THE ROLE OF EDUCATORS IN DEVELOPING CONFIDENCE IN CHILDREN AGED 5-6 YEARS AT ILOHELUMA KINDERGARTEN, KABILA DISTRICT

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Abstract: This study aims to describe the role of educators in developing the self-confidence of children aged 5-6 at Iloheluma Kindergarten, Kabila District. The research methods used in this study were qualitative and experimental. The data collection techniques were observation, documentation, interviews and questionnaires and the data analysis were data reduction, presentation and conclusion drawing. The results of this study illustrate that the role of educators an Iloheluma Kindergarten still needs to be optimized according to their role as educators, namely, educators as teachers, educators as managers, educators as innovators and supervisors, educators as communicators, and educators as motivators. This research shows that the highest percentage of children's activity increase their confidence. This is because children tend to be interested in the early part of the activity that results a high percentage value.

Keywords: Educator; Children's confidence

Introduction

Education is long-term investment that has a huge value in society. Investment in education is in the form of knowledge and character values to provide a quality generation. The purpose of education is part of the national goals as stated in the preamble of the 1945 Constitution of Indonesia, which is 'Educating the Life of the Nation'. Based on the preamble of the 1945 Constitution, education is necessary to create an intelligent nation that can compete with other nations. Building a smart nation starts with education from an early age.

Educators play a very important role in socializing and controlling students' emotions in activities conduct at school and even in everyday life. According to Susanto, (2014: 138-139) factors affecting the development of a child's self-confidence is the key to success in establishing social relationships, such as when children play can train children to understand the feelings of other friends. In their interaction, they will help children understand other people not just themselves, namely their friends, have a different perspective from themselves.

Low self-confidence sometimes hinders achievement, because children have a fear of being wrong in doing the tasks that have been given by the teacher and even asking for help from their friends to do their work because they lack of confidence in their abilities. Parents have high hopes for their children to grow up with high self-confidence by feeling confident in their own abilities and not depending on others. Various personal weaknesses become a source of decline and affect the level of self-confidence, including physical abnormalities, often experience failure, lose in competition, unable to face existing problems, unable to adapt to the surrounding environment, give up easily, and unable to attract people's sympathy. The wrong parenting pattern also causes self-confidence to decrease, children become hesitant, there is a fear of repeating mistakes and being scolded by parents in doing the assigned tasks.

The way to increase self-confidence is to play actively but it also has educational properties that are beneficial for development. One of them is the method of role playing or also called pretending, fantasy, imagination and drama, for example being a doctor, nurse, patient, shopkeeper or buyer. This is not without meaning, many benefits are obtained and one of them is to increase and develop self-confidence.

The initial observation was conducted at Iloheluma Kindergarten which is one of the educational institutions in the Kabila sub-district. This kindergarten was established in 1972 which has 5 teaching staff and 36 students. In addition, researchers also conducted interviews with main teacher about children's self-confidence. In this case the main teacher gave information, which is in class A there are 6 children who have low self-confidence. The main teacher revealed that children tend to be reluctant to work together when given group assignments, because educators have limited access to care and teach children during the pandemic, therefore, children were given some tasks to do at home. In addition, educators do not fully understand the character of each student. Therefore, when learning occurs, children are also reluctant to give a good response to educators because previously children tend to be closer to parents. Therefore, at this Kindergarten, the role of educators is important to develop children's self-confidence.

Method

Research methods include qualitative and experimental research procedures and techniques. Research methods are an important step in solving research problems. By mastering research methods, researchers can not only solve various research problems, but also develop the scientific field that involved in. New discoveries that are useful for the wider community and the world of education. The research method used is descriptive qualitative research method. The nature of the data displayed is qualitative data. Qualitative approach is a research procedure that produces descriptive data in the form of written words from people and behavior that can be observed. Some of the main characteristics of this research are that the data source is reasonable, the researcher as a research instrument, seeks meaning as far as the occurrence of events or so on (Musyarofah, 2016).

Results And Discussion

Based on the results of the study, the researcher describes the role of educators in the social emotional development of children in accordance with indicators related to this research, such as the role of teachers in the social emotional development of children at Iloheluma Kindergarten, Bone Bolango regency.

