



The Implementation of Role-Playing Method to Enhance Self-Confidence at Taman Kanak-Kanak Islam Ahsan Jambi City

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ABSTRACT

This study aims to enhance the self-confidence of young children at Taman Kanak-Kanak Islam Ahsan in Jambi City through the application of role-playing methods. Based on initial observations conducted on January 15-19, 2024, it was found that aspects of self-confidence development, including self-belief, Tidak mudah putus asam, objectivity, responsibility, and rationality, were still underdeveloped. Among the 12 children observed, all showed a lack of self-confidence (100%), 10 children were less Tidak mudah putus asatic (80%), only 5 children demonstrated objectivity and responsibility (40% each), and 7 children displayed rational and realistic thinking (60%). This research employed Classroom Action Research (CAR) using the Kemmis & McTaggart model with a cycle-based approach involving planning, action, observation, and reflection. The results indicated that implementing the role-playing method effectively increased the children's self-confidence. Throughout Cycles I and II, there was a noticeable increase in the number of children categorized as "Developing Well" and "Developing Very Well." By the second session of Cycle II, 75% of the children demonstrated positive developments in self-confidence aspects. These findings suggest that the role-playing method is not only effective in boosting self-confidence but also supports social and emotional growth in young children, positively impacting the quality of education at Taman Kanak-Kanak Islam Ahsan in Jambi City.

Keywords: Role-Playing, Self-Confidence, Early Childhood Education.

Introduction

Early childhood education fundamentally encompasses all efforts and actions taken by educators and parents in the process of caring for, nurturing, and educating children by creating an

environment that provides opportunities for children to explore, observe, imitate, experiment, and repeatedly engage in activities. This approach allows children to learn through their surroundings while

involving all their potentials and intelligences.

Early Childhood Education (PAUD) is a stage of education before primary education.[1] It is a development effort aimed at children from birth to six years of age. This is achieved through educational stimulation to support physical and mental growth and development, preparing children for further education. PAUD is implemented in formal, non-formal, and informal settings

The success of early childhood education heavily depends on professional teachers.[2] A professional teacher is one who can establish multidimensional relationships and meets the internal criteria of administrative, academic, and personal standards.[3] These include being physically and mentally healthy, devout, knowledgeable, fair, authoritative, sincere, having divine goals, planning and evaluating educational activities, and mastering their field of expertise.

The early childhood phase is often referred to as the "golden age,"[4] a critical period during which almost all of a child's potential is sensitive to rapid and extraordinary growth. However, each child develops differently, as every individual has unique developmental trajectories. Adequate nutrition and balanced stimulation are crucial for optimal growth and development. Intensive stimulation from the environment enables children to accomplish developmental milestones successfully.

Teachers play a significant role in providing experiences that stimulate the growth and development of all potentials in early childhood. These experiences are designed and incorporated into learning plans. Thus, conditions and stimulations must align with the needs of children to ensure their growth and development are achieved optimally.[5]

Early childhood education plays a crucial role in shaping children's character and self-confidence[6], which form the foundation of their future personal development. Taman Kanak-Kanak (TK) Islam Ahsan in Jambi City is one of the institutions committed to nurturing students' potential through a holistic and Islamic approach. A key focus of its education is fostering children's self-confidence, an essential trait for interacting in social environments and a foundation for future academic and social success. However, many children still exhibit low confidence in various classroom activities, such as speaking in front of peers or participating in group games. Therefore, an effective teaching method is needed to address this issue.

At TK Islam Ahsan, research identified issues related to the confidence of early childhood students. Observations conducted from January 15–19, 2024, revealed the following:[7]

Tabel 1. Initial Observations on Children's Confidence Development

Aspek Perkembangan	Indikator Pencapaian Perkembangan Anak Usia 5-6 Tahun	Belum Berkembang (BB)	Persentase
Percaya Diri	Berpendapat dan bertindak tanpa ragu-ragu	12 anak	100%
	mampu mengambil keputusan dengan cepat	5 anak	40%
	Tidak mudah putus asa	10 anak	80%
	Tidak canggung dalam bertindak	5 anak	40%
	Berani presentasi di depan kelas, berpendapat, bertanya dan menjawab pertanyaan	7 anak	60%

The development of self-confidence among children aged 5–6 years at TK Islam Ahsan, Jambi City, has shown varied levels of achievement. Observations revealed that none of the children had yet developed the ability to express their opinions and act without hesitation, while 40% struggled to make quick decisions. Additionally, 80% of the children lacked persistence and often appeared awkward in their actions, and 60% were not confident in presenting in front of the

class, expressing opinions, asking questions, or answering them. These findings indicate a significant need for more effective strategies to foster self-confidence among the children.

