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Application of Active Learning Methods in Developing Early Children's Confidence Capabilities

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ABSTRACT	ARTICLE INFO
Action learning or active learning is a model or strategy involving children directly in the learning process. Not all children have the confidence to express their will and potential in school because the situation and environment are different from their home environment such as new teachers, new friends and a new atmosphere. The different abilities and potentials of children, spur teachers to always encourage and motivate them so that they dare to express and explore. Without the self-confidence built by the teacher in the learning process, the potential they develop is less optimal. Therefore, the application of the active learning method is very supportive in developing children's self-confidence. This research uses a qualitative type of research (constructivist) using the answer and question method, assigning tasks and involving children directly in child-centred activities or learning (student centre). This study found that children who were directly involved in learning were more confident, courageous, able to interact with friends and teachers, communicative, imaginative, creative and innovative because all of their five senses are used. © 2024 Kantor Jurnal dan Publikasi UPI	Article History: <i>Submitted/Received 27 Apr 2024</i> <i>First Revised 06 May 2024</i> <i>Accepted 27 Jun 2024</i> <i>First Available online 01 Aug 2024</i> Keyword: <i>Active learning,</i> <i>Confidence</i>

1. INTRODUCTION

Children are a gift from God that makes a family happier and more colourful. As grateful, we are obliged to provide physical and spiritual happiness for them (Hyoscymina, 2011). In addition, as parents, we must equip and teach them with various knowledge and knowledge. But when we feel unable to do it, then we are obliged to find other people/teachers to teach them (Erzad, 2018).

One way is by sending them to kindergarten or the nearest early childhood post or school of interest. Parents send their children to school from an early age with the hope that their abilities and potential will develop more optimally (Yuniatari, 2021).

The process of growth and development of children is the most extraordinary time for them, namely when they are 0-6 years old (Golden Age) because, at the golden age, their growth and development develop very rapidly. head, as well as increasing the development of cognitive abilities, language, physical motoric, moral and religious values to social and emotional abilities (Pratiwi, 2017).

No less important than all these aspects of development is the confidence of children which will later grow their abilities and self-confidence will motivate children to dare to express themselves to be more active and creative in various activities, they will be more independent and not dependent on others (Crisianita and Mandasari, 2022).

Children who do not have self-confidence will feel embarrassed when they are asked to come to the front of the class, answer questions, do not dare to ask when they feel difficult so that all aspects of their development are somewhat hampered (Santosa, 2018). Even though they are still children, they still need the confidence to interact, both with their peers and the adults around them. adults to achieve success and success (Rosenberg and Pearlin, 1978).

In this case, it is the teacher figure who is seen as being able to develop their potential and can build children's self-confidence, apart from the support of their parents themselves. trust and obey the teacher compared to their parents (Salafuddin *et al.*, 2020).

Therefore, the teacher is required to be close to the child, because when the children feel close and comfortable with the teacher, the child's self-confidence will indirectly grow. it will be easier to absorb what the teacher says (Anggraeni, 2017). In addition, teachers are also required to be creative in applying learning methods to be easily accepted by children (Dwijono *et al.*, 2020). Don't let us as teachers misapply methods that limit their range of motion, so that they seem stiff and monotonous, such as teacher-centred learning methods.

Based on observations, many schools abandon the teacher-centred learning method because this method tends to ignore children who essentially have different abilities and potentials (Baroya, 2018) Children are only objects of listening to teacher lectures and explanations. According to Paulo Freire, the teacher-centred learning method is referred to as bank-style education, where the teacher is the saver and the child is a piggy bank that is constantly filled with knowledge. Freire also argues that knowledge is a gift from those who are knowledgeable (teachers) to those who are considered stupid (students) (Muslikh *et al.*, 2013).

In addition, the learning method that is only teacher-centred (teacher centre) seems to pay less attention to children's characteristics and makes the scope of children narrow, children only as spectators pay attention, imitate and follow the teacher's instructions in front of the class (Masruroh and Khulusinniyah, 2020).

This situation must be considered by parents and teachers. Parents must always provide support and give examples of good things for their children at home, while teachers are at

school because the teacher's role is also very important in developing children's knowledge and potential. The teacher must be the best model, motivator and facilitator for children because children are very obedient and trust their teachers more than their parents (Qadafi, 2019).

From the problems mentioned above, one of the appropriate methods used by teachers in schools is the active learning method (Akinoğlu and Tandoğan, 2007). The active learning method is a learning method or strategy implemented by teachers in the learning process where children are directly involved in the process, such as questions and answers, research, expressing problems and solving them and concluding self-understanding according to their age. So, from these ways, their curiosity and understanding of something will be solved because all their five senses work optimally. Through active learning, teachers will condition children to always experience learning experiences more meaningfully and always think about what is being done during the learning process (Chi and Wylie, 2014).

The active learning method is an attempt to attract children's attention and response so that learning at school becomes something that is not boring and even more fun. According to Piaget, children's intelligence develops through an active learning process (Qayumi, 2001). Educators should implement active learning by providing opportunities for children to be actively involved in activities that can optimize the use of all of the child's five senses. In active learning, there are questions and answers, and talking and listening activities. Writing, reading and reflection lead children towards meaning. In this case, the teacher acts as a facilitator rather than a knowledge giver (Lia, 2021).

