



Increasing Children's Self-Confidence through Parenting: Management Perspective

Sarkowi^{1✉}, Faizatul Widat², Nur Ima'atul Wadifah², Desy Rohmatika²

Pendidikan Agama Islam, Universitas Islam Negeri Maulana Malik Ibrahim, Indonesia⁽¹⁾

Pendidikan Islam Anak Usia Dini, Universitas Nurul Jadid, Indonesia⁽²⁾

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Abstract

A person's self-confidence level is different; in essence, every human being is created to have self-confidence, but self-confidence is different from one another. Some grow and develop from birth, but some are obtained from several factors, such as parenting and environmental stimulation. This study aims to determine the management of parenting methods in growing children's self-confidence. The research method used is a qualitative case study type method. The research results show that; the parenting method in stimulating the development of self-confidence in students is carried out in the following stages: program planning, classification of parenting programs, implementation of parent gathering programs, and program evaluation. The management of the parenting method used turns out to be able to stimulate children's self-confidence optimally because the management is carried out continuously by involving the collaboration of teachers and student guardians; this collaboration is a novelty from previous research and through collaboration makes students more confident, independent and able to adapt to the environment.

Keywords: *collaboration of teachers and student; parent gathering, children's self-confidence*

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✉ Corresponding author : Sarkowi

Email Address : sarkowi@uin-malang.ac.id (Malang, Indonesia)

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Introduction

The quality of education is an important part that is inseparable from indicators of a country's progress (Fadhli, 2017). This is because schooling dramatically influences all aspects of national and state life. The education given to children as the next generation of the nation must be of high quality to bring students a brighter future (Etivali & Alaika M. Bagus Kurnia PS, 2019). Education aims to improve the nation's intelligence so that we are kept from other developed countries (Arif & Handayani, 2020; Widat et al., 2022).

Children's education at an early age is an effort to provide guidance, care, and stimulation so that it will produce children's abilities and skills (Zamroni et al., 2021). Education in early childhood is done by playing while learning. Games are productive but serious activities for children, through playing activities can improve all aspects of their development (Saleha, Zainiyah, et al., 2022). Through play, children can discover new things and reinforce things they already know through expression and exploration, which reveal their identity, fantasy and liveliness. The success of the educational process at that time became the basis for other educational methods (Hasanah, 2019).

By providing the proper education, the child's level of self-confidence can develop optimally. In essence, every human being is created with self-confidence, but self-confidence is different from one another. Not all humans are made with a high sense of self-confidence; some lack self-confidence (Perdana, 2019). Everyone can live with complete confidence as long as they continue to train and develop it. Confidence appears over time, and one needs to be trained to continue developing that confidence.

Self-confidence is one aspect of personality that is very important in human life. Confident people believe in their abilities and have realistic expectations; even when their expectations do not materialize, they stay positive and can accept them. Confidence is a mental or psychological condition of a person who gives strong confidence in himself to do or take action. People who are not confident have a negative self-concept and lack confidence in their abilities because they often close themselves.

Given how vital self-confidence is in children, educators and parents should work together to foster this development (Jannah, 2019; Rizqiyah, 2022). Parents and educators are expected to help develop self-confidence in children with proper stimulation to increase their self-confidence. Several previous researchers also expressed the importance of this self-confidence; Rahman, (2013) said self-confidence is the most valuable attribute of a person in social life because, with self-confidence, a person can actualize all of his potentials.

Furthermore, Vega et al., (2019) state that self-confidence is essential to teach every individual. With self-confidence, children can overcome new challenges, believe in themselves in difficult situations, and develop a positive attitude without worrying about various situations and conditions. oleh Vivone & Macarau, (2022) that children with a high sense of trust have a significant impact on the next life, namely that children become more courageous, self-confident and calm in making decisions.

However, the phenomenon in the field is that many students still do not have self-confidence, especially in early childhood; the facts reveal that many early-age students are waited on by their parents when carrying out learning activities at school (Mundiri & Hasanah, 2022). Therefore, children's independence could be more appropriately stimulated because they rely on their parents to be involved in the activities. This phenomenon also happened to RA Nurul Hasan. Therefore innovation is needed to overcome existing problems.