One promising approach to address this challenge is the role-playing method, which is widely recognized in early childhood education for its effectiveness in enhancing social and emotional skills, including self-confidence. Through role-playing, children are given opportunities to express themselves in various situations, develop their imagination, and practice assuming different social roles. However, despite its potential, the role-playing method has not been optimally applied in learning activities at TK Islam Ahsan. Observations indicated that many children still exhibited hesitation and fear when performing in public.

To address this issue, a classroom action research project was undertaken to evaluate the effectiveness of the role-playing method in improving children's self-confidence at TK Islam Ahsan. The study aims to provide valuable insights and contribute to the development of more effective teaching strategies that support the growth of self-confidence in early childhood education.

Method

Classroom Action Research (CAR) provides educators with a focused methodology for addressing specific challenges within the classroom environment.[8] This approach emphasizes observing classroom dynamics and implementing evidence-based interventions to enhance learning quality and student outcomes. Through systematic observation, CAR enables researchers to assess the effectiveness of actions and monitor the development of critical student attributes, such as self-confidence.

The integration of theoretical and practical elements makes CAR a valuable tool for improving educational practices.[9]

A widely adopted model in CAR is the framework developed by Kemmis & McTaggart, which involves iterative cycles of planning, action, observation, and reflection.[10] This systematic process, as elaborated by Machali, allows educators to respond adaptively to classroom needs.[11] The cyclical nature of CAR ensures that interventions are continually refined and aligned with educational goals. At its core, the process fosters a deeper understanding of teaching practices and promotes a culture of continuous improvement in education.

The research conducted at Taman Kanak-Kanak Islam Ahsan in Jambi City exemplifies the practical application of CAR. Focused on enhancing the self-confidence of children aged 5–6 years through role-playing activities, the study illustrates how CAR can lead to measurable educational advancements. By identifying specific challenges and implementing targeted interventions, the research underscores the potential of CAR to transform classroom practices. The use of role-playing methods in this context demonstrates how innovative approaches can address developmental needs effectively.

The study involved two cycles, each comprising three structured meetings. The first cycle focused on identifying baseline self-confidence levels among the children and implementing strategies to address identified gaps.[12] Through observation and reflection, the second cycle refined these strategies, ensuring greater alignment with the students' needs. This iterative process highlights CAR's adaptability and effectiveness in addressing real-world classroom challenges. By the end of the research,

significant improvements in the children's self-confidence were observed, showcasing the impact of role-playing as a teaching strategy.

Data collection and analysis were central to the study's success. Observation served as the primary method for gathering real-time insights, supplemented by documentation of lesson plans, student work, and teaching materials. Analysis followed the Miles and Huberman framework, encompassing data reduction, presentation, and conclusion drawing.[13] Descriptive percentage analysis further quantified the findings, providing clear evidence of progress. Through its systematic and reflective approach, CAR proved to be an indispensable methodology for achieving meaningful and sustainable improvements in classroom settings.

Results and Discussion

Results

Pre-Cycle

During the pre-cycle stage at Islamic Kindergarten Ahsan in Jambi City, the teaching and learning activities were meticulously planned and executed to introduce the theme "Land Animals" to five-year-old children. The steps were aligned with the Daily Lesson Plan (RPPH) for Thursday, July 18, 2024. The planning phase focused on designing activities that included opening, main activities, breaks, and closing sessions. Each activity aimed to instill religious values, courage, responsibility, and creativity. Prepared materials included illustrated activity sheets (LKA), letter cards, and colored pencils to support the learning process. The learning objectives targeted the development of fine motor skills, speaking abilities, creativity, and public confidence.

