



Efforts to Increase Self-Confidence in Early Childhood Through Islamic Singing Activities

Hoktaviandri¹, Zainul Arifin², Yuliani Eka Putri³, Yusneli³

¹ STAI YPI al-Ikhlas Painan, Indonesia

² Universitas Islam Negeri Imam Bonjol Padang, Indonesia

³ STAI Yayasan Tarbiyah Islamiyah (YASTIS) Lubuk Bagalung Padang, Indonesia

✉ hokta.viandri81@gmail.com*

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Abstract

Self-confidence is a crucial aspect of early childhood development because it forms the basis for children's courage to perform, express their ideas, and actively participate in learning activities and social life. Children with self-confidence tend to be more optimistic, independent in decision-making, and motivated to achieve. Conversely, low self-confidence can hinder a child's socialization process and potential development. This study aims to describe how Islamic singing activities can be used as a learning strategy to increase self-confidence while instilling the values of monotheism in early childhood.

The research method used was qualitative with a descriptive approach. The subjects were early childhood students at SPS IT Ar Rahim, with data sources obtained from teachers and the principal selected through purposive sampling based on specific criteria. Data were collected through direct observation, in-depth interviews, and documentation of learning activities. The primary research instrument was the researcher herself, assisted by interview guidelines, observation sheets, and field notes. Data analysis was conducted thematically using the Miles & Huberman model, encompassing the stages of data reduction, data presentation, and conclusion drawing. Data validity was maintained using source and method triangulation techniques.

INTRODUCTION

Early childhood is defined as those between the ages of 0 and 6. However, some education experts argue that early childhood can reach the age of 8, also known as the golden age of brain growth and development (Dalgaard et al., 2022). Early childhood education is a period during which children grow and develop according to their age, both physically and spiritually, and only occurs once (Andiwijaya & Liauw, 2019). This phase is the most appropriate way to stimulate early childhood, ensuring that children are ready to enter the next level of education. Self-confidence is crucial for instilling in early childhood so that they grow into individuals capable of developing their potential (Liguoro et al., 2020).

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Early childhood education must be returned to the interests of the child himself and oriented to his needs, providing a pleasant, comfortable playing atmosphere, allowing children to be brave and express ideas freely (I. Sari et al., 2025). This aligns with Minister of National Education Regulation No. 58, which states that learning programs in Early Childhood Education and similar units are implemented based on the principle of learning through play, taking into account individual differences, interests, and abilities of each child, socio-cultural contexts, and community conditions and needs (Dorn et al., 2019). Building self-confidence is part of intrapersonal intelligence, which includes having a strong will, focusing on working and learning well alone, having high self-esteem, and being actively involved in activities (Rahiem, 2021). Emotional development, for example, involves working creatively and independently and successfully making changes, from a child's perspective, embodies self-confidence and a positive self-concept (Huda et al., 2022; Quranni et al., 2022). Self-confidence can stimulate children to be bold, polite, and focused in their work. Early childhood is a time when children are sensitive to various efforts to develop their full potential. Therefore, to develop children's potential, appropriate and age-appropriate stimulation is necessary (Behnamnia et al., 2020).

Early childhood education is a form of education that focuses on six developmental areas: religious and moral values, physical motor skills, cognitive skills, language skills, social and emotional skills, and the arts. One aspect that needs to be developed from an early age is physical motor skills (Fegert et al., 2020). Physical development is a developmental area that focuses on the primary tasks of the infant and child phase (Fredrika et al., 2021; Sari et al., 2024). It is crucial for educators, such as parents, teachers, and caregivers, to understand the patterns and stages of physical development to be more effective in raising children. Self-confidence is a crucial aspect of human life, including in early childhood. Self-confidence needs to be instilled in children as early as possible, as it is essential as children begin the process of socializing with their environment (Halilsoy, 2024). Children also need self-confidence when performing in public and engaging in activities. Therefore, parents and educators must work together to provide activities that can boost children's self-confidence (Rifa'i et al., 2024).

