

Synecitic Model Increases Self Confidence of Early Childhood

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ABSTRACT

This study focuses on Self Confidence or self-confidence of early childhood in dance learning. Low self-confidence of early childhood because they are not given the opportunity to explore in learning and make children feel bored and the learning and teaching atmosphere is not fun. This learning process aims to foster self-confidence or self-confidence of children and change their behavior to be more creative and active in learning. The method used in this study is quantitative using experiments where this study observes and observes phenomena by collecting data that can be measured using statistics. Data collection used in this study is interviews and also documentation of learning outcomes. The results of the study showed that self-confidence or self-confidence of children increased by 28% after the application of the synectic model in dance learning. Ideally, the self-confidence possessed by individuals must be in the very high category. This is intended to be able to develop aspects that exist within themselves, high self-confidence is needed in the individual. The aspects that need to be possessed are confidence, optimism, independence, responsibility, and rationality. The Synectic approach model in increasing children's self-confidence has a great influence on the results and creates an active, fun, and non-boring learning atmosphere. This is an approach used to foster creative and active thinking from a group of children who learn and play together.

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1. INTRODUCTION

Building self-confidence in children is one of the challenges for parents. Some children may find it quite difficult to appear confident and express their creativity in front of many people, especially during the teaching and learning process. Children also tend to hesitate to show their talents and abilities in a new environment which can be caused by a boring atmosphere and learning that tends to emphasize children to obey what the teacher teaches without thinking about children feeling comfortable and happy. This is where the teacher or educator's job is to regulate or get used to it so that children are not embarrassed and to foster self-confidence to explore which can trigger creative ideas in children.

Children's self-confidence is able to give themselves confidence to do something to achieve a goal, as stated by Haryanto. Self-confidence is a mental or psychological condition of a person, where the individual can evaluate all of themselves so as to give them strong confidence in their ability to take action to achieve various goals in their life (Fahmi & Slamet, 2016). Every child must have their own expertise. Especially children who lack confidence in their abilities. Some children when asked something often look down, laugh, blush and do not give a response. This is in line with Sugiarto's opinion, that indications of children with a high level of self-confidence, reveal that they often feel afraid or embarrassed to show their learning outcomes at school on normal days because they are afraid of being scolded if their grades are not satisfactory. We can reduce feelings of lack of confidence by giving appreciation or giving other things that have a positive impact.

The application of this synectic model is not the first study conducted. Several studies have been conducted and are associated with research that will be conducted to increase self-confidence. Journals related to this study are Adywibowo (2010) strengthening children's self-confidence through referential conversations, related to this study that children's communication greatly influences children's comfort which will create children's self-confidence. The next journal Komara (2016) the relationship between self-confidence and student learning achievement and career planning, so this study is also related because through children's self-confidence, creativity is produced from the synectic model and produces maximum learning achievements and results. Research in the next journal Purnamaningsih (2003) on self-confidence and anxiety, meaning that if students feel anxious or uncomfortable it will greatly affect students' self-confidence. If students' self-confidence is good, it is because students feel comfortable and confident in what they are doing. In their learning, students do not feel anxious and are more comfortable because it is in accordance with the circumstances that should be done.

In self-confidence, children can be freer and explore things that suit their abilities, as stated by Lauster (2003) self-confidence is an attitude or belief in one's own abilities, so that in his actions he is not too anxious, feels free to do things according to his wishes and responsibility for his actions, is polite in interacting with others, has a drive for achievement and can recognize his own strengths and weaknesses. The formation of self-confidence is a process of learning how to respond to various stimuli from outside himself through interaction with his environment. Self-confidence is a person's main capital to achieve success. People who have self-confidence means that the person is able, capable, and believes that he can achieve the desired achievement. Self-confidence is a form of strong belief in the soul, understanding with the soul, and the ability to control the soul Yusuf (2005). Feelings of lack of self-confidence are a weak support for achieving maximum achievement, lack of self-confidence means doubting one's abilities, and is the seed of tension in facing a match or facing an equal opponent, and that tension.