The implementation phase comprised three stages. The initial activity, lasting approximately 30 minutes, began

with lining up, greeting, praying together, and introducing the theme of doctors through songs and brief discussions. The core activities, taking about 60 minutes, involved children imitating doctors' movements, counting images of doctors and their workplaces, and arranging letter cards to form the word "doctor." Children also confidently displayed toy doctor tools, colored doctor illustrations, and engaged in role-play as doctors and patients, stimulating motor, cognitive, and confidence-building skills. The final activity, around 30 minutes, included free play, handwashing, praying, eating together, and reflecting. Teachers concluded the session by reviewing the material, sharing moral messages, and reinforcing positive values through singing and praying before dismissal, leaving the children energized and engaged with the day's theme.

Observation was conducted to monitor the children's participation and responses to the activities. Teachers used anecdotal records and checklists to assess character development in aspects like religiosity, independence, responsibility, and perseverance. Artworks, such as coloring pictures and writing simple words, served as additional evaluation tools. These observations provided insights into the effectiveness of the planned activities and guided adjustments for subsequent learning cycles. The comprehensive approach in the pre-cycle activities created an interactive and engaging learning environment while fostering positive character growth among the children.

The evaluation of confidence levels in 5–6-year-old children revealed similar results across three indicators: expressing opinions and acting without hesitation, not giving up easily, and presenting in front of the class. For each indicator, 50% of the children were in the "Not Yet Developed" (BB) category, and the remaining 50% were in the "Starting to Develop" (MB) category.

None achieved the "Developing as Expected" (BSH) or "Well-Developed" (BSB) categories, with a total of 100% for each indicator. A bar chart illustrated that most children were in the BB and MB categories across all indicators, highlighting the need for further intervention to enhance their confidence. This analysis indicates that while some progress is evident, creative activities like drawing and crafting require additional support to develop optimally.

Cycle I Meeting 1

Planning. During Cycle I, Meeting 1, held at Taman Kanak-Kanak Islam Ahsan in Jambi City on July 23, 2024, the lesson began with a conversation about Allah as the Creator to instill religious values from an early age. The theme of the day introduced children to the police profession through songs and discussions. The teacher prepared media such as police-themed worksheets, letter cards, and colored pencils for various activities, including counting police images, arranging letters to form the word "police," and coloring police pictures. These activities aimed to enhance the children's speaking abilities, public confidence, creativity, and understanding of the role of police officers.

Implementation. During the core activities, children were invited to mimic police directing traffic, count police images in different settings, and arrange letter cards to form the word "police." They were also encouraged to showcase toy police equipment and role-play as police officers, enhancing their social skills and imagination. The session concluded with coloring police pictures to develop fine motor skills. Additionally, routines such as praying before and after activities, washing hands before meals, and expressing gratitude were integrated. Free play during recess allowed children to relax, and the session ended with a reflection where

children shared their feelings, reviewed the lesson, and received moral messages. The meeting concluded joyfully with songs and prayers, leaving the children with positive values to carry forward.

Observation and Reflection.

Observational data from July 23, 2024, showed that among 12 children, 5 (Azkia, Nasya, Zyan, Rafa, and Baim) were in the "Developing" (MB) category, while 7 others (Naira, AA, Hanif, Rasya, Habil, Fahri, and Yahya) remained in the "Not Yet Developing" (BB) category. Children in the MB category demonstrated initial signs of understanding and engagement but needed further guidance, while those in the BB category required more intensive support to achieve optimal development. Observations revealed that 58% of children had yet to meet expected developmental milestones in confidence, resilience, and creativity. These insights highlighted the need for enhanced support in subsequent cycles, providing clear direction for improving teaching strategies and fostering better outcomes for all children.

Cycle I, Meeting 2

Planning. On July 25, 2024, at Islamic Kindergarten Ahsan in Jambi City, Cycle I, Session 2 focused on introducing children to the trader profession as part of the occupational theme. The learning activity began with a discussion about Allah as the Creator to instill religious values. The teacher introduced the theme through discussions, singing songs about professions, and presenting the sub-theme of traders. Supporting materials, such as worksheets with trader images, letter cards, and colored pencils, were prepared to enhance learning. Through this process, children learned about the trader's role while improving their creativity, fine motor skills, and confidence to perform publicly.

