

# Creative Dance: Can It Improve the Self-confidence of Early Childhood?

Elindra Yetti<sup>1</sup>, Titin Hermayanti<sup>2</sup>, Suharti<sup>2</sup>

<sup>1</sup>Universitas Negeri Jakarta, Jakarta, Indonesia

<sup>2</sup>Laa Tahzan Islamic School Cirebon, Indonesia

**Keywords:** Creative Dance, Self Confidence, Early Childhood Education

**Abstract:** Self-confidence is a person's belief in his ability to achieve certain targets, which are not dependent on others, are responsible, respect themselves, and easily communicate and help others. While creative dance is one of the activities that affect self-confidence, because creative dance activities are dance activities that give freedom to children to express their imagination through children's gestures. The purpose of this study was to describe the process and results of creative dance activities to increase the self-confidence of kindergarten students in group B in East Jakarta. The action researched method uses the kemmis and mc models. Taggart. The subjects of this studied were group b students who numbered 10 children. The steps in this studied were: 1) planning; 2) implementation and observation; 3) reflection. The data analysis used was qualitative and quantitative analysis. Qualitative data analysis uses the miles and hubberman models, while quantitative data analysis uses descriptive statistics. The results show that there is an increase in students' self-confidence, starting at the pre-cycle it is 26.25%, cycle 1 is 55.52%, and cycle 2 is 87.05%. In conclusion, implementing creative dance activities can increase students' confidence.

## 1 INTRODUCTION

Successful people have good self-esteem and feel that they can do something for the world. They see the world as a place where they want to play and take part in it. They keep on doing their capacity and skill, and remain aware that these skills will give value to others. Confidence can make us successful at the same time can make us a failure if confidence is excessive.

Confidence is part of the self-concept, self-concept is a dimension of self-expectations or the aspiration of the future. When we have a number of views about who we really are, at the same time we also have a number of other views about what we might become in the future. In short we also have hope for ourselves. This expectation is the self-ideal (self-ideal) or self aspired.

The process of growth and development in various aspects are experiencing the most rapid in the range of development of human life(Desmita, 2009). Learning process as a form of treatment given

to children should consider the characteristics of each stage of child development. Observing the implementation of art in kindergarten, often found the fact that the practice of art learning in schools is limited to motor skills alone. So the essence of art education has not been achieved. Whereas the purpose of art learning is in addition to the physical development of motor also language, social-emotional, moral and cognitive, including self-confidence. The results showed that resources significantly higher over time in children's social competence were internalization and externalization behavior problems for the experimental group compared with the control group. Small group creative dance instruction for preschoolers at risk appears to be an excellent mechanism for improving social competence and improving behaviour (Lobo & Winsler, 2006).

This also happens in one-roof Kindergarten 25, out of twenty children there are only nine or about 45% of children who have a sense of confidence, low self-esteem is shown through children tend to be quiet and not want to get out of the seat (courage)

when told the teacher to do something. The child is shy to do it (courage), the child looks lazy (enthusiastic), the child follows the teacher's instruction well (perseverance). This should be of particular concern to teachers considering the importance of increasing confidence.

The results of the study describe creative dance presenting elements of the movement as facts that must be discussed in physics. In particular, Brehm and McNett explain that motion also coincides with biology, and instill in the cognition that exists in our body. H'Doubler began in the 1920s, trying to solve the problems of body and mind. Creative dance establishes the relationship between body and mind in the kinesthetic sphere, H'Doubler finds an educational element about dance (Bashaw, Mary A Brennan, & Sprague, 2011).

Based on the facts of the problems and relevant research, it is necessary to do creative dancing activities to increase confidence. Creative dance as a stimulation, because in creative dancing can express and to communicate the ideas, feelings, experiences, into the language of dance. Aesthetics, creative dancing will not appear if you do not have a sense of confidence. Then a sense of confidence will become a habit for children. Of these habits will form a child's confidence attitude.

## 2 METHODS

The method in this research is the method of action research using Kemmis and Taggart model. It consists of four stages: planning, acting, observing, and reflecting. Technique of collecting data in this research is using Observation Observer Observation on child and teacher, interview and documentation. The instrument type used is non test in the form of observation sheet, consisting of observation monitoring observation sheet and student confidence observation sheet. The analytical technique uses descriptive quantitative analysis (descriptive statistics) and qualitative analysis consisting of data reduction, data presentation, and conclusions (Miles, Huberman, & Saldaña, 1992).

## 3 RESULTS AND DISCUSSION

The process of creative dance learning activities for the improvement of self-confidence in kindergarten children B in East Jakarta through creative dance, in

the first cycle is done by using the media images and watching a movie about Bees. Then the child is invited to explore and improvise the motion by mimicking the various movements of Bees, to provoke ideas and ideas of children so they dare to accept the challenge of creating creative dance movements that come from bees Bees, such as motion Bees fly, Bees eat, Bees work to eat, and so forth. While on the second cycle of creative dance learning activities performed is dancing creative dance with the theme "Bee" results of exploration and improvisation of child's motion. The Bee dance is performed using floor patterns, motion levels, and using musical accompaniment.

