The Effectiveness of Using Cup Board Hoop Media on Children's Self-Confidence

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Abstract. Self-confidence must be developed from an early age to build positive relationships in interactions and collaboration with others. However, it was found that many children in several Kindergarten in Karawang Regency felt inferior when speaking in front of the class because self-confidence had not been optimally stimulated. The purpose of this study was to determine the effect of CB Hoop media on enhancing self-confidence of children aged 5-6 years. This research used a one-group pretest and posttest experimental design involving 15 children aged 5-6 years from Karawang Regency. The data was analyzed using the T-Test technique. The results showed that there was a positive effect of CB Hoop media on increasing self-confidence through good communication the children aged 5-6 years. CB Hoop media is effective in increasing the self-confidence of children because it is carried out consistently in 15 meetings with interesting game variations. CB Hoop media is suitable for implementation in kindergarten to increase the self-confidence of children aged 5-6 years.

Keywords: CB Hoop media, Early Childhood, Self Confidence

1   Introduction

Early childhood is also the most important age in human development. At this time the child's personality has not yet been formed. Locke argues that a child at birth can be likened to white paper, where the environment can provide any message that can determine the development of a child [1]. If at that time they get the right education, they will form the foundations of a strong personality. Conversely, if you get the wrong education, you will form the basis of a bad personality. Self-confidence is important for every individual. Maslow said that self-confidence is the basic capital for the development of self-actualization. Someone who has self-confidence will be better able to recognize and understand himself, otherwise if someone lacks self-confidence it will be difficult to develop his potential, and will become someone who is pessimistic in facing challenges, afraid, and hesitant to convey ideas. ideas. He will be indecisive in making choices, and often compares himself with others [2].

One of the personality traits that must be built from an early age is self-confidence. According to Erikson's psychosexual theory, children aged 0-1 years are at the oral sensory stage with an emotional crisis between "trust versus distrust". at 1-3 years old,

they are at the stage of "autonomy versus shyness & doubt". At 3-6 years old, they are at the stage of "initiative versus guilt" and at around 6-11 years old, they experience the crisis of "industry versus inferiority". Children who experience an emotional crisis in the first stage will continue to experience considerable shame and doubt in their development. Even if the child is always blocked by his desires and considered questions or whatever he does is meaningless, the child will always feel guilty. In broader social relationships, the child realizes the need to achieve this. Hence the need for appropriate handling from adults. However, from the observations that occurred in several kindergartens in Karawang Regency, there are still many children who are shy when invited to speak in front of the class, do not dare to look at the other person when invited to communicate, and do not want to be asked to lead the line before entering the class, do not want to be involved in group activities [3].

Self-confidence does not just appear in a person, but through a certain process in a person's personality so that self-confidence is formed [4]. Likewise, a person's self-confidence certainly does not just appear, it goes through a long process and is supported by various influencing factors. One of them is a person's early childhood education or what is called early childhood education [5]. One of the efforts that teachers can make to increase children's self-confidence is through stimulation by using appropriate and interesting learning media for early childhood. Early childhood learning media is an intermediary tool specifically designed in accordance with learning objectives in order to convey messages from the sender (teacher) to the receiver (child) so as to stimulate certain aspects of development in accordance with the learning objectives to be achieved [6].

There are four principles of using early childhood learning media: The use of learning media should be able to overcome problems, and pay attention to the principles of convenience, cheapness, reachability, durability and safety used by children in play activities while learning [7]. The use of learning media must be carried out with appropriate learning plans so that it can be followed properly by children during play activities while learning [8].The learning media created should be used not only to stimulate one aspect of development, but also to stimulate other aspects of development. In designing a learning media there are several principles that must be considered so that the learning media made can overcome the problems that exist in PAUD institutions. There are several principles that must be considered in making learning media:

In this research, we try to design learning media that can be played by children individually and in groups. There are 3 main types of activities designed for this activity [9]. The first activity is playing hula hoop relay, where each child has to work together to run while passing the hula hoop from one child to another until it reaches the finish line. The second activity invites the children to make hula hoops in groups and then decorate them. The child is then asked to describe the process of making the hula-hoop and ask how the child felt after he made the hula-hoop with his friends.