The importance of developing self-confidence in RA Nurul Hasan's children is based on several problems that occur, namely some students cannot socialize in the school environment, some students do not want to show their work in front of friends, there is one student who likes to be alone (introvert), and some are still dependent on their parents. So that RA requires problem-solving in dealing with these problems; therefore, RA involves the Parenting Method (Parents Gathering) in developing students' self-confidence. Realizing the importance of knowledge in educating early childhood, the proper knowledge in stimulating children can increase intelligence and act as a vibration for the child's future.

Increasing children's self-confidence is essential to do to provide provisions for children to face the challenges that will come. Parent Gathering strengthens children's self-confidence through collaboration between teachers and student guardians. This research is based on premia research by Zamroni, (2020). Parenting is intelligent behaviour or actions taken by adults on children in the context of educating, protecting, teaching, disciplining, nurturing and providing guidance {Formatting Citation}. Also conveyed by Rozana et al., (2017), parenting is also understood as an educational strategy for children, where parents as madrasah ula (first school) accompany and guide all stages of child development, namely caring for, protecting, directing the child's new life in every step.

This parenting study can add insight into new knowledge about parenting, change parenting patterns for the better, and go through the stages of child development with patience and love (Siti Sholichah & Ayuningrum, 2021). The parenting program is aimed at parental education; this program is a strategy and an effort to support children's growth and development (Tri Sunarsih, 2015). The management of parenting methods in growing

children's self-confidence is a unique novelty because management on the part of the institution involves the collaboration of parents so that the expected results are more optimal.

Departing from this, the researcher is interested in studying the development of children's self-confidence by involving the parenting method (parent gathering). The focus of this research is to analyze and understand how the application of parenting (Parent Gathering) at RA Nurul Hasan increases self-confidence in students.

Methodology

This research is a qualitative descriptive study. The focus is an overall description of the role, supporting factors and efforts to implement parenting (Parent Gathering). This descriptive research aims to make systematic, factual and accurate descriptions, drawings or drawings regarding the facts, characteristics and relationships between the phenomena investigated in the form of language and text in specific natural contexts and using various natural methods (Rachmawati, 2017). This research was conducted at a private school for early childhood education, namely RA Nurul Hasan. The research location is in Kanggeger village, Pajarakan sub-district, Probolinggo district

Research subjects and informants in the study include; principals, teachers and guardians of students. Observations were carried out by directly observing field conditions and conducting semi-structured interview sessions with several informants determined randomly to obtain authentic information. The researcher then triangulated the data to analyze the self-evaluation data by the policymakers (Figure 1).

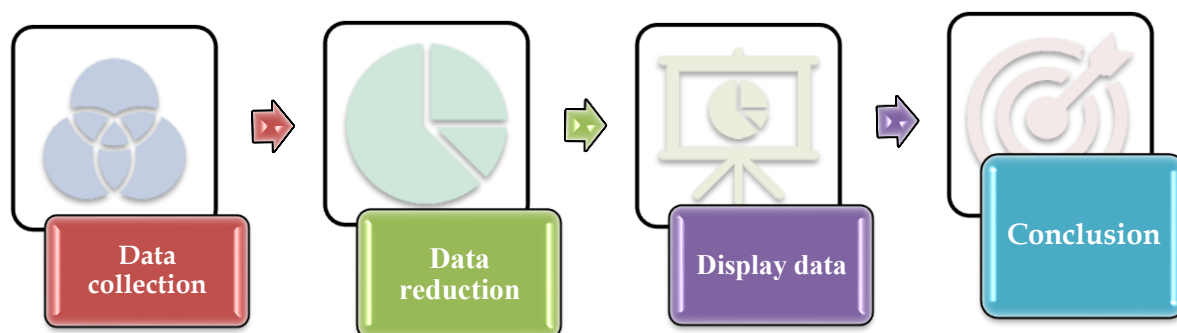


Figure 1. Data Collection Process

It can be explained from the picture listed above that the collection of research data is as much as possible and analyzed in stages starting with the presentation of all existing data, then continuing the data reduction stage concerning the data obtained, then displaying data that is already accurate to be used as findings, then summarized in conclusion as the findings in the study.