Implementation. During the core activities, the children mimicked the movements of traders selling food, which helped develop body coordination and creativity. They counted pictures of traders and their workplaces, sharpening cognitive abilities. They then arranged letter cards to form the word "trader" and displayed trader tools in front of the class, fostering literacy skills and confidence. Coloring trader images enhanced fine motor skills, while role-playing as traders encouraged imagination and social skills. Habits such as praying before and after activities, washing hands before meals, and following class rules instilled discipline and gratitude. Breaktime allowed for free play and sharing meals, promoting camaraderie. The session concluded with a reflective discussion, material review, and moral messages. Singing and praying together created a joyful closure, leaving the children with a meaningful learning experience.

Observation and Reflection. Observation data collected through anecdotal notes, checklists, and children's work showed varied developmental progress. Of the 12 participants, 5 children (Azkia, Nasya, Naira, Baim, and Yahya) were categorized as "Developing Very Well" (BSH), indicating strong engagement and understanding. Four children (AA, Hanif, Zyan, and Fahri) were in the "Starting to Develop" (MB) category, showing potential but needing additional support. Meanwhile, 3 children (Rasya, Habil, and others) remained in the "Not Yet Developing" (BB) category, requiring more focused guidance. This data highlights the need for tailored interventions to ensure all children progress. The activities emphasized not just knowledge acquisition but also the cultivation of values such as religiosity, independence, and responsibility, forming a strong foundation for early childhood education.

Cycle I, Meeting 3

Planning. On July 29, 2024, during Cycle I, Meeting 3 at Taman Kanak-Kanak Islam Ahsan Kota Jambi, the learning activities centered around the theme "Fishermen." The children were introduced to the profession of fishermen as a significant part of the community's work. The session began with a discussion about Allah as the Creator to instill gratitude for nature's blessings, including the sea and its bounty. Through a short story and songs about fishermen, the children were engaged and familiarized with the theme. Media such as fisherman-themed worksheets, letter cards, and colored pencils were used to support activities aimed at enhancing cognitive and fine motor skills, as well as building the children's courage.

Implementation. In the core activities, the children imitated fishermen's movements, practicing body coordination and imagination. They counted images of fishermen and their working environments to develop numeracy skills. The activity of arranging letter cards to form the word "fisherman" fostered literacy skills, while presenting fishing tools in front of the class encouraged confidence. Coloring fisherman images enhanced fine motor skills and creativity, and role-playing as fishermen provided a fun, educational experience. Habit-forming routines included greeting, praying before and after activities, and maintaining hygiene through handwashing. Break times included free play, communal meals, and brief reflections to ensure the children felt comfortable and enjoyed the learning process. The session ended with a discussion about their experiences, a review of the material, moral messages, singing together, and a concluding prayer.

Observation and Reflection. Observations during the session were

recorded using anecdotal notes, checklists, and children's work, providing insight into their engagement and progress. Among the 12 children participating, five (Azkia, Nasya, Naira, Baim, and Yahya) achieved the "Developed Very Well" (BSH) category, reflecting their active participation and comprehension. Another five children were in the "Starting to Develop" (MB) category, indicating positive involvement with room for further support. Two children remained in the "Not Yet Developing" (BB) category, requiring focused guidance. This data underscores the importance of tailored interventions to support all children's growth. Additionally, the session emphasized character development, including religiousness, independence, and responsibility, aligning with the core values of early childhood education. A chart illustrating the confidence levels of the children was also created to visualize the results.

Cycle II, Meeting 1

Planning. In Cycle II, Meeting 1 at Taman Kanak-Kanak Islam Ahsan Kota Jambi, held on August 1, 2024, the theme of the lesson was "Teacher," where children were introduced to the profession of teaching as unsung heroes. The session began with a conversation about Allah as the Creator, emphasizing gratitude for the teachers who help educate. The teacher presented the theme through a story about the role of a teacher at school and involved the children in singing songs related to professions. Visual aids, such as pictures of teachers, letter cards, and coloring pencils, were used to help children understand the material while developing their creativity and fine motor skills.