The results of research and discussion show that confidence increases from each cycle. An overview of early childhood self-confidence can be explained below.

### 3.1 Pre-Cycle

From the data of self-confidence in pre-research children can be presented in graphical form then the results as follows:

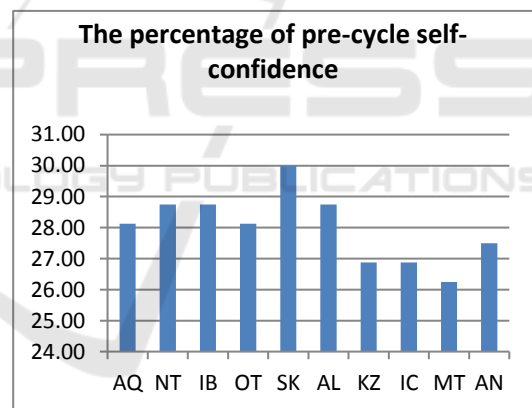


Figure 1 : Pre-Cycle Self-Confidence Graph

The graph illustrates that confidence in the One Roof RoofKramatJati 25 is the percentage of 32, 57% of the number of students who have good self-esteem.

After knowing the results, the researcher and collaborator analyzed and discussed the results of the pre-cycle assessment. So researchers and collaborators decided to implement creative dance actions in cycle I because the value of pre-cycle assessment was below the agreed standard of success between collaborators and researchers is 71%.

### 3.2 Cycle I

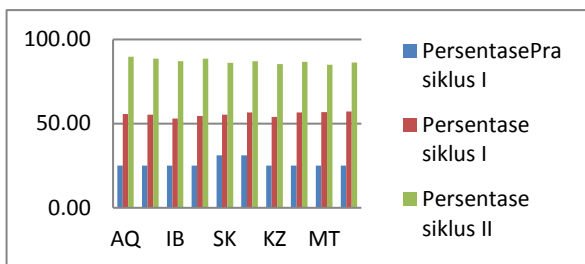


Figure 2 : Graph of Self Assured Confidence Assessment Results Cycle I

Based on the graph above, seen the increase of confidence through creative dance on Implementation of children in the first cycle of 55.52%, meaning that implementation in the first cycle has not reached the agreed success criteria with the collaborator that is equal to 71%.

So this research should proceed to cycle II, but beforehand Collaborator with reflection. There are several things that reflection results need to be followed up, namely:

- The sitting child has not yet formed the U-letter because they are curious about the Bee's picture and the Bee's film played by the teacher.
- When the teacher explains there is a child who does not care about the teacher's explanation.
- Teachers do not convey the theme of learning when they start teaching.
- Teachers have not concluded
- Children play on the screen during a movie show to disturb the teacher's explanation.

### 3.3 Cycle II

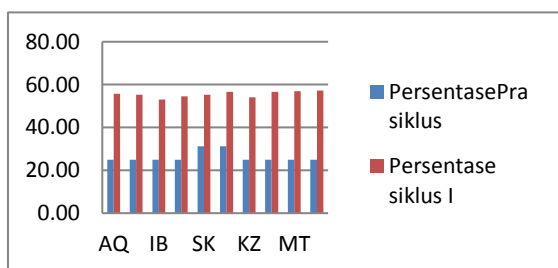


Figure 3 : Graph of Self Assessment Results Cycle II

Based on the results of the tables and graphs above, obtained data about the increase of trust through creative dance on the pre-cycle that reached the percentage of 26.25% in the first cycle of 55.52% percentage while in cycle II of 87.05%, it

means the implementation of increased trust self reached the agreed success criteria that is equal to 71%. So the total increase of confidence through creative dance from pre cycle, cycle I until cycle II equal to 60,08%.

Based on the quantitative and qualitative data acquisition, the results of this study have proved that creative dance can increase self-confidence in the kindergarten children of One Roof KramatJati 25 Jakarta Timur.

When viewed from various studies of science then the confidence through creative dance has to do with various disciplines. In the field of education for example the theory Pieget explained that children aged 2-7 years of children begin to present the world with words and pictures. Words and images show an increase in symbolic thinking and beyond the limits of the relationship of sensory information and physical action. When the children are confident, he will dare to express his ideas and ideas in front of the crowd.

Confidence in one's abilities generally enhances motivation, making it a valuable asset for individuals with own character(Benabou & Jean, 2014). The concept of self as a dynamic and complex system of beliefs that someone has about himself, including the attitude, feelings, perceptions, values and the unique behavior of the individual (Desmita, 2009). The concept of self is a person's self acceptance of himself or the level of judgment of the person about the dignity of a person who values himself as he is (Yamin, 2013).

