

The Role of Parents in Shaping Confident Behavior of Children Aged 4-5 Years in Early Childhood Education

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ABSTRAK

This study discusses the role of parents in shaping the confident behavior of 4-5-year-old children at PAUD SPAS Buakkang, Gowa Regency which aims to find out the form of children's confident behavior, what obstacles parents experience in forming children's confident behavior and how the role of parents in shaping children's confident behavior. This type of research is qualitative research with a descriptive qualitative approach. Primary data sources are parents of students and teachers. Secondary data sources are institutional profiles, as well as photos during research activities. The data collection methods used are observation, interviews, and documentation. The results of this study show that the form of confident behavior of children has not yet developed and still needs encouragement and support. The obstacles experienced by parents in forming children's confident behavior are lack of communication, difficulty controlling children's emotions and lack of understanding of children. The role of parents in shaping children's confident behavior is to always be a good listener, show respect, and let the child do what the child can do and let the child help. The implications of this research for educators are that to form children's confident behavior, teachers should provide more motivation and always listen to children's stories, each child is at school so that children are used to opening up to each other. The next researcher is expected to develop a similar research on how the role in shaping early childhood confident behavior by parents and teachers by using many different ways and approaches.

Keywords: Parental roles, confident behavior

1) INTRODUCTION

Early childhood education is a level of education before the level of basic education which is a coaching effort aimed at children from birth to the age of six years which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education. Early childhood education is an educational level aged 0-6 years where a group of children is in a unique growth and development process, in the sense that it has a growth and development pattern (fine and gross motor coordination) intelligence, emotional, language, communication, which is specific to the level of growth and development of the child.

Child development is a complex process, formed from the potential of the child and the surrounding environment. The first and main environment that affects a child's development is the family environment, where parents are the most important figures. Parents must be able to create family environmental conditions to be a conducive environment. The desired trait is the child's confidence. The ability of parents to meet the needs of nurturing, loving, and honing will affect the quality of a child's personality in the future. The environment will affect children in various ways, including how children develop and how children form confidence from the surrounding environment (Sulaiman et al., 2019).

According to Harahap et al., (2022) If children are able to communicate with the surrounding environment, they will grow in confidence and be able to socialize and be accepted in their environment. Family is an important thing, especially done by fathers and mothers, because they have parenting duties that must be carried out in tandem as a form of fulfilling the rights of their children. Children have the right to education, health, nutrition, care, nurturing, and child protection. Likewise, in forming confidence in children from an early age, it can be built through good communication between parents and children (Saudah et al., 2022).

According to Dewi & Widyasari (2022) The role of parents in building children's confidence includes being a good listener, showing respect, giving opportunities to help, sorting out parents' praise for children, helping children to be optimistic in nurturing children's interests and talents, inviting them to solve problems, finding ways to help others, and directing them to prepare for the future. Children who are neglected by their parents will have significantly different self-confidence from children in general who are cared for by both parents.

Building children's confidence starts from the awareness of their own parents, they must be sure that confidence comes from within their respective children, parents give confidence to their children, so that they are confident in their own abilities. When children believe that they are capable of doing something, they are more likely to succeed and vice versa, having a confident and happy child is the dream of every parent (Sunarno, 2020).

In developing children's confidence, parents must be patient in providing stimulus continuously, until their confidence develops. The most important thing about growing confidence is to build confidence in one area of life, with which other aspects will also spread in life. So it is the duty of parents to provide support or motivation to their children so that their confidence is stimulated.

Based on the results of observations on July 18, 2022, at PAUD SPAS Buakkang in Bungaya District, Gowa Regency, the results were obtained that at PAUD SPAS Buakkang Gowa Regency, children's confidence is generally still low (in the development stage), this can be seen by the number of children who are still unable to socialize with their friends well and are less able to do the tasks given by teachers well. In addition, there are still parents who tend to inhibit children's freedom in carrying out activities, parents tend to curb children's freedom of expression. In general, it can be seen from the behavior of children both at home and at school tends to be quiet and rarely socializes with their friends or in the surrounding environment, and at home parents tend to ignore children's aspirations or opinions so that children become less confident in their opinions.