Implementation. During the core activities, children mimicked the movements of a teacher teaching to improve coordination and stimulate their

imagination. They also counted pictures of teachers and their workplaces to enhance numeracy skills. By arranging letter cards to spell the word "teacher," the children worked on basic literacy skills. Children also took turns presenting teaching tools, such as a chalkboard and markers, which helped boost their confidence. Additionally, coloring teacher pictures provided a space for creativity, and role-playing as a teacher gave them a fun and educational experience. Positive behaviors like greetings, following classroom rules, praying, and maintaining cleanliness were encouraged throughout the activities, with breaks for free play and shared meals to help the children relax.

Observation and Reflection. The observation results showed positive development in areas such as confidence, perseverance, and the ability to present, share opinions, ask questions, and respond during class. Of the 12 children observed, none were categorized as "Not Developing" (BB), with 50% (6 children) falling into the "Beginning to Develop" (MB) category. One child (8%) was classified as "Developing Very Well" (BSH), and 5 children (42%) were in the "Developing Well" (BSB) category. This data indicates that while the majority of children made significant progress, further support is needed to enhance their social, emotional, and critical thinking skills. The data provides a solid foundation for planning future interventions to help children reach their full potential.

Cycle II, Meeting 2

Planning. Cycle II, Meeting 2 at Taman Kanak-Kanak Islam Ahsan in Kota Jambi took place on Monday, August 5, 2024. The theme of the lesson, "The Tailor," began with a conversation about Allah as the Creator. The children were introduced to the profession of a tailor through stories

about their role in making the clothes we wear daily. The teacher started the activity by singing a song about occupations to create a fun atmosphere. The children were also introduced to various tools used by tailors, such as needles, thread, and sewing machines, through pictures and interactive discussions. Learning media, like images of tailors and alphabet cards, were used to strengthen the children's understanding.

Implementation. During the core activity, the children mimicked the actions of a tailor sewing, which helped develop both their gross and fine motor skills while enriching their imagination. They also practiced counting images of tailors with their working tools to improve their counting abilities. The activity of arranging alphabet cards to form the word "tailor" gave the children an opportunity to enhance their basic literacy skills. Additionally, they performed in front of the class, introducing sewing tools, which helped build their confidence. Creativity was stimulated through a coloring activity featuring a tailor, and they also role-played as tailors to deepen their learning experience. Positive habits such as greeting others, following class rules, and maintaining cleanliness were instilled throughout the activity. After a break that included free play, a shared meal, and prayer, the session concluded with a brief reflection. The teacher asked the children about their feelings, reviewed the material covered, and shared a moral lesson about appreciating the work of others. The learning session ended with prayer and a warm farewell.

Observation. The closing session lasted 30 minutes, during which the children sat in a circle to discuss the activities of the day. This session allowed them to share their play experiences, an essential moment for developing speaking and listening skills. The teacher provided

positive reinforcement and encouraged the children to sing together before concluding the session with a farewell prayer. Observations were conducted based on the children's work results, anecdotal notes, and checklists. The evaluation focused on character traits such as religiosity, independence, responsibility, and hard work. The results were essential for assessing the children's progress and planning future improvements. Overall, the session provided a fun and beneficial learning experience that helped the children become more familiar with their environment, particularly land animals, while developing their social and emotional skills.

Observation and Reflection. On Monday, August 5, 2024, the activities at Taman Kanak-Kanak Islam Ahsan in Kota Jambi showed significant progress in the children's development. Out of the 12 children involved, 9 of them—Azkia, Nasya, Naira, Zyan, Rafa, Habil, Fahri, Baim, and Yahya—were categorized as "Developing Well" (BSB), indicating their good understanding of the lesson and active participation. Two children, AA and Hanif, showed exceptional involvement and were categorized as "Developing Very Well" (BSH), while one child, Rasya, was placed in the "Beginning to Develop" (MB) category, indicating the need for additional support. The observation results from Cycle II, Meeting 2, reflect the children's progress in self-confidence, resilience, and the ability to present in front of the class, ask questions, and answer them, illustrating the success of the learning process. The data can be presented in a chart for clearer visualization.

Cycle II Meeting 3

Planning. On Tuesday, August 6, 2024, Cycle II Meeting 3 at Taman Kanak-Kanak Islam Ahsan in Kota Jambi began with a thematic lesson about "Farmers." The

session commenced with an interactive discussion about Allah as the Creator and the vital role of farmers in providing food. The teacher initiated the lesson with a song about occupations to create a fun atmosphere, followed by an introduction to farming tools such as hoes, sickles, and straw hats through pictures and stories. The children were engaged in a conversation about farming processes and the crops they often consume, such as rice and vegetables.