1. Teachers as Educators

Educator is the main and foremost role, especially for students at the basic education level. In this case the teacher as an example for students, as a role model, provides examples in terms of attitudes and behavior, and shapes the personality of students. In accordance with the results of the study that the role of the teacher or educator is very flexible, this is reflected in that providing education to children is one form of the process of forming a child's social and emotional state, therefore, the teacher acts as a role model for students, therefore, what the child does will reflect his personality in the future. The role of parents is also very much needed too because they are also part of informal education or the essential role for children's learning. It can be stated that most of the teacher's role as an educator has been implemented.

2. Educators as Managers

Educators have a role to enforce the rules and regulations that have been mutually agreed upon at the school. In this case, the teacher plays a role in providing direction or signs for provisions, therefore, school rules can be implemented as well as possible to be done by children. Educators also play a role in providing direction in socializing participants. Based on the results of the study, it can be revealed that teachers and parents are people who are fully responsible for their children or students because teachers and parents are leaders as well as managers both at home and at school, therefore, it is hoped that the system implemented in schools can have a positive impact on children. Hence, a teacher is always able to oversee the implementation of the main tasks and functions based on the provisions of the applicable legislation.

3. Educators as Supervisor

Educators as supervisors are related to providing guidance and supervision to students. In this case, the teacher must be able to understand the problems faced by students, find problems related to students' social emotional processes and finally provide solutions to solve the problem. Based on the findings, the role of educators as supervisors greatly affects the results of children's education, therefore supervision of children is further intensified and when children are involved in problems, teachers and parents can provide solutions or assistance to children to make them feel safe and not afraid when they face trouble. Therefore, each individual is also a growing to be better. The rhythm of educators must act as supervisors and guide participants so that they can find the various potentials they have as a provision for their lives, guide participants to help them achieve and do their developmental tasks, with this achievement they can grow and develop as an ideal human being that is the hope of every parents and society.

4. Teachers as Innovators

Educators must have a high willingness to learn and increase their knowledge and skills as teachers. In this case, the teacher must be able to produce useful innovations to improve children's social and emotional feeling. Based on the results of the study, it shows that every learning that we provide is always accompanied by innovation because children need learning that is danceable and not boring, so things related to learning must be improved and the role of parents is also needed.

5. Teachers as Communicators

Educators as communicators must be able to provide advice that can motivate participants. In this case, educators must become good friends who can provide encouragement in the development of attitudes and behavior and good values to students. Therefore, when participants ask educators about something, educators can answer children's questions using language that is easier to understand. Based on the findings in this study that the formation of good communication in children occurs because of the role of schools and parents who mutually support the process of social development of children, thus the role of teachers as communicators can provide a good approach to students and become friends for students.

6. Teachers as Motivators

In this case, the educator acts as a motivator for the overall learning activities of students, so that they are required to be able to generate motivation for student learning, explain concretely to students what they can do after conducting learning activities, and give awards for the achievements of students. Based on the description above, the researchers can reveal that where the role of educators is needed in increasing the spirit of children, especially social emotional development, children need to have high motivation both from within themselves. Therefore, it is hoped that whatever the child does, it should be supported and let them shape their personality in the future because children are the generation that will replace them later, both teachers and parents.

