

Profile of self-confidence among children aged 5-6 years based on the adoption of an early childhood self-confidence instrument

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(Received: 25-04-2026; Revised: 12-05-2026; Accepted: 30-04-2026; Published: 30-06-2026)

Abstract: *This study aimed to describe the self-confidence of children aged 5-6 years. A quantitative descriptive design was employed, involving 53 children aged 5-6 years in early childhood education institutions. Data were collected using a questionnaire adopted from The Behavioral Rating Scale of Presented Self-Esteem for Young Children developed by Harter and Haltiwanger. The results showed that the self-confidence level of children aged 5-6 years was still in the very low category, with an overall mean percentage of 27,57%. The highest percentage was in the indicator of children's ability to lead games or simple activities, at 39,62%, categorized as low, whereas the lowest was in the indicator of children showing happy and confident expressions during activities, at 18,87%, categorized as very low. These findings indicate that children still require appropriate stimulation to develop self-confidence through active, enjoyable activities that involve social interaction, such as group guidance based on creative dance.*

Keywords: *self-confidence; early childhood; creative dance; instrument adoption.*

Abstrak: Tujuan penelitian ini adalah untuk mengetahui gambaran kepercayaan diri pada anak usia 5-6 tahun. Penelitian ini merupakan penelitian deskriptif kuantitatif yang dilakukan terhadap 53 anak usia 5-6 tahun di lembaga pendidikan anak usia dini. Pengumpulan data dilakukan menggunakan kuesioner yang diadopsi dari *The Behavioral Rating Scale of Presented Self-Esteem for Young Children* yang dikembangkan oleh Harter dan Haltiwanger. Hasil penelitian menunjukkan bahwa tingkat kepercayaan diri anak usia 5-6 tahun masih berada pada kategori sangat rendah dengan rata-rata persentase sebesar 27,57%. Persentase tertinggi terdapat pada indikator kemampuan anak memimpin permainan atau kegiatan sederhana sebesar 39,62% dengan kategori rendah, sedangkan persentase terendah terdapat pada indikator anak menunjukkan ekspresi senang dan percaya diri selama kegiatan sebesar 18,87% dengan kategori sangat rendah. Hasil penelitian ini menunjukkan bahwa anak masih memerlukan stimulasi yang sesuai untuk membantu mengembangkan kepercayaan diri melalui kegiatan yang aktif, menyenangkan, dan melibatkan interaksi sosial seperti bimbingan kelompok berbasis seni tari kreasi.

Kata kunci: kepercayaan diri; anak usia dini; tari kreasi; adopsi.

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INTRODUCTION

Early childhood education is a highly important stage of education for optimizing children's holistic development. Bredekamp & Copple (2017), stated that during early childhood, children experience rapid development across various domains, including social-emotional development, which is related to children's ability to understand themselves and interact with their surrounding environment. One important social-emotional skill to develop from an early age is self-confidence. Self-confidence helps children become willing to try new things, perform in front of others, interact with peers, and demonstrate their abilities in various learning situations (Santrock, 2011).

Self-confidence in early childhood can be observed through behaviors such as speaking up, actively participating in group activities, expressing opinions, and not giving up easily when facing difficulties (Haltiwanger & Harter, 1987). Children with adequate self-confidence tend to adapt more easily to their social environment and become more active in the learning process (Aziza et al., 2025). Conversely, Gardini et al (2023), explained that children with low self-confidence usually show shyness, fear of making mistakes, reluctance to perform in front of peers, and limited participation in group learning activities. Problems related to low self-confidence are still frequently encountered in early childhood education. Based on preliminary observations, several children appeared less willing to speak in front of the class, chose to remain silent when asked to express opinions, and were less active during group activities. This condition indicates that children need stimulation appropriate to the developmental characteristics of early childhood through activities that are enjoyable, active, and involve social interaction.

Art activities are among the activities considered capable of supporting the social-emotional development of early childhood (Mayar et al., 2023). Art provides children with opportunities to express themselves, develop creativity, and build the courage to interact with their surroundings (Isbell & Raines, 2013). One form of art activity for early childhood learning is creative dance. Fadillah (2017) stated that creative dance enables children to perform expressive

movements, cooperate with peers, and learn to follow rules and rhythms collectively.

Dance activities in early childhood not only function as motor activities but can also support children's social-emotional development (Khoirani & Pamungkas, 2025). Amalia et al (2024) stated that dance activities can help children develop the courage to perform, creativity, and social interaction skills. In addition, group dance activities can help children learn to cooperate, respect their peers, and build self-confidence during the learning process (Ashar & Pamungkas, 2023).