Implementation. During the core activities, the children mimicked actions such as digging, planting, and harvesting, which helped enhance their motor coordination while engaging in imaginative play. An activity involving counting pictures of farmers in their working environments promoted counting skills. Children also practiced literacy by assembling letter cards to form the word "petani" (farmer). They presented the farming tools in front of the class, building courage and speaking skills. Creativity was fostered through coloring pictures of farmers, concluding with role-playing as farmers to deepen their understanding of the profession. The session ended with a group reflection where the teacher asked the children about their feelings during the lesson, emphasizing the importance of valuing the farmer's role in everyday life. The teacher reiterated the day's lesson to ensure comprehension before closing with a prayer and greeting.

Observation and Reflection. The closing session lasted for 30 minutes, where children gathered in a circle to discuss the day's activities. They shared their experiences, a crucial moment for developing speaking and listening skills. The teacher provided positive reinforcement and encouraged a group song before concluding with a farewell prayer and greeting. Observations were

made based on the children's work, anecdotal notes, and checklists, evaluating expected character values such as religiosity, independence, responsibility, and hard work. The results of this observation were used to assess the children's progress and plan for future improvements. On August 6, 2024, significant progress was noted in the children's development, with 10 out of 12 children categorized as "Developing Very Well" (BSB), reflecting their understanding of the lesson and active participation. Two children were classified as "Developing Very Well" (BSH), indicating excellent involvement in activities. These results highlight positive progress in both learning and social skills development.

Discussion

The table below compares the observation results of early childhood self-confidence based on the criteria of expressing opinions and acting without hesitation, not easily giving up, and being rational and realistic, from the pre-cycle to the third meeting of cycle II. It is evident that there was significant improvement in the children's development, particularly in cycle II, meeting 3, where no child was in the "Not Developed" (BB) category, and the majority had reached the "Developing Well" (BSB) category.

In the pre-cycle, the children showed a balance between the "Not Developed" (BB) and "Starting to Develop" (MB) categories across all observed indicators: expressing opinions and acting without hesitation, not easily giving up, and presenting in front of the class, expressing opinions, asking, and answering questions. Both BB and MB categories recorded a 50% percentage, indicating that half of the children felt confident, while the other half was still in the developmental stage. This provided an initial picture that the children

had the potential to develop further in terms of self-confidence.

During Cycle I, particularly in Meeting 1, there was significant improvement in self-confidence indicators, with the BB category reaching 58% and MB at 42%. Although no child was categorized as "Developing as Expected" (BSH) or "Developing Well" (BSB), the results indicated that the interventions had started to positively impact the children's self-confidence. However, in Meeting 2 of Cycle I, a noticeable decline occurred, with the BB category dropping to 25% and the BSH category increasing to 42%. This suggested that some children might have experienced progress in their self-confidence, though overall development still varied.

In Cycle II, the observation results showed more dramatic shifts. In Meeting 1, no child was in the BB category, while the MB category increased to 50%, with 8% of children in the BSH category and 42% in the BSB category. This indicated that children were beginning to become more realistic and less easily discouraged in assessing their abilities. However, in Meetings 2 and 3, the proportion of children in the BSB category surged to 75% and 83%, with only 17% in the BSH category, reflecting a significant positive change in their self-confidence. Overall, the data suggests that despite fluctuations in self-confidence development, the interventions successfully led to positive changes in early childhood self-confidence.

The research conducted at TK Islam Ahsan Kota Jambi found that most early childhood children had low self-confidence levels. However, the systematic implementation of role-playing methods significantly improved their self-confidence. This finding aligns with previous studies that highlight the effectiveness of role-playing in developing various aspects in children. This

emphasizes the importance of the teacher's role in creating a supportive learning environment and suggests expanding the use of role-playing methods in the curriculum.[14] Further research could delve deeper into the mechanisms behind self-confidence improvement through role-playing and its long-term effects.