Likewise, students in schools, whether kindergarten, elementary school, junior high school or high school, or even college students, must have felt a loss of self-confidence. As stated by (Rini, 2002) in psychology books it says that, "almost everyone has experienced a crisis of self-confidence in their life span, from childhood to adulthood and even to old age.". People who can appreciate their abilities, means they have self-confidence. Because there are not a few people who do not appreciate the efforts they have made. Self-confidence will affect mental development, so it will also affect the achievements achieved. People easily feel inferior, feel incapable, unimportant, because there are many things to learn, and older people seem so smart. Everyone needs continuous encouragement and support. If parents or teachers can play a good role, children will have self-confidence. Because humans have the ability to process information.

The ability to increase children's self-confidence through this synectic approach is quite interesting to be applied in any learning, because during the process there are many things or ideas from children that can be expressed interestingly and even unpredictable. Before the implementation of objective conditions in the classroom were very uncondusive and children tended to be shy. After the implementation of this synectic model, it attracted the attention of teachers because children tended to be active and creative and the courage to dance increased, and good self-confidence.

The learning process of this synectic model aims to foster self-confidence or self-confidence in children and change their behavior to be more creative and active in learning. Not embarrassed and not gloomy in class because of boredom, discomfort, and children feel unable to the material being taught. In addition, this synectic model learning can produce effectiveness in learning dance arts in early childhood.

2. METHODS

This type of quantitative research is more precise in using experiments, namely to test whether the experimental variables are effective or not. The approach used is the Synectic model and uses experiments, namely pre-experimental, which is one type of experimental quantitative research where in this study to test a group with the application of causal factors. Or there are still external variables that influence the formation of dependent variables. In this case, there are several types of designs that can be used such as single-use case study research, pretest & posttest group research.

Participants in this study can be understood as supporting subjects in obtaining data and information needed. In this study, researchers involved students and teachers as the main participants. Researchers also involved the school in the data collection process. The location of this study was at TK Kartika XVI Secapa AD Bandung, this is a school under the auspices of the Kartika Jaya Foundation Branch XVI Secapa AD located in Bandung City on Jalan Hagarmanah no. 152, Hagarmanah, Cidadap District. This school is also strategically located in the middle of a military environment, namely Secapa AD. The sample used by researchers, namely Non-Probability Sampling, was taken with the convenience sampling technique chosen as the sampling technique used. The sample in the study was taken based on the objectives set with almost the same student characteristics. Class B students with a total of 11 students were the sample in this study. The data collection used by researchers was through the process of observation, pretest, posttest, interviews, and documentation. Data analysis in this study processed data through Microsoft Office Excel and the paired t test formula or t test.

Descriptive statistical analysis techniques and inferential statistics are carried out in the data analysis process in this study. Through descriptive statistical techniques, the data that has been obtained is processed to describe the lowest value, the highest value, and also the average value. The processing of these values is carried out to compare the acquisition of values based on the results of initial observations or pretests and the results of final observations or posttests given to students. In the process, researchers will conduct data analysis both descriptive and inferential statistics using Microsoft Office Excel. Descriptive testing is a statistical method used to measure the description of variables x and y . To compare the calculation results, they are converted into a percentage scale table.

3. RESULTS AND DISCUSSION

3.1 Before the application of the Synectic model to improve student self-confidence

The level of Self Confidence at the beginning of the study obtained data of 16% which proves that it found low results caused by teachers or educators not providing enough space for students to explore what is in their ideas and knowledge. Therefore, teachers must plan learning based on students' knowledge. But what happens is that students are more emphasized to imitate existing dances, students are rarely given the opportunity to explore which is feared to be uncondusive to learning. Learning media that uses large mobile TVs (touch screens) also makes students less focused because they are fixated on the videos shown and only fixated on watching. This means that learning media is something that can change the learning environment to be more effective so that the learning process can run more efficiently. The students' doubts that are feared make students less confident that they are able to create the movements they really want and make them comfortable with their various creativity.



Figure 1. First Meeting Observation

Researchers provide an assessment of these aspects to determine creative self-confidence as the initial condition of students. Which increases students' self-confidence and creativity. Low student self-confidence is a result of inappropriate selection and development of teaching, which makes the learning process less effective and enjoyable. Based on the results of observations before implementation, students' weaknesses are low self-confidence in expressing the ideas they think and difficulty in conveying opinions resulting from their thoughts through analysis. Therefore, the self-confidence of class B students is still low.