Results and Discussion

In essence, every human being is created with self-confidence, but self-confidence is different from one another. To increase students' self-confidence at RA Nurul Hasan, the parenting method (Parent Gathering) is carried out in a planned and systematic manner by involving various parties, including teachers and guardians of students. This is because student guardians are the first place for education and learning. If family life is well developed, community life will also be good. Through the family, it is hoped that children and other family members can grow and develop according to their abilities to become independent individuals and productive individuals for themselves and their environment.

The steps for implementing parenting (Parent Gathering) to increase the independence of students at RA Nurul Hasan Karanggeger Pajarakan Probolinggo are carried out as follows:

Program Planning

To get effective results in a program, it is necessary to do careful planning and analyze what is needed in the parenting activities that will be implemented in RA. Program planning is likened to an overview of the initial conditions that will be improved with several plans agreed upon by all RA components. With planning that is discussed, recommendations for solution models will emerge to overcome existing problems.

LS Head of RA Nurul Hasan said that in program planning, we coordinate with all components of RA in the form of internal meetings to analyze the needs of RA in order to improve six aspects of student development; the six aspects of development include; religious and moral values, cognitive, motor, language, social-emotional and artistic. Six aspects of the development of students need to be improved, especially in the social and emotional aspects of children in the form of self-confidence, which needs to be improved in finding the right solution. Madrasah planning to improve six aspects of development is carried out through parenting. Namely, the parenting program in the RA annual work plan was then implemented in the RA curriculum and made into a culture within RA Nurul Hasan.

ND also revealed as the teacher of the A RA group Nurul Hasan that in an internal meeting conducted, several teachers complained about the child's social-emotional level, which had not yet developed, especially in self-confidence because, in several identifications, it was found that several children were suspected of having introverted personalities (quiet and aloof).). This makes students unable to express themselves because they feel ashamed, embarrassed and even afraid. This issue becomes a joint contemplation to stimulate students to blend in with the environment to develop several other developments.

Furthermore, NN as the teacher of group B, said that after several problems were disclosed, all RA components agreed to implement parenting (Parent Gathering), which involved teachers and guardians of students, so that the parenting results could be used as a reference to stimulate students, this parenting also aims to stimulate which is applied in continuous schools with stimulation that is applied at home so that students are more focused and regular in receiving stimulation which the result will be habituation in students especially in expressing self-confidence.

The LS principal also emphasized that after a solution was found, the next step was to determine the parenting theme, determine the appropriate presenter (professional presenter), determine the implementation time, funding and prepare the place, media, or infrastructure to be used and other supporting attributes so that the implementation has been agreed upon. It can run more effectively and efficiently.

The planning program carried out at RA Nurul Hasan by discussing several problems and looking for solutions together by determining methods that can increase students' self-confidence; the method was agreed upon by selecting the parenting method (Parent Gathering), which is carried out in a structured manner and included in the RA curriculum which will become a culture in the RA environment.

Classification of Parenting Programs

Parenting (Parent Gathering) implemented at RA Nurul Hasan is the result of a joint agreement by RA components to overcome the problem of self-confidence in students. Before stepping into the implementation stage of the RA component, determine the classification of the parenting program that will be implemented in this RA.

Based on interviews with the principal of the initial program school conducted at the beginning of the semester with an introduction to parenting (Parent Gathering) delivered by the principal to teachers and guardians of students, at this meeting, the principal explained the parenting program that the institution would carry out by bringing in professional presenters. From the principal's explanation, the parenting program's classification at RA Nurul Hasan is as follows; The first parenting was carried out in August with social-emotional tumbling stimulation material (strengthening children's self-confidence) by bringing in

professional speakers. The second parenting was carried out in January with material on the importance of cooperation to create successful children delivered by professional speakers. The material is given to teachers and guardians of students to understand how the parenting style should be applied to children and by the child's personality.

The material chosen in the implementation of parenting (Parent Gathering) is adjusted to the needs of the RA environment where there is a problem with the level of self-confidence of students. The classification of the parenting program that is carried out can make it easier for the RA component to carry out the planned program so that parenting as an RA program can run as expected.

Implementation of Parent Gathering Program

Implementation of parenting (Parent Gathering) is a biological activity from the initial planning that has been determined and the classification that has been sorted according to mutual agreement. Parenting (Parent Gathering) at RA Nurul Hasan is technically carried out through the following stages: first, coordination and meetings with parents of students at the beginning of the semester. Second, regular meetings with parents of students when receiving first-semester report cards. Third, regular meetings with student guardians at the time of receipt of second-semester report cards. In this meeting, parenting was carried out by the RA with supporting components so that parents could discuss or ask questions about complaints that occurred to their children.