The role of the AUD teacher is the main activity for the child's personality which is related to the child's ability, so that the child is able to achieve success. The role of the teacher has an effect on the character of the child, the role of the teacher is synonymous with guiding children to have good competence and skills, the role of the early childhood teacher is a set of good behaviors possessed by someone who works as a teacher, especially in early childhood education. The role of teachers can be said to be one of the important factors in the process of children's growth and development while at school.

2) METHODS

The research method in this study is qualitative research. The type of research used is qualitative descriptive. The descriptive method is a method used to examine the status of a group of people, an object, as well as a condition, a system of thought, or an event in the present. Qualitative research is a research approach that expresses a certain social situation by describing the reality correctly, formed by words based on relevant data collection and analysis techniques obtained from natural situations.

The researcher uses a qualitative descriptive method because qualitative descriptive is a form of research based on data collected during systematic research regarding the facts, properties, and relationships between the phenomena being investigated. This method then produces descriptive data in the form of written words of observable people and behaviors, and directed at the context and individuals as a whole. This method aims to provide a more in-depth picture of the role of parents in shaping confident behavior in children aged 4-5 years at PAUD SPAS Buakkang, Gowa Regency.

The location of the research is a place where the researcher conducts research to obtain the desired data. This research will be conducted at PAUD SPAS Buakkang, Gowa Regency.

The research approach used in this study is a phenomenological approach. The phenomenological approach is a research method that focuses on an individual's subjective experiences and how they understand the world around them. In phenomenology, researchers seek to see the world through the perspective of the research subject, so as to capture the deep meaning of their experiences.

The main sources of data in qualitative research are words and actions, the rest are additional data such as documentation and others. The collection of data sources in this study can be divided into two types, namely: (1) primary data sources. Primary data sources are direct data sources that provide data to data collectors. This means that the data obtained directly comes from the main source. In this study, the primary data sources are parents of children, and students at PAUD SPAS Buakkang, Gowa Regency; (2) secondary data sources. Secondary data sources are data obtained indirectly from the research subject. Secondary data is usually in the form of documentation data or available reports. In addition, secondary data can be obtained through literature books written by others, documents that are the results of research from the results of reports. Secondary data sources are expected to support researchers in revealing the data needed in research so that primary data sources become more complete. Secondary data sources that researchers use come from: documents, and other sources that can help collect data.

There are three data collection methods used, namely: first, interviews. The stages that will be carried out by the researcher to collect data through interviews are (1) making guidelines for interview questions, so that the questions given are in accordance with the purpose of the interview; (2) determining interview resource persons; (3) determining the location and time of the interview; (4) conducting an interview process; (5) documentation; (6) ensuring that the results of the interview are in accordance with the information needed by the researcher; (7) Record the results of the interview. This research will interview educators and parents of students at PAUD SPAS Buakkang, Gowa Regency. Second, observation. The researcher will conduct interviews with classroom teachers and parents of students at PAUD SPAS Buakkang, Gowa Regency. The instruments used to carry out the interview are using interview guidelines and interview aids consisting of books as field notes, cameras, and recorders as voice recording media to facilitate the interview process. Third, documentation. Documentation in this study includes taking pictures, videos, and recorded interviews as well as

literature reviews for the foundation of qualitative research methodologies and the role of parents in shaping children's confident behavior.

The research instruments used in this study are: (1) observation guidelines. Observation guidelines are used to make it easier for researchers to make observations on the subject and object to be studied; and (2) interview guidelines. Through this interview guideline, the researcher conducted interviews with the research subjects, namely the teachers who teach and the parents of the students. It contains questions needed in addition to conducting interviews with research subjects. In the interview process, the researcher uses media or other voice recording devices to make it easier for the researcher during the interview (Abdussamad, 2021). In addition, documentation can also be in the form of photos that are used to support research in conducting interview and observation activities.

The analysis and processing techniques in this study are: (1) data reduction. The data obtained from the informants were taken and adjusted to lead to the focus of the research. Likewise, the data obtained from complementary informants are systematically arranged in order to obtain an overview that is in accordance with the research objectives; (2) data presentation. The presentation of data or display data obtained from the field with all problems in a study is carried out by selecting the data needed, clarifying the data based on the results of data reduction, then being presented according to the type. This presentation is in the form of narrative text and charts; (3) conclusion (data verification). At this stage, the conclusion is drawn by providing a conclusion to the results of the analysis and explanation of the data that has been obtained. As for the validity of the data, namely triangulation and member checks.