Based on the explanation above, it can be seen that in applying the active learning method, it must be by the conditions and characteristics of early childhood which is oriented towards fun activities. more optimal. The intended program is the direct involvement of children (active learning) in the learning process such as question and answer or discussion and assignment.

This study aims to test the active learning method in increasing the self-confidence of early childhood, providing a sense of security and comfort because children feel close to their teachers so it is hoped that their potential will develop more optimally making them good at expressing, innovating and exploring. The proposed hypothesis is the application of the active learning method in increasing the self-confidence of early childhood.

2. METHODS

This study uses a qualitative approach (constructivist), namely research conducted directly by researchers by observing the object under study, through interaction. The researcher experiences and feels the findings of his research, and the researcher himself becomes the research instrument. While the data collection technique used is by using the question-and-answer method/interview (interview), and observation (Moser and Korstjens, 2018).

This research was carried out at a nearby institution. with the research place in RA Al Huda Selanegara, Sumpiuh District. This research was carried out within a week. Giving assignments and involving children directly in child-centred activities or learning (student centre) with teacher direction and guidance are activities that are presented so that children can control themselves in learning situations.

Self-control built from the activity of children in learning is expected to be able to instil self-confidence so that they can interact more, and be more open and closer to their teachers (Nurfazrina et al., 2020). The data collected from observations and interviews with

early childhood children at RA Al Huda Selanegara when studying became a finding from a study between active learning and passive learning.

From the results of these data and findings, data analysis will be carried out by processing it into a data set that may be useful for other institutions that in particular are still implementing passive learning.

The application of the active learning method in the research institution uses direct involvement of children in learning activities, namely giving assignments, interviews and observations or observations. The teacher with great patience and tenacity invites children to dare to appear, dare to express their opinions, and ask questions. Things that they don't understand. So that children become closer to their teachers because they feel safe and comfortable. In addition, children have self-confidence. Active learning methods are also able to optimize all aspects of their development because all of the child's five senses are used so that knowledge and information become more memorable, not only memorized but not easily forgotten. and exploration began to develop.

The child who previously did not dare to come to the front of the class thanks to the teacher's patience, the child wanted to come forward. The child who previously did not want to ask because he was significantly embarrassed began to open his voice to dare to ask questions. So that the classroom atmosphere becomes livelier there is an attachment and comfort between teachers and students.

3. RESULTS AND DISCUSSION

Children's self-confidence has increased since the implementation of the active learning program. Aspects of children's development have increased evenly starting from the physical aspects of motor, language, cognitive, artistic, social emotional, religious and moral values. during the child involvement program. The experience they receive is in the form of interesting and fun activities. Teacher assistance is carried out optimally through their freedom of opinion and expression as well as interviews, implementing activities that do not restrain children so that they want to communicate comfortably.

By the views of Confucius, the philosopher from China, stated, "What I hear, I forget. What I see I remember. What I do, I understand". This shows that a child who learns only by listening to lectures or explanations from the teacher will be easily forgotten by the child. The child will always remember and understand that knowledge until he grows up.

The results of previous research by Suarsih (2020), argue that active learning encourages children to be enthusiastic, agile, fun, passionate, free and think hard so that learning activities are more valuable. Agree with these results the researchers also found the same thing in their research. The only difference is that this study focuses more on children's self-confidence, which is embedded in the Active Learning method. Researchers consider that without self-confidence that is formed in children, the results of learning are less than optimal. Self-confidence here is formed not only from the direct involvement of children in the learning process, but the teacher's efforts to make children feel comfortable and close to the teacher are also very dominant. Because when children learn directly but without motivation, support and encouragement from the teacher, children still lack the courage to be creative and explore. Of course, this is agreed upon by the teacher. all parties are good teachers or parents. What underlies the application of the active learning method to increase children's confidence is also based on a joint decision between teachers and parents. Parents think that teachers will be more trusted by children than them, and this has been proven by data received from several guardians' students. No matter how smart the

parents are, if it is not by what the teacher teaches, the child still does not want to follow the directions of the parents.

4. CONCLUSION

The ability of self-confidence in early childhood is necessary to achieve all aspects of child development. By instilling self-confidence, all of the imagination, desires, potential, talents, interests, creativity and innovation of children will develop. shy, not brave and tend to be passive in activities, especially with a teacher-centred learning system that makes children more constrained and closed. However, after the implementation of the active learning method, children's enthusiasm and confidence increase, and children are more daring to express and explore. Closer and more comfortable with the teacher, the child feels needed and appreciated because in every learning it is included and involved, all opinions and curiosity are answered and supported by the teacher.

Based on the explanation, it is proven that the application of the active learning method in a school institution, especially an early childhood education institution, either Kindergarten, RA or PAUD is very appropriate to be implemented because it can increase the ability of children's self-confidence which will help them dare to express and explore so that all aspects their development optimally.

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