As for the parenting program (Parent Gathering), which brings in special presenters (professional presenters), it is held twice a year namely; First, parenting about social-emotional stimulation of growth and development in strengthening children's self-confidence is carried out in the first semester, Monday, the first day of August, two thousand and twenty-two. Second, parenting regarding the importance of cooperation to create successful children was carried out in the second semester, Wednesday, the fourth day of January two thousand and twenty-three.

Through parenting activities, student parents can understand the benefits and uses of parenting. In this activity, a balanced collaboration is needed between teachers and student guardians so that the vision and mission of the program being implemented can produce maximum results; by understanding the collaboration carried out by teachers and student guardians, the teacher and student guardians are increasingly cohesive to maintain commitment in growing to develop children's talents in a more positive direction.

As confirmed by KH as the student's guardian, the parenting program held by RA Nurul Hasan can help us stimulate the growth and development of our children in a more positive direction; with the stimulation that we continuously coordinate with the teachers, our children feel more confident and feel valued as a child is seen when our child has a stable and consistent ability to interact with his environment, can make choices and knows the risks and shows an optimistic attitude towards new things.

In line with KH, ND as the teacher, also said that, since the application of stimulation obtained from parenting, students seem to be increasingly showing their self-confidence when children appear confident when expressing works, expressions and wish in front of friends and teachers. It is also seen that children who are often alone have started to be able to interact with their friends, although this is limited. With the progress of students' behaviour, teachers are increasingly enthusiastic about stimulating children by coordinating with student parents so that the stimulation continues consistently from both the teacher and student parents. The level of progress of students' self-confidence is shown in Figure 2.

It can be seen in the graph that the implementation of parenting (Parent Gathering) at RA Nurul Hasan was able to increase children's self-confidence in a better direction. The management of parenting methods is very effective and efficient in solving problems at RA Nurul Hasan. In particular, teachers and student guardians are greatly assisted by this

parenting; teachers and student guardians continuously work together to stimulate children's self-confidence by adopting knowledge from parenting at RA Nurul Hasan

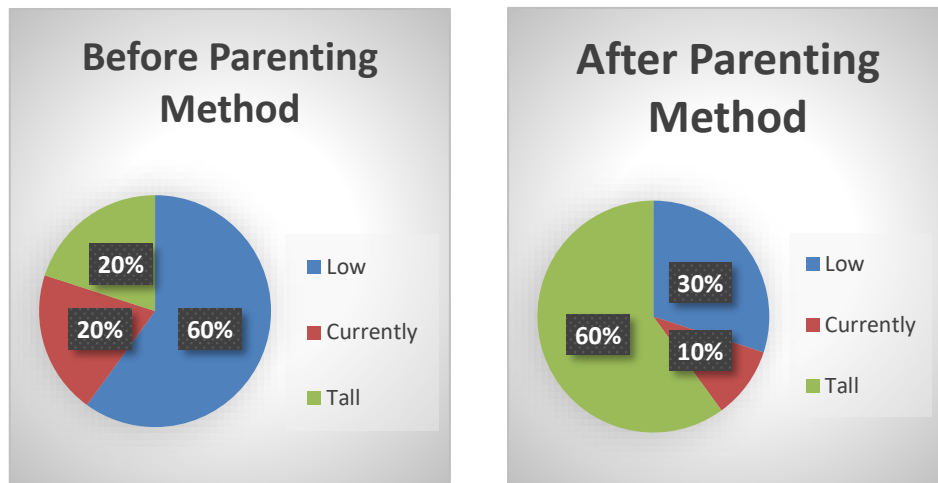


Figure 2. The results of managing parenting methods in increasing children's self-confidence

Program Evaluation

The evaluation process is a measuring tool to determine the extent to which the objectives of a program can be achieved. The process in this parenting program is a form of assessment by looking at the degree of success obtained. Evaluation includes questioning the effectiveness and efficiency of implementing a plan. In addition, the evaluation also measures the implementation results objectively with a measure that all interested parties can accept.