Supporting this, Hurlock explains that "self-confidence is a crucial human need because it fosters a calm and balanced attitude." Similarly, Angelis states, "self-confidence is something that enables children to channel everything they know and do (Annuar et al., 2021; Karela et al., 2020). Self-confidence can also be defined as an individual's positive attitude that enables them to develop a positive assessment of themselves and their environment or the situations they face (Fenech & Wilkins, 2019).

Based on the quote above, it can be understood that self-confidence is the ability to channel everything they know and have done to create a balanced attitude (Çetin et al., 2021). Self-confidence can foster a positive assessment of themselves and their environment or situations. Some people have high self-confidence, while others have low self-confidence (Barman & Roy, 2021). Self-confidence is one of the keys to success and is an important foundation for children to master (Barrett et al., 2019). Personality, social skills, and intelligence stem from self-confidence. A lack of self-confidence is often a very worrying issue, both for children and their parents. If left untreated, a lack of self-confidence in children will hinder their mental development (Molero Jurado et al., 2022). Moreover, children will face a future life that requires mental strength and self-development skills. Without a high level of self-confidence, their growth and development will not be optimal (Skene et al., 2022). Furthermore, both parents must be able to instill and foster self-confidence in their children. Even if only in front of their parents, children can begin to express their opinions (Shaheen et al., 2024).

This kind of behavior can train children to be brave in public. Parents must be able to train children to be brave in public in an appropriate manner. Meanwhile, according to Pradipta, self-confidence is important for participating in public life, such as when joining a community and being involved in an activity or event. Self-confidence increases effectiveness in those activities (Hidayat & Nurlatifah, 2023; Nurachadijat & Selvia, 2023). From the quote above, it can be understood that self-confidence is very important because it is a lesson and training that occurs from childhood so that children are able to participate in community life. Where this self-confidence can be instilled or cultivated by parents, so that children are able to express their opinions both in front of parents and in the community during an activity or event (Dhiu & Laksana, 2021).

METHOD

This study uses a qualitative method with a descriptive approach that aims to describe the implementation of Islamic singing activities in increasing self-confidence and instilling the value of monotheism in early childhood (Febriani et al., 2025). The subjects of the study were early childhood at SPS IT Ar Rahim, while data sources were obtained from teachers and principals selected through a purposive sampling technique with the criteria of understanding the problem being studied, still active in relevant fields, having time to provide information, and being able to convey data according to facts in the field (Engkizar et al., 2025). Data were collected through direct observation of learning activities, in-depth interviews with informants, and documentation of activities. The main instrument of the study was the researcher herself as the key instrument, assisted by interview guidelines, observation sheets, and field notes. Data analysis was carried out thematically using the Miles & Huberman model through the stages of data reduction, data presentation, and drawing conclusions. To maintain data validity, this study used source and method triangulation techniques by comparing the results of interviews, observations, and documentation (Ardoin & Bowers, 2020).

RESULT AND DISCUSSION

This study will analyze the data that has been collected from the results of research conducted through observation and interviews, in the results of this study shows that the application of the Islamic singing method applied continuously can increase children's knowledge about religion and increase the values of monotheism in class B children at That the singing method is a fun activity for Early Childhood, according to research results that can be used by educators to convey (Sinaga et al., 2021; Zahra, 2020). This is proven in research conducted by researchers by Riska Mazida, the application of the singing method can improve the understanding of language values of children in group B, This is proven by the results of the study which shows that there is an increase in the percentage of development of religious and moral values in children in group B. This is a reference material for researchers to do because the values of monotheism themselves are included in the indicators of the development of religious and moral values of children, the difference in this study is the researcher's variables are more specific to the instillation of monotheism values only while the variables in Riska Mazida's study are more general, namely the development of religious and moral values of children. The research method used is quite different because in the study using quantitative methods, while researchers use qualitative methods (Anindita et al., 2023; Srihartini et al., 2021) In the introduction, the author has stated that the purpose of this study is to describe the application of the Islamic singing method in increasing the values of monotheism in early childhood. The following is an explanation of the application of the Islamic singing method at SPS IT Ar Rahim which the author will describe, including the following:

Implementing Islamic Singing Methods to Instill the Value of Monotheism in Children from an Early Age