Group guidance is a service that helps children develop social and emotional skills through shared activities. In group activities, children learn to interact, cooperate, and adjust to their social environment (Prayitno, 2017). According to Ashar & Pamungkas (2023), group activities in early childhood help children develop communication and social interaction skills more optimally. Through these activities, children are invited to engage in various creative movements, group games, and social activities that contain values of cooperation, courage, responsibility, and care for peers.

Several previous studies have shown that art and group activities are associated with the development of self-confidence in early childhood. kadek ayu Damayanti et al (2023) found that art activities can enhance children's self-confidence through enjoyable, expressive experiences. Khomsiyah et al. (2024), also showed that art activities provide children with opportunities to interact more actively and to demonstrate their abilities more confidently. In addition, Lobo & Winsler (2006), stated that creative dance can help children increase their courage to perform and their social skills in group activities.

Through preliminary observations or needs assessments conducted with several Group B classroom teachers who teach children aged 5-6 years, information was obtained that a number of problems related to children's self-confidence still appeared in classroom learning activities. Teachers reported that some children still hesitated to join group activities, were reluctant to try new activities or games, and lacked the courage to express opinions or ask questions during them. In addition, some children tended to be passive, gave

up easily when faced with difficulties, and showed limited initiative in choosing and using play materials independently. Teachers also stated that in activities requiring children to perform in front of the class or lead simple games, only a few children were willing to do so, whereas most others chose to avoid the task or required strong encouragement from the teacher. These conditions indicate that self-confidence among children aged 5–6 years has not developed optimally and requires appropriate attention and intervention through services or activities that support children's social-emotional development.

METHOD

This study employed a quantitative descriptive method. Quantitative descriptive research aims to describe, examine, and explain a phenomenon based on data obtained in numerical form, without providing treatment or testing specific hypotheses (Arikunto, 2010). This study focused solely on describing the condition of the variable under investigation as it exists in the field; therefore, the results provide an objective description of the problems that occur. Accordingly, the quantitative descriptive method was used to identify and map the levels of occurrence of early childhood self-confidence indicators as a basis for developing the service or intervention (Cuiccio & Husby-Slater, 2018).

This study was conducted as a preliminary observation of children aged 5-6 years in early childhood education institutions, involving 53 children. The observation was conducted to identify the initial state of children's self-confidence using behavioral indicators observed during classroom learning and play activities. The results of this preliminary observation were used as a needs assessment to determine the extent to which problems related to children's self-confidence emerged, thereby serving as a basis for designing programs or services aligned with children's social-emotional developmental needs (Sit, 2017).

The research stage began with the development of a questionnaire on children's self-confidence aged 5-6 years. The instrument used

was a questionnaire adopted from The Behavioral Rating Scale of Presented Self-Esteem for Young Children developed by Haltiwanger & Harter (1987), comprising the following indicators: (1) the child dares to join group activities without being forced; (2) the child is willing to try new games or activities; (3) the child dares to express opinions during activities; (4) the child actively asks questions to the teacher or peers; (5) the child shows initiative in choosing and using play materials independently; (6) the child dares to perform in front of the class or group; (7) the child is able to lead games or simple activities; (8) the child actively participates in group discussions or conversations; (9) the child keeps trying when experiencing difficulty in activities; (10) the child is able to accept defeat in games; (11) the child can complete tasks until finished; (12) the child is able to wait for their turn in an orderly manner; (13) the child is able to cooperate with peers in groups; (14) the child remains calm when minor conflicts occur with peers; and (15) the child shows happy and confident expressions during activities. The questionnaire scoring ranged from 1 to 4, with the initial criteria as follows: a score of 1 indicated that the behavioral indicator never appeared in the child during learning or play activities; a score of 2 indicated that the behavioral indicator sometimes appeared; a score of 3 indicated that the behavioral indicator often appeared; and a score of 4 indicated that the behavioral indicator consistently always appeared in the child. The data obtained were then analyzed descriptively to examine the self-confidence of children aged 5-6 years. The calculation used in this analysis is presented below and is based on Table 1 (Arikunto, 2010).

$$P = (F / N) \times 100\%$$

Notes:

P = Percentage

F = Number of responses from respondents

N = Number of respondents

The assessment criteria for self-confidence among children aged 5-6 years were then analyzed using the following table:

Table 1. Assessment Criteria for Self-Confidence among Children Aged 5–6 Years

Criteria	Interval
Very High	85% - 100%
High	69% - 84%
Moderate	53% - 68%
Low	36% - 52%
Very Low	0% - 35%

Source: Arikunto (2010). Prosedur Penelitian: Suatu Pendekatan Praktik

RESULTS AND DISCUSSION

Self-confidence is an important aspect of early childhood social-emotional development (Susanto, 2021). Sit (2017) stated that children with adequate self-confidence tend to be more active in learning activities, more willing to try new things, more able to interact with peers, and more courageous in expressing themselves. Conversely, children with low self-confidence

usually show passive behavior, are easily hesitant, and lack the courage to perform in front of a group. The learning environment, patterns of social interaction, and enjoyable learning experiences influence the development of children's self-confidence (Santrock, 2011)

