017).
- Application of the Talking Stick Learning Model Accompanied by the Kokami Media-Assisted Demonstration Method for Science Subjects in Middle School. *Journal of Learning Physics*, 5(4), 321–328.
- Rustiyarso, & Wijaya, T. (2020). *Classroom Action Research Guidelines and Applications*. dot.
- Sari, DIP, Prayoga, MM, & Saraswati, AR (2020). *Brain Dance As An Alternative Stimuli To*

- Grow Confidence. *Journal of Education*, 7(1), 1014–1023.
- Setiawan, A. (2014). EARLY CHILDREN'S DANCE LEARNING STRATEGIES. *Pedagogic Journal*, 1(1), 55–68.
- Siregar, E., & Nara, H. (2017). *Learning Theory and Learning*. Indonesian Ghalia.
- Sundawan, MD (2016). Differences between the Constructivism Learning Model and the Direct Learning Model. *Journal of Logic*, XVI(1), 1–11.
- Sutini, A. (2012). Dance Learning for Early Childhood. *Journal of Early Childhood Education*, 3(2), 14.
- Syaifullah, A. (2010). Tips for Being Confident. Your garage.
- Tamarugi, RG, Sangi, N., & Kambey, M. (2021). Application of Demonstration Methods To Improve Basic Electronics. *Edunitro Journal*, 1(1), 1–6.
- Timmimi, N., & Syam, AR (2017). The Effect of Demonstration Learning Models on Basketball Dribble Learning Outcomes (Studies in Xi Man 1 Pamekasan Class Students). *Journal of Sport and Health Education*, 5(3), 690–696.
- Verawaty, & Izzati. (2020). The Relationship of Giving Rewards to Disciplinary Behavior of Early Childhood. *Tambusai Journal of Education*, 4(2), 1278–1287. <https://jptam.org/index.php/jptam/article/view/594>
- Wiranegara, C. (2020). *The Power of Confidence*. Indoliteration Publisher.
- Yensi, NA (2012). Application of Cooperative Learning Model Examples Non Examples Using Teaching Aids to Improve Student Learning Outcomes in Class VIII SMPN 1 Agamakmur. *Journal of Exacta*, 10(1), 24– 35.
- Yetti, E., & Syarah, ES (2021). Braindance Activities Based on Basic Minang Dance Movement in Children Aged 5-6 Years. *Journal Of Arts Research and Educationf Arts Research and Education*, 21, 32.