The difference in pretest and posttest scores on the conceptual test above, if visualized in graphic form, then the difference in scores will be in the following graph
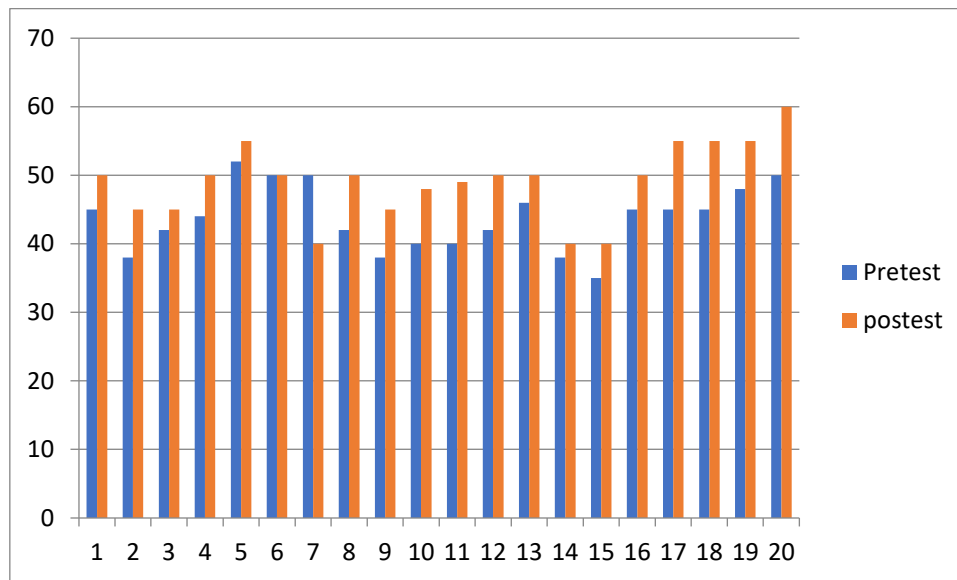

Diagram 1. Diagram of the difference in Pretest and Posttest scores of children's self-confidence in Trial 1

The statistical test used is the Wilcon Match Pair Test. The test was conducted to determine the difference between two paired data, namely pretest data and posttest data. The use of Wilcon statistical tests using the help of SPSS. With the following test criteria:

Ho: there is no difference between the two paired data

H1: there is a difference between the two paired data

With decision making, if Asymp. Sig. < 0.05, then reject Ho or accept H1, and if Asymp. Sig. > 0.05, then accept Ho or reject H1. The test results can be seen in the following table:

Test Statistics[b]

	Post Test - Pre Test
Z	-3.126[a]
Asymp. Sig. (2-tailed)	.002

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

Based on the statistical test in the table. It can be interpreted that the value of Asymp.Sig is 0.002 < 0.05. In other words, reject Ho or accept H1. This means that there is a significant difference in scores between the posttest and pretest on the aspect of children's self-confidence.

The difference in pretest and posttest scores on the conceptual test above, if visualized in graphic form, then the difference in scores will be shown in the following graph:
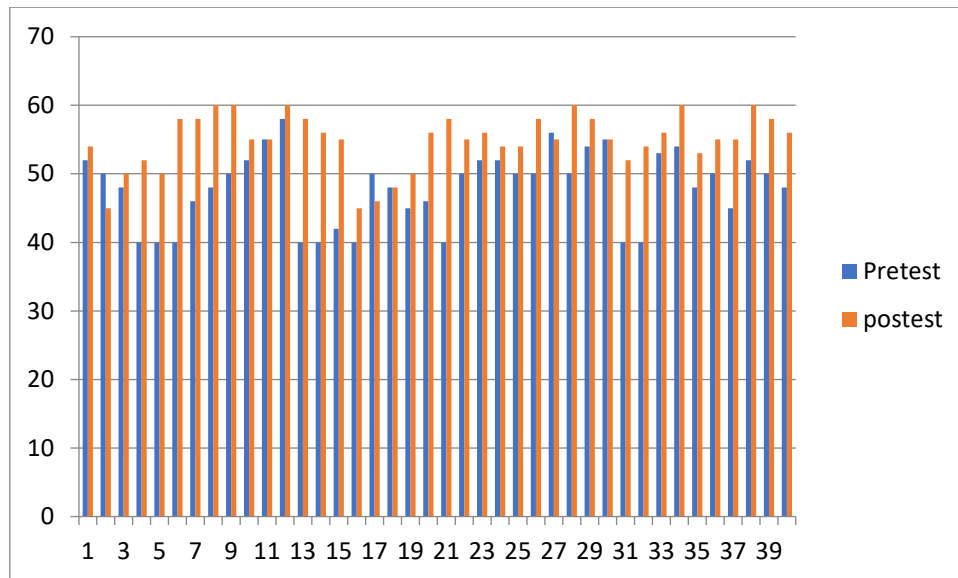
Diagram 2. Diagram of Differences in Pretest and Posttest Scores of Role Playing and Children's Confidence in Trial 2