From the data obtained from student observations before implementation, it was continued by processing the initial observation data or pretest with the following results.

Table 1. Results *pretest* for class B students

Belief	Optimistic	Responsible	Rational	Independent
50	60	50	30	50
45	60	45	40	50
40	50	55	45	45
35	55	40	40	50
50	45	50	50	45
45	40	55	40	50
55	60	50	50	50
50	60	45	35	40
45	55	50	45	55
50	40	50	45	60
45	45	45	50	45

Ideal Score = pointhighest x number of Statement items x number of students
 Ideal Score = pointhighest x number of statement items x number of students
 = 100 x 15 x 11
 = 16,500

$$Presentase = \frac{total\ skor}{skor\ ideal} \times 100\ %$$

$$= \frac{2625}{16.500} \times 100\ %$$

$$= 16\ %$$

The results of the observation data before the implementation showed that 16% of students' self-confidence levels were very low.

Above is a table of pretest or initial observation of students' self-confidence before the application of the synectic model. Learning conditions that tend not to rely much on children to explore independently and confidently will create a boring atmosphere and students are also difficult to control. But by discussing more closely and asking for their opinions then they express them confidently and actively make children tend to be happier and can't wait to express them with the rhythm of music, learning conditions like this

3.2 The process of implementing the Synectic model to improve student self-confidence

The learning process in using the application of the synectic learning model was carried out on Tuesday, May 28, 2024. The stages of synectic learning activities are learning models designed to develop creativity and provide understanding through an approach to strong self-confidence and can give birth to self-confidence and creativity in each student.



Figure 2. Active discussion of the second meeting

In this learning, after praying, the researcher tries to provide understanding first to the students with a fun and active approach. Understanding and knowledge are given through active discussions about "what is the Manuk Dadali dance?" which will be observed through pictures and stories and what are the meanings of the dance and movements. the movements of the manuk dadali itself so that they are embedded in the students' minds to make it easier to create dance movements.

3.3 After the application of the Synectic model to improve student self-confidence

To prove whether there is an increase or not in children's self-confidence, after the entire series of learning processes have been carried out, observations were carried out after the implementation. This observation was carried out on Wednesday, May 29, 2024, where all students presented their dance work using existing properties. The use of dance properties according to children's imagination is an important vehicle that can provide space to increase their self-confidence and creativity.



Figure 3.Manuk Dadali dance performance

On the last day, the children displayed their learning outcomes with props they made themselves and also the results of the dances they created themselves using their ideas and creativity which were expressed in a fun and active way. The development of students found by the researcher showed that students were able to achieve the self-confidence indicators that the researcher used. The student self-confidence indicators used were Lauster's self-confidence indicators which consisted of belief, optimism, responsibility, rationality, and independence. From the data obtained from the final observation of students after implementing the learning above, it was continued by processing the final observation data or posttest with the following results.

Table 2. Results *posttest* of class B students

Belief	Optimistic	Responsible	Rational	Independent
80	80	75	75	80
85	80	75	80	75
80	85	85	85	95
90	85	85	85	90
85	75	90	90	90
75	90	80	80	95
85	90	75	75	95
75	95	80	90	75
75	90	75	80	85
95	85	90	85	85
85	75	90	90	75

Ideal Score = pointhighest x number of statement items x number of students
= 100 x 15 x 11

$$= 16,500$$

$$Presentase = \frac{\text{total skor}}{\text{skor ideal}} \times 100 \%$$

$$= \frac{4595}{16.500} \times 100 \%$$

$$= 28\%$$

The results of observation data after the implementation showed that 28% of students' self-confidence levels increased very high compared to before the implementation of synectic learning.

Furthermore, hypothesis testing is used to find the effect of the application of the synectic learning model on the self-confidence of class B students of Kartika XVI Kindergarten, Secapa AD Bandung. Hypothesis testing is carried out by looking at the difference in the average value based on the results.

pretest and *posttest*. This test uses a t-test that still uses Microsoft Office Excel with the following results.