The form of parenting program evaluation (Parent Gathering) at RA Nurul Hasan was carried out twice, namely at the end of the parenting program activities for student guardians, which was manifested in the form of discussions and questions and answers to find out how student parents understood and received and understood the material presented. At the same time, the evaluation of parenting program activities (Parent Gathering) is carried out in internal institutional component meetings involving school principals, teachers and foundation parties. Evaluation includes all program components and the entire process of implementing the parenting program (Parent Gathering). Evaluation is carried out to improve and improve the quality of the following program to be even better.

With parenting (Parent Gathering) being able to show maximum results for students, especially in terms of increasing the social-emotional aspects of children, namely; there is mutual respect between friends, patience when queuing etc., discipline in fulfilling the duties of the teacher, responsibility for the actions taken, independence and especially in the development of self-confidence.

The ability of students' self-confidence can be seen when students can express their work in front of the teacher and their friends in the form of singing, poetry, speeches, reading short surahs, reading Asma ul husna and displaying handwriting with confidence. The self-confidence of students is formed, the stronger it will develop as straight as the aspects of the development owned by the child.

Quotations and References

Stimulating the growth and development of early childhood requires the proper techniques and methods so that the expected growth and development can achieve goals (Tatminingsih, 2019) (Mastikawati et al., 2022) (Karisma et al., 2020). Stimulation can be done by implementing special early childhood education in collaboration with parents as an effort and effort made to shape and stimulate the growth and development of children from an early

age (Saleha, Baharun, et al., 2022) (Nisa & Sujarwo, 2020). One of early childhood education's tasks is ensuring that children's development can be achieved.

Children at an early age have aspects of development that must be completed before reaching school to be able and ready to pursue education at a higher level (Syam & Damayanti, 2020) (Ridho et al., 2015). Six aspects of child development, namely religious and moral values, language, cognitive, motor, social, emotional and art (Tutupary, 2017). In the aspect of social-emotional development related to children's self-confidence, it needs to be nurtured from an early age because by having superior self-confidence, children can adapt to the environment and have more opportunities to grow all aspects of development optimally (Susilowati, 2017).

A method and cooperation between parents and the environment are needed to form good self-confidence in children. Choosing a good environment is also needed to stimulate the growth of children's self-confidence, including the educational environment, where in the educational environment the teacher has a significant role in developing human qualities (Ulya & Diana, 2021). Self-confidence is an aspect of personality that encourages children to achieve success, which is formed through the child's learning process in interaction with the environment (Gulö et al., 2021) (Yani, 2017). Programs that are packaged with the proper method will foster children's confidence in carrying out the program without having to be forced (Tanjung & Amelia, 2017) (Widat & Efanadari, 2021).

The parenting method is the correct method to implement as a guide for teachers and guardians of students (Parent Gathering). With the parenting method, teachers and guardians of students can work together to provide the proper stimulation so that students develop their self-confidence more quickly (Hefniy et al., 2022). Parenting is carried out with themes tailored to the needs of being able to answer and provide solutions to problems that occur (Rizqiyah, 2022).

The packaging of the parenting method (Parent Gathering) in fostering students' self-confidence at RA Nurul Hasan by involving the role of student guardians in implementing the program can foster children's self-confidence, which can be seen in increasing their self-confidence in the educational environment and daily life.

Conclusion

Children's self-confidence is a positive attitude in looking at self-ability, calm, and feeling able to adjust and self-actualize. By having strong self-confidence, children can more easily adapt to the environment. All humans have self-confidence from birth, but their levels differ; some are high, moderate, and even low/weak. At the level of self-confidence of students at RA Nurul Hasan, some have low/weak self-confidence. Therefore the institution chooses a unique program to overcome these problems, namely by implementing parenting (Parent Gathering) by involving teachers and parents of students in the implementation of stimulation for students. The results were very significant; it was proven that students were able to increase their self-confidence, which was evident in their courage and self-confidence when socializing with friends, appearing in front of friends and teachers, and in daily life at home. However, the success of the parenting program (Parent Gathering) implemented at RA Nurul Hasan in overcoming students' self-confidence problems cannot be implemented in all institutions because this program is based on the environment and characteristics of institutions that have differences, so this allows future researchers to find research. A new addition to previous research.

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