The statistical test used is the Wilcon Match Pair Test. The test was conducted to determine the difference between two paired data, namely pretest data and posttest data. The use of Wilcon statistical tests using the help of SPSS. With the following test criteria:

H0: there is no difference between the two paired data

H1: there is a difference between the two paired data

With decision making, if Asymp. Sig. < 0.05, then reject H0 or accept H1, and if Asymp. Sig. > 0.05, then accept H0 or reject H1. The test results can be seen in the following table.

Wilcoxon Signed Ranks Test

Ranks

		N	Mean Rank	Sum of Ranks
Post Test - Pre Test	Negative Ranks	3[a]	8.33	25.00
	Positive Ranks	34[b]	19.94	678.00
	Ties	3[c]		
	Total	40		

a. Post Test < Pre Test

b. Post Test > Pre Test

c. Post Test = Pre Test

Test Statistics[b]

	Post Test - Pre Test
Z	-4.933[a]
Asymp. Sig. (2-tailed)	.000

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

Based on the statistical test in the table. It can be interpreted that the value of Asymp.Sig is 0.000 or <0.05. In other words, reject H0 or accept H1. This means that there is a significant difference in scores between the posttest and pretest on the aspect of children's self-confidence.

Based on these data, it can be seen that the highest percentage of children's activity in conducting children's activities to increase children's confidence through pretend play. This is because children tend to be interested in the early part of the activity. So that the activity has a high percentage value, however, this does not mean that other activities are low as described.

Discussion

Based on the description of several indicators, the researcher reveals that the ability of children's social emotional relationships develops because of the curiosity about everything in the world around them. In its development, every child wants to know how to have a good and safe relationship with the world around him, both physically and socially. Emotional social relationships can be interpreted as the individual's ways towards themselves. In this emotional social relationship, it also involves adjustment to the environment, such as eating together in groups, and playing. There are many parties who can help in the social emotional development of children, namely parents, educators, and the environment. With the role of parents or educators is the first educator for the daily life of children. By providing education in social emotional development, children show good attitudes, behaviors and habits.

Besides that, the researchers also made observations on the social emotional abilities of children in class A with data obtained that in 1 class, there were 14 people with 7 men and 7 women, from some of these students that each child has emotional social skills. The assessment criteria are imitation, cooperation, sympathy, empathy, sharing, and familiar behavior. It can be found that the number of children who are more dominant than some of these criteria can be seen in terms of the criteria for imitation, there are 4 children who are more dominant, and for the criteria for cooperation around 5 children, sympathy around 5 children as well, empathy around 5 children, sharing around 6 children, and easy-going around 6 children. With the percentage of the total frequency is 19.4%, so it can be concluded that the total presentation is 64.8% from several other aspects with the highest frequency, therefore, the role of educators in developing social emotional is still in a low value for that it needs to be intensified in its achievement.

Conclusion

In this case, 1) the teacher as an example for students, as a role model, provides examples in terms of attitudes and behavior, and shapes the personality of students. 2) Educators as Managers, educators have a role to enforce the provisions and rules that have been mutually agreed upon in schools. The teacher plays a role in providing direction or signs for provisions so that school rules can be implemented as well as possible by participants and educators also play a role in providing direction in socializing participants. 3) Educators as supervisors are related to providing guidance and supervision to students. In this case, teachers must be able to understand the problems faced by students, find problems related to children's social emotional processes and finally provide solutions for solving the problem. 4) Educators as innovators must have a high enough willingness to learn to increase their knowledge and skills as teachers. In this case, teachers must be able to produce useful innovations to improve children's social and emotional ways. 5) Educators as communicators must be able to provide advice that can motivate participants. In this case, educators must be friends who can provide encouragement in the development of attitudes and behavior and good values to students. 6). Educators as motivators are related to their roles as educators and supervisors. In this case, to increase students' morale in social and emotional, participants need to have high motivation both from within themselves and from the educators themselves.

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