Role-playing is an effective approach in supporting children's social and emotional development, particularly in boosting self-confidence. At TK Islam Ahsan, this method involved children in various scenarios, allowing them to take on roles such as doctors, teachers, or other figures. These activities were designed to provide children with opportunities to express themselves, practice speaking in front of others, and understand different perspectives.

Self-confidence is an individual's belief in their ability to face various situations and challenges. According to Maslow, self-confidence is a fundamental asset for self-actualization development. It is crucial for children because it enables them to make decisions and take actions when faced with problems.[15] In the context of early childhood education, self-confidence can be seen as a measure of bravery in taking action, making choices, and facing new challenges.[16]

According to Jean Piaget, early childhood role-play reflects children's behavior. He noted that role-play involves applying stories to objects and repeating enjoyable behaviors previously remembered by the child. Piaget also referred to children's involvement in role-playing as a form of collective symbolism, where children strive to reach higher stages compared to others in their group. He also explained that the soliloquies children perform while playing, known as "idiosyncratic soliloquies," are part of the role-play process, where children speak to

themselves to process their experiences and emotions.[17] The systematic implementation of role-playing at TK Islam Ahsan showed improvement in children's courage and resilience. In Cycle II, 75% of children achieved the "Developing Very Well" category in self-confidence, indicating that the method succeeded in creating a learning environment that supported holistic child development.[18]

Role-playing not only enhances individual self-confidence but also contributes to the social dynamics in the classroom. Children learn to respect each other and understand different perspectives, strengthening their social interactions. Furthermore, studies have shown that children's independence also improves through this method as they learn that their existence does not always depend on others.[19] Thus, the implementation of role-playing proves effective in enhancing early childhood self-confidence, contributing positively to both individual development and classroom social dynamics. This research underscores the importance of creativity in teaching to meet children's developmental needs optimally and significantly contributes to the development of early childhood education methods[20], especially in Islamic educational institutions.

Conclusion

Based on the research findings and data analysis, the following conclusions can be made: First, the development of self-confidence in early childhood at TK Islam Ahsan Kota Jambi showed significant progress throughout the research cycles. Observation data revealed that, in the pre-cycle phase, 50% of the children were categorized as "Not Developed" and "Starting to Develop," indicating that they needed additional support to enhance their self-confidence. However, after the

implementation of role-playing methods, observations from Cycle I and II indicated positive improvement, with more children transitioning into the "Developing Well" and "Developing Very Well" categories. In Cycle II, Meeting 3, 83% of the children demonstrated positive development in their confidence in their abilities, perseverance, and presentation skills, reflecting that with the proper support and a conducive learning environment, children can develop good self-confidence.

Second, the role-playing method proved effective in enhancing the self-confidence of early childhood students at TK Islam Ahsan Kota Jambi. The observational data indicated that this method provided opportunities for children to interact and collaborate in a fun play context, making them more confident in expressing themselves and participating. In Cycle I, despite some fluctuations, an increase in the number of children in the "Developing Very Well" category was observed. Furthermore, in Cycle II, Meeting 2, no children were in the "Not Developed" category, and the majority were in the "Developing Well" and "Developing Very Well" categories. Therefore, it can be concluded that role-playing not only enhances children's self-confidence but also supports their social and emotional development, providing a significant positive impact on the quality of education at TK Islam Ahsan.

The following suggestions are made for teachers, school principals, and parents based on the conclusions of the research on the role-playing method to enhance early childhood self-confidence at TK Islam Ahsan Kota Jambi: First, teachers are encouraged to continue developing and implementing role-playing methods in their teaching activities. This can be done by creating various engaging scenarios that are relevant to the children's daily lives.

Additionally, teachers should ensure that every child has equal opportunities to participate in these activities so that they feel comfortable and confident in expressing themselves.

Second, the school principal is advised to organize training for teachers on effective role-playing techniques and how to integrate this method into the curriculum. Such training is essential for enhancing teachers' skills in supporting children's social and emotional development, thereby boosting their confidence. Furthermore, creating a supportive environment at school, where children feel safe and motivated to learn through play, is crucial. Finally, parents should provide support at home by encouraging their children to engage in activities that foster self-confidence. For instance, parents can participate in role-playing with their children by creating real-life scenarios or organizing games that require social interaction. Additionally, parents should offer praise and positive reinforcement when children show bravery in participating, further enhancing their self-confidence.

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