3) RESULTS AND DISCUSSION

Based on the results of the research conducted through the observation stage and interviews with the parties concerned at PAUD SPAS Buakkang Gowa Regency, in this case, parents and teachers on the role of parents in shaping confident behavior in early childhood, the following data were found:

Forms of Confident Behavior in Early Childhood 4-5 Years at PAUD SPAS Buakkang Gowa Regency

Based on the results of the research that has been carried out, the author obtained data on the role of parents in shaping the confident behavior of 4-5-year-old children in PAUD SPAS Buakkang, Gowa Regency. The researcher collected data on research results obtained from three research

methods, namely the results of observation, interviews and documentation at PAUD SPAS Buakkang, Gowa Regency. Furthermore, data analysis will be carried out to further explain the results of the research found. The data analysis technique chosen by the researcher is to use descriptive qualitative analysis by analyzing the data that the researcher has collected from observations, interviews and documentation during the research's research at PAUD SPAS Buakkang, Gowa Regency.

Confident behavior in children is the ability to convince themselves of their own abilities. In forming self-confidence, teachers provide encouragement and motivation to children so that children's confidence is said to be in the process of developing stages. For this reason, researchers see that in forming confident behavior, early childhood is still not very developed and still in the development stage. In developing the form of children's confidence, teachers carry out various activities to the maximum with stimulation and assistance in carrying out the learning activities provided.

As for the results of observation, documentation, and interviews with teachers at PAUD SPAS Buakkang, Gowa regency. Researchers use documentation as a supporting method to complete data that researchers do not obtain through observation and interviews.

Based on the results of observations when conducting research in shaping early childhood confident behavior, the researcher also conducted interviews with teachers and parents of children related to how the development of children's confidence is said to develop. The following are the results of an interview on October 20, 2023 with Mrs. Reskiyanti as a teacher at PAUD SPAS Buakkang, Gowa Regency said that:

“Perkembangan percaya diri anak dikatakan berkembang atau bertahap yaitu dengan memotivasi anak untuk tetap melakukan sesuatu sesuai dengan kemampuan anak, melatih anak contohnya memberikan dukungan untuk mengikuti lomba antar sekolah seperti lomba 17 san agustus gerak jalan santai, menyanyi, dan juga memberikan pembelajaran secara outdoor, mengajak anak sekali satu minggu untuk kerja bakti dengan memberikan atau melengkapi peralatan yang memadai.”

In addition, the researcher also interviewed Ria's mother on October 20, 2023 as an elder from Syakira, saying that:

“Perkembangan rasa percaya diri anak sudah dalam tahap mulai berkembang dikarenakan anak sudah mulai bisa diajak untuk bercerita tentang kesehariannya tentang sesuatu yang pernah dialaminya walaupun masih dalam keadaan gugup dan canggung, dan juga sudah mau memberanikan diri untuk maju kedepan untuk mempresentasikan hasil karyanya”.

Based on the results of observations made when parents give encouragement to children to develop a form of early childhood confidence, researchers observe that in the process of these activities, parents make various encouragements, which are as follows:

Always Support Children

By always providing support to children when they are working on something as well as when children participate in one of the competitions at school or outside of school, thereby being able to increase children's confidence.

Providing Motivation to Children

In forming children's self-confidence, parents always motivate children to always strive to achieve success, children will always feel support and persistence in achieving something in the future.

Appreciating Children's Work

In developing confidence, parents should always appreciate their children and feel proud of all their children's works and also always give gifts for what their children have received so far.

Have High Responsibility

Being very aware of the importance of effort and responsibility is one of the characteristics of a confident child. They did not hesitate to miss playing time and replace it to study. For children with high self-confidence, learning is one of the responsibilities that must be carried out and good grades are a bonus for their hard work (Rahman, 2014).