Table 3. Results *pretest* and *posttest* class B using t-test

	Variable 1	Variable 2
Mean	47.7	84.1
Variance	6.46	7,656
Observations	10	10
Pearson Correlation	-0.18	
Hypothesized Difference	Mean	0
df	9	
t Stat	-28,158	
P(T<=t) one-tail	0.0000000002	
t Critical one-tail	1,833	
P(T<=t) two-tail	0.0000000004	
t Critical two-tail	2,262	

Statistical analysis of the research results shows an analysis of increasing self-confidence in dance movements in class B students at Kartika XVI Kindergarten, Secapa AD Bandung, namely: H_0 is rejected, so there is an influence of synectic learning on dance learning to increase self-confidence in dance movements in class B students at Kartika XVI Kindergarten, Secapa AD Bandung.

The initial step of this research was carried out through an observation process together with the art subject teacher. From the observation, it shows that the condition of class B students of Kartika XVI Kindergarten Secapa AD Bandung has quite good creativity, only most students have low self-confidence and are more silent because they are afraid to explore what is in their ideas. The learning implemented by the art teacher previously used a large mobile TV (touch screen) or was also implemented directly by the art teacher. This learning makes students less focused because they are fixated on the videos that are shown or not focused and only focused on watching and students are rarely given the opportunity to explore which is feared to be uncondusive to learning. With students' doubts about exploring, students become less confident that they are able to create the movements they actually want and make them comfortable with their various creativity.

Learning conditions that tend not to rely much on children to explore independently and with confidence will create a boring atmosphere and students will also be difficult to control.

But by discussing more closely and asking for their opinions then they express them with full confidence and actively make children tend to be happier and can't wait to express them with the rhythm of music, learning conditions like this are what increase students' self-confidence and creativity. Low student self-confidence is a result of the inappropriate selection and development of teaching, which makes the learning process less effective and enjoyable. Based on the results of observations before implementation, students' weaknesses are low self-confidence in expressing the ideas they think and difficulty in conveying opinions resulting from their thoughts through analysis. Therefore, the self-confidence of class B students is still low.

During the learning process since the first treatment, this synectic learning model provides good functions for students. The first function, namely the psychological function applied, increases students' attention to learning. The second function is the affective function that can upload students' feelings about what is applied in the learning process. Furthermore, the cognitive function, clearly through this synectic learning model students can develop their thinking skills, especially to be able to think creatively. The next function is the imaginative function that can develop and improve students' imagination through observation of the environment that is seen and presented in the form of movement. The last function is the motivational function, with the concept of learning while playing, it encourages students to collect the challenges they do based on what must be done.

The development of students found by researchers shows that students can achieve the self-confidence indicators that researchers use. The student self-confidence indicators used are Lauster's self-confidence indicators which consist of confidence, optimism, responsibility, rationality, and independence. In the belief indicator, students are able to believe in what they do positively and seriously in dancing Manuk Dadali. The next indicator is optimism where students are able to think well in everything they will do in dancing. The third indicator is responsibility where students are willing to accept everything they do which has become a consequence of

which is done in itself. The next indicator is rational where students are able to analyze the events they experience. The last indicator is independent, namely students are able to be positive and not dependent on others when they do something. In addition, students are also able to provide input to each other during learning to improve existing deficiencies.

Of the five indicators, the biggest improvement is in the optimistic and independent indicators. The students' ability to develop their creativity through the dancing process and also train their self-confidence is so rapid. Meanwhile, the improvement that is still needed is in the third indicator, which is responsible, this is because they still do not understand the responsibilities they do

4. CONCLUSION

Before implementing social media as a learning medium for the ability level Based on the research that has been carried out, it was concluded that the implementation of the synectic learning model in dance learning has succeeded in increasing students' self-confidence at Kartika XVI Kindergarten, Secapa AD Bandung. This is evidenced by the researcher's observation of changes in attitude from not being confident to being very happy, independent, optimistic, and full of confidence in the creativity that students have in dancing. For further educational researchers, this research can be continued in more depth, especially regarding the learning process that is more active, creative, and enjoyable. It is hoped that subsequent researchers can complement the shortcomings of this research. This can also be used as a reference for further study in research related to the active discussion approach in learning.

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