2   Methods

This study used a one group pretest and posttest experimental design involving 13 children aged 5-6 years from Karawang Regency. Data were analyzed using the T-Test technique. The calculation method is carried out using the SPSS application to see how

much effectiveness CB-Hoop media has on early childhood self-confidence. Research sampling with a pretest of 1 day to find out how much the initial self-confidence value of children when the research was conducted [10]. Furthermore, after the pretest, treatment was also carried out to provide stimulation of early childhood self-confidence with CB-Hoop media. The stimulation provided in the form of self-development using CB-Hoop media is expected to increase self-confidence in early childhood. Determination of the end of the activity, a posttest is carried out as a series of research closures by giving posttests to children who are research samples. Furthermore, the data that has been obtained is processed using the SPSS application.

3   Results And Discussion

The results of the pretest and posttest conducted in this study are displayed in Fig. 1.
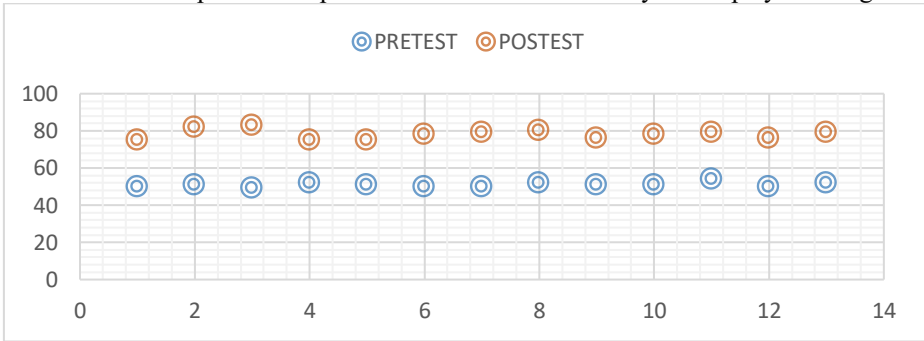

Fig. 1. Pretest and posttest

In the diagram obtained pretest and posttest research data. Judging from this data that there is an increase in data on children before research and after research. The data is taken from pre-action (pretest) before giving treatment and post-action (posttest) after giving action. This data collection is intended to find out how much improvement occurs after treatment for 3 months. This study uses calculation techniques through the SPSS application to test several things, namely, normality value, homogeneity value and sample t-test. This is intended to determine how much normal; homogeneous and influence values are obtained. Based on these considerations, the following results were obtained:

Table 1. Sample test

		Paired Differences						
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	PRETEST - POSTTEST	-27.077	3.013	.836	-28.898	-25.256	-32.404	12	.000

Table 1 shows that the t_{count} test value of the research variable is 32.404. In determining the amount of influence of the 2 variables is the formula $t_{count} > t_{table}$. This study shows the effectiveness of CB-Hoop media on early childhood self-confidence. From these data that the research obtained is effective on children's confidence with the results showing 32.404 > 2.160.

4   Discussion

CB Hoop Multi Size is a learning media innovation designed by the research team to increase children's interest in learning the intensity of gross motor activities during BDR activities to balance screen time activities. CB Hoop Multi Size aims to provide real play activities for children in gross motor activities. CB Hoop Multi Size is a modification of Hula hoop media, the basic difference from CB Hoop Multi Size media is that it is made of used cardboard and has various sizes, ranging from a diameter of 8 centimeters, 35 centimeters, 50 centimeters, and 70 centimeters (Fig. 2).

Fig. 2. CB hoop activity

The advantages of CB Hoop Multi Size media are that this media is easy for parents to make at home and the materials used use recycled materials that can be found in the surrounding environment. From the learning aspect, the advantages of CB Hoop Multi Size media provide opportunities for children to play individually or in groups. CB Hoop Multi Size allows children to do play activities by involving parents. Play activities that can be done using CB Hoop Multi Size media include jumping, running relay, crawling, throwing, catching and other gross motor activities.

The following are the steps for learning the CB Hoop Multi Size game including: (a) students wear complete sportswear and shoes; (b) familiarize students to pray; (c) invite children to sing as well as clap to get excited; (d) introduce activities and rules that are carried out while playing; (e) prepare CB Hoop Multi Size Physical Activity media consisting of several sizes and varieties of media that will be used in these activities (g) start the game with individual games, then proceed to make groups to play small group and large group games; (h) the teacher conveys the rules of the hula hoop game. (h) the teacher conveys the rules of the hula hoo game. students carry out the movement activity commands conveyed by the teacher / parent (for example: the child throws a small hula hoop into the bottle that has been provided in front of him) etc.; (i) do the game systematically following the instructions given by the teacher or parent in the CB Hoop Multi Size game; (l) after the students tidy up the game that has been used; (m) students

do hand washing and toilet training activities after the activity is complete; (n) the teacher and parents ask for recalling the activities carried out today; (o) End the game activity with prayer. Based on the research that has been conducted at TKQ An-namlu PAUD institution, from the data analysis that has been done, it can be concluded that CB Hoop Multi Size media is effective in increasing children's self-confidence.