The Islamic singing method is one method that can support the instilling of monotheistic values in children from an early age. Singing will be more important if it is implemented with greater emphasis and stimulation of religious nuances, thus fostering children's religious development and enhancing their monotheistic/religious values (Andiwijaya & Liauw, 2019; Fadhlani, 2021; Nazla & Fitria, 2020) For example, when singing, children are exposed to songs containing Islamic teachings. Therefore, appropriate stimulation is needed to instill monotheistic values in children, as implemented. The implementation of the Islamic singing method involves several stages, including the following:

Preparation and Planning for the Implementation of Islamic Singing Method Learning. At this stage, before conducting learning activities using the Islamic singing method, teachers prepare themselves for the lesson. After preparing themselves, teachers will naturally develop a lesson plan and prepare everything they will need for the learning process using the Islamic singing method. This preparation includes preparing songs and materials to be delivered, as well as preparing a lesson plan for the learning process. Planning is essential in the learning process, starting with planning learning objectives, planning the material to be delivered, and planning media, if necessary (Latief, 2020)

Teachers Understand the Material Well Before the learning process begins, teachers first prepare themselves by mastering the material and understanding what they will convey to students. This ensures that the material is easily understood by students and the learning objectives of the material presented through the Islamic singing method are achieved. Beyond simply understanding, teachers must also understand the concepts or facts of the new material that students must master. After completing preparations, such as developing a plan and preparing everything necessary (Robecca et al., 2020).

When selecting songs to be taught to children, teachers choose familiar tunes, such as the lyrics of the song "Rukun Islam" which has the beat of "Balloonku Ada Lima" to make it easier for students to remember. Because the song "Balloonku Ada Lima" is already familiar to children, the lyrics of the song "Balloonku Ada Lima" are replaced with "Rukun Islam yang Lima" (five pillars of Islam). This is a replacement for familiar tunes.

The Process of Implementing the Singing Method in Developing Language in Children Aged 5-6 Years at the Multazam Integrated Islamic Kindergarten, Pamekasan Regency

On Monday, January 2, 2023, at 7:30 a.m. WIB, the researcher requested permission from the principal and all teachers to conduct direct observations of the teaching and learning activities there. Below, the researcher will present the results of the interview and the results of the first and second observations related to the Implementation of the Singing Method in Developing Language in Children Aged 5-6 Years. Group B is a group of students who will enter their second year of learning applies several methods, one of which is the singing method, with the aim of developing students' language skills.

Interview Results

Based on an interview with Alfathah Fajri Valevi, the principal and teaching staff, on the day of the implementation of the singing method for developing language in children aged 5-6 years, the researchers previously discussed the singing method. Singing is definitely there, although some institutions don't want to use the singing method. The

curriculum we use is also the same as other schools, here also uses an independent curriculum where there are six aspects that must be developed, one of which is the language aspect. The method I use in developing language skills is the singing method, the singing method is considered very effective and creates a very joyful learning atmosphere and enthusiasm from students also increases, because by singing children easily accept and understand the new vocabulary that the teacher gives. The singing method here is applied every time we have circle time usually. During circle time when learning ablution, we sing the pillars of faith and so on. For each theme we also change the song usually to suit the theme. For example, today the theme of plants is sung songs about plants, although the teachers are directed to repeat it. Changing to the theme of plants, later changing to a song about plants that is delivered so conveying the learning conveying the material through songs is also one of the methods we do to make it more attached to the children.

CONSLUSSION

Islamic songs are one of the results of an innovative learning method where learning using Islamic songs is very relevant to be used as an effort to optimize character formation in students. This Islamic song learning system is very flexible and not patronizing because it is done together with a pleasant atmosphere created from existing learning activities that are often liked by children such as singing, clapping, body reenactments, and other body movements. In Islamic songs, of course, there are many meanings or messages contained in them which are certainly related to education. It is hoped that teachers will be able to innovate in creating Islamic songs that contain meaning and moral messages for students, so that they can be used as an interesting learning medium. The teacher's view on assessing child development in the Independent Curriculum is simple and profound, because in its activities, the activities are centered on children, where the activities are carried out with media available in the surrounding environment, so that learning activities can be meaningful.

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