Based on the data from the preliminary observation (needs assessment) conducted on children aged 5–6 years using a self-confidence questionnaire, the following results were obtained:

Table 2. Results of the Profile Analysis of Self-Confidence among Children Aged 5–6 Years

No	Indicator	Result	Category
1	The child dares to join group activities without being forced	26,41%	Very Low
2	The child is willing to try new games or activities	24,53%	Very Low
3	The child dares to express opinions during activities	35,85%	Very Low
4	The child actively asks questions to the teacher or peers	32,07%	Very Low
5	The child shows initiative in choosing and using play materials independently	30,19%	Very Low
6	The child dares to perform in front of the class or group	28,30%	Very Low
7	The child is able to lead games or simple activities	39,62%	Low
8	The child actively participates in group discussions or conversations	28,30%	Very Low
9	The child keeps trying when experiencing difficulty in activities	32,07%	Very Low
10	The child is able to accept defeat in games	24,41%	Very Low
11	The child can complete tasks until finished	24,41%	Very Low
12	The child is able to wait for their turn in an orderly manner	22,64%	Very Low
13	The child is able to cooperate with peers in groups	20,75%	Very Low
14	The child remains calm when minor conflicts occur with peers	30,19%	Very Low
15	The child shows happy and confident expressions during activities	18,87%	Very Low

The overall mean percentage for the self-confidence indicators among children aged 5-6 years was 27,57%, which falls into the very low category according to the assessment criteria used (Arikunto, 2010). These results indicate that most children still experience difficulty in

demonstrating self-confident behaviors during learning activities and social interactions at school.

The indicator with the highest percentage was children's ability to lead games or simple activities, at 39,62%, categorized as low. This shows that although a small number of children have begun to take on roles in group activities, this

ability has not yet developed optimally in most children. Early childhood children generally still require encouragement, modeling, and support from teachers and the surrounding environment to appear confident when leading group activities (Aziza et al., 2025)

Meanwhile, the indicator with the lowest percentage was children's ability to show happy and confident expressions during activities, at 18,87%, categorized as very low. The low score on this indicator shows that most children still feel uncomfortable, shy, or hesitant when participating in learning activities or playing with peers. Suyanto (2005) stated that this condition may be influenced by a lack of stimulation that provides children with opportunities to express themselves freely and enjoyably.

In addition, the indicator of the ability to cooperate with peers in groups obtained a percentage of 20,75%, categorized as very low. This shows that children still have difficulty interacting and actively participating in group activities. According to Ashar & Pamungkas (2023), group activities that actively involve social interaction can help children develop communication skills, courage, and self-confidence.

The low percentage of children willing to perform in front of the class or group, at 28,30%, also indicates that children still tend to feel shy and afraid of making mistakes when they are the center of attention. This condition is in line with Amalia et al (2024) that children in early childhood need active, enjoyable, and expressive activities to increase their courage to perform and self-confidence.

Based on the overall results of the needs assessment, it can be seen that self-confidence among children aged 5-6 years still requires optimal stimulation through activities that are appropriate to the developmental characteristics of early childhood. One activity that can be used is group guidance based on creative dance. Dance activities provide children with opportunities to move, express themselves, cooperate, and actively interact with peers in an enjoyable atmosphere (Mutiah, 2015). Susanto (2015) stated that through such activities, children are expected to become more willing to perform, participate actively, and demonstrate self-confidence during the learning process.

The findings of this study are also supported by kadek ayu Damayanti et al (2023), who stated that art activities can increase children's self-confidence through enjoyable, expressive experiences. In addition, Lobo & Winsler (2006), showed that creative dance can help children increase their courage to perform and their social skills in group activities. Therefore, group guidance services based on creative dance are considered relevant to developing self-confidence among children aged 5-6 years.

CONCLUSION AND SUGGESTIONS

Children's level of self-confidence remains in the very low category, with an average percentage of 27,57%. The highest percentage was in the indicator of children's ability to lead games or simple activities, at 39,62%, categorized as low, whereas the lowest was in the indicator of children showing happy and confident expressions during activities, at 18,87%, categorized as very low. The findings show that most children still lack the courage to perform, are less active in group activities, lack confidence in expressing opinions, and have not yet developed optimal cooperation with peers.

The low level of children's self-confidence indicates the need for stimulation appropriate to the developmental characteristics of early childhood, through activities that are active, enjoyable, and involve social interaction. One alternative activity is group guidance based on creative dance, as it provides children with opportunities to express themselves, interact, cooperate, and build the courage to perform in front of a group. Therefore, group guidance activities based on creative dance are considered relevant to developing self-confidence among children aged 5-6 years.

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