Three types of confidence that need to be developed in children, among others: (1) Behavior, is a confidence to be able to act and complete the most simple tasks. For example when the teacher gives creative dance duties in front of the class, the child is able to do it; (2) Emotions, is a confidence to be sure and able to master all sides of emotions. That is, when the child is given the task of creative dancing, the child's emotions look very enthusiastic and joyful; and (3) Spiritual (religion), is a belief that life has a positive purpose. In this case the child is taught the religious concept he embraces in daily activities. For example, creative dancing activities mimic the movement of animals, plants, running water, the waves and so on as God's creatures in the world(Santrock, 2011).

Based on the opinions of some experts, it can be synthesized that self-confidence is a complex and dynamic belief that a person has to achieve the expected goals. Such beliefs can be behavioral, emotional and spiritual. Confidence is always reflected in everyday life. Children who have a sense

of self-confidence have characteristics that are selfless, tolerant, do not need excessive, optimistic, cheerful, productive, likes new experiences, challenges, effective and responsible jobs with assigned tasks.

In the theory of learning put forward John Dewey said that learning by doing (learn by doing). Teaching children's character is not just enough with words but can be done with movement or by dancing because with their dancing activities will appear before the crowd. Creative dance can improve learning process more meaningful and make children enthusiasm to follow the early childhood curriculum.(Nilges, 2013)

Creative dance is a clear interpretation of the other sides, feelings and impressions symbolically in the form of change through the unique means of the body. Creative dance is a movement of spontaneity, originality and individuality, through the chances of a structured movement, in which dancers constantly create movements according to personal preference. It is a method of learning about one's personal strengths and weaknesses, and the means to explore new physical, social and emotional areas. Dance encourages children to innovate, respect individual experiences and diverse abilities (Lobo & Winsler, 2006).

Creative dance is characterized by: (a) more open tasks that invite students to explore and create their own movements; (b) selection of contents of the work movement; (c) emphasis on release and ideas of excretion through movement; d) emphasis on the learning process (Wall, 1958). A colleague outside of this study reviewed the lesson sharing of each lesson I taught to verify that the content is consistent with the four previous characteristics (Nilges, 2013).



Figure 4 :Multidisciplinary Chart of Confidence through creative dance

In social science define of sociology as the study of social relationships between fellow human beings (individuals and individuals), between individuals and the environment (Schrans, 2018). This research will be useful for the success of children in socializing with the environment because with a good confidence children will make it easier for them to interact with anyone.

## 4 CONCLUSIONS

Based on the results of data analysis in the discussion, it can be concluded that creative dance learning activities can increase the confidence of children. This is because with the stimulation of children's motion based on the theme can stimulate ideas and courage children to do the motion. Motion stimulation is done by listening to music, so that children are motivated and enjoy to do creative moves. This activity trains the child accustomed to dare to perform and do the movement, so with the habit and courage can increase the confidence of children.

## REFERENCES

- Bashaw, B., Mary A Brennan, & Sprague, M. (2011). Creative Dance for Learning : The Kinesthetic Link Creative Dance for Learning : The Kinesthetic Link. *Journal of Dance Education*, (October 2014), 2–4. <https://doi.org/10.1080/15290824.2011.594980>
- Benabou, R., & Jean, T. (2014). Self-Confidence And Personal Motivation. *The Quarterly Journal of Economic*, (June). <https://doi.org/10.1162/003355302760193913>
- Desmita. (2009). *Psikologi Perkembangan*. Bandung: Remaja Rosdakarya.
- Lobo, Y. B., & Winsler, A. (2006). *The Effects of a Creative Dance and Movement Program on the Social Competence of Head Start Preschoolers*. (May), 501–519. <https://doi.org/10.1111/j.1467-9507.2006.00353.x>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (1992). Qualitative Data Analysis. In *Qualitative Data Analysis* (pp. 107–119).
- Nilges, L. M. (2013). Ice Can Look Like Glass: A Phenomenological Class During a Creative Dance Unit. *Research Quarterly for Exercise and Sport*, 75(October 2014), 37–41. <https://doi.org/10.1080/02701367.2004.10609162>
- Santrock, J. W. (2011). *Life-span development* ((13th ed.)). New York: McGraw-Hill Companies, Inc.
- Schrans, D. (2018). The Individual and the Collective : Sociological Influences on Lacan ' s Concept of the Relation Subject — Other. *Conceptual Analysis*, 9(May), 1–9. <https://doi.org/10.3389/fpsyg.2018.00614>
- Wall, J. (1958). *Creative Dance*. 59–63.
- Yamin, J. S. S. M. (2013). *Panduan PAUD: Pendidikan Anak Usia Dini*. Jakarta: Gaung Presada Press Group.