This study was conducted for 3 months, the initial observation results showed that 10 out of 15 children still did not want to perform when asked to perform in front of the class, and the pretest results showed that the average child's self-confidence was in the undeveloped stage and the range was 51, after being treated for 3 months then a post test was conducted and a value of 78 was obtained, meaning that within 3 months there had been an increase of 27%. The results showed that there was a positive influence of CB Hoop media on increasing self-confidence through good communication in children aged 5-6 years. CB Hoop media is effective in increasing children's self-confidence because it is carried out consistently in 15 meetings with interesting game variations.
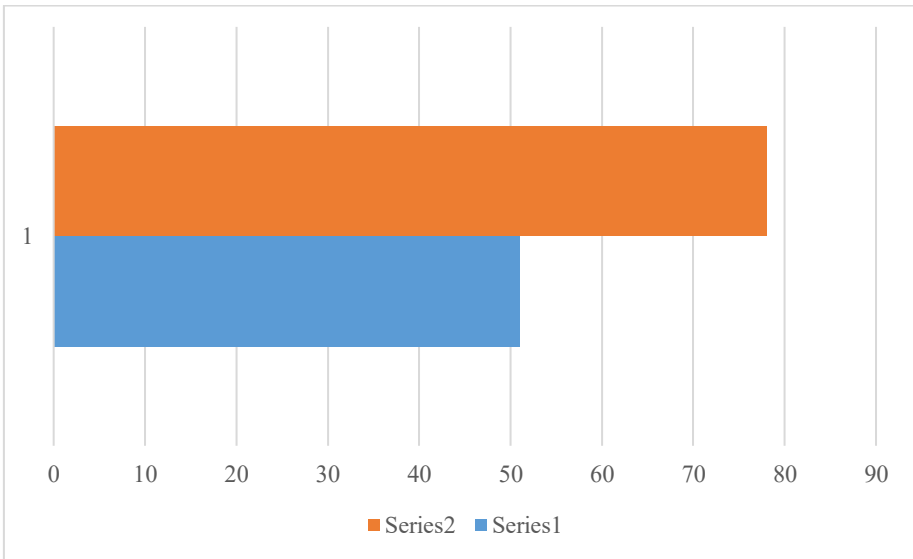

Fig. 3. Pretest and post-test result

CB Hoop media is suitable to be applied in kindergarten to increase the self-confidence of children aged 5-6 years. In the activities carried out, it provides a good stimulus for children. In the results of research conducted by learning media has an important role in the learning process. The effectiveness and efficiency of learning is influenced by the accuracy of media selection. learning determined by the teacher in a learning activity. From this theory, it can be concluded that good media selection can affect the effectiveness of the stimulus provided.

Furthermore, Fig. 3 explains that the results of this study show an increase in children's cooperation skills when the pretest is 9.11 and when the posttest is 13.27, it can be seen that there is an increase of 4.16%, it can be concluded from this data that there

is a significant effect of using CB Hoop media to improve cooperation skills in children aged 5-6 years. This shows that CB-Hoop media is effective on the cooperation skills of children aged 5-6 years at PAUD Melati V Karawang.

5   Conclusion

Self-confidence in early childhood can be stimulated through effective learning media. This proves that effective learning media can make children more interested in the media presented by the teacher. Innovative in media formation is needed to train teachers' creativity in making interactive and practical learning media. Therefore CB-Hoop is present as one of the good innovations in stimulating early childhood activities. Based on the research conducted, it is known that CB-Hoop can provide good effectiveness on children's self-confidence. This self-confidence is a form of child development stimulation. This is evidenced by the results of research showing the amount of self-confidence of early childhood in Karawang Regency which initially amounted to 51% rose to 78% with reinforced by the results of SPSS conducted which shows that the value of $t_{count} > t_{table}$ is 32.404>2.160. So from these results CB-Hoop is able to be an effective alternative media for early childhood cooperation skills.

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