Letting the Problem Solve

When children have problems, let them solve them according to their ability. This method is very effective in encouraging children to dare to try, never give up, be optimistic, and be confident. You can provide assistance after the child is no longer able to handle it.

Based on the results of the interview, observation and documentation at PAUD SPAS Buakkang Gowa Regency, in developing the form of children's confidence, parents are still trying to implement these activities so that children's confidence can be said to be still in the developing stage.

Based on the results of observations made when teachers carry out activities to develop a form of early childhood confidence, as well as interviews conducted in the field, the researcher observed

that in the process of these activities, teachers have carried out various activities and various strategies and methods to help develop children's form of confidence. The following are the types of activities that teachers carry out in shaping children's confidence, namely:

Discussion Activities

In conducting approach or discussion activities with children, it can develop children's confidence, with discussion methods, story methods, can help teachers in approaching children so that children will be easily provoked to tell about the problems they have experienced. Based on the results of observations at PAUD SPAS Buakkang Regency, it can be seen that the PAUD SPAS Buakkang teacher of Gowa Regency actively utilizes discussion activities. In these activities, it can give rise to courage and confidence so that they are motivated to do activities to eliminate boredom in learning process activities so that they can also give children the opportunity to solve their own problems, can encourage children to dare to express their opinions so that they can also attract children's interest in learning activities.

Moving Forward

In building children's confidence, teachers carry out this activity by asking children to advance to the front of the class. This can be applied in helping the process of developing children's confidence, children who have been given assignments by the teacher will be asked to come forward to present the results they have done. The teacher will call the names of the children one by one to come forward and present the results that have been done even though there are still children who do not want to move forward and feel embarrassed and awkward to show the results that they have done because they still feel that what they have done is not as good as other friends, so the teacher approaches the children and gives encouragement and motivation that what they have done is a result that is not inferior much better with other friends. Thus the child will have a little courage in doing this.

Appreciating Children's Work

Activities to appreciate children's works can develop children's confidence. By appreciating, children will feel happy and happy so that children will not feel excluded and excluded from other children. By appreciating the child's work, it will be easier to build the child's confidence, the child will feel that he is able to do the task he has been given and will also feel that he has succeeded in doing something without the help of others. Teachers' efforts in developing children's confidence will be

easier by using these activities so that teachers are able to provide encouragement and motivation to children in carrying out various activities.

According to Lauster (2012) Indicators of self-confidence are as follows: (1) positive thinking; (2) believe in ability; (3) independent; and (4) courage in action. Meanwhile, according to Bambang in Lestari, the indicators of confidence are: (1) dare to express their opinions; (2) to be someone who is optimistic and full of confidence; (3) tend to be calmer than those who are less confident in their abilities; (4) not considering failure as something sad, embarrassing, and disheartening; and (5) tend to be creative, willing to experiment, and dare to take risks (Hakim, 2002). The self-confidence indicators according to Lestari & Yudha in Lauster (2012) namely: (1) believing in ability; (2) acting independently in making decisions; (3) have a positive sense of self; and (4) dare to express opinions.

Based on the results of interviews, observations and documentation at PAUD SPAS Buakkang, Gowa Regency, there are still some children who lack confidence among four children, while those in the group are confident among two children. With this, teachers and parents must take a more intense approach with children so that children will be faster and easier in forming confidence in themselves.

Based on the results of interviews, observations and analysis documentation obtained above, it can be concluded that to develop a form of children's self-confidence, teachers carry out various activities optimally through stimulation and assistance in carrying out the learning activities provided. So, it can be concluded that in developing a form of self-confidence, teachers provide activities such as discussion activities, asking children to come forward to present their work and activities to appreciate children's work. In addition, parents also do various encouragements to develop early childhood confidence such as always supporting children, motivating, and always appreciating children's work. So that the development in the indicator shows the development of the child's confidence in the developing stage.

The form of confident behavior in children is the ability to convince themselves of their own abilities. In the process of development, self-confidence is formed, depending on the role or parenting style of parents and the involvement of teachers in providing encouragement and stimulation to children. By giving encouragement to children, children will easily develop the confidence that exists in them so that children can adapt to the people around them as well as easily blend in with their peers, not easily alone, isolated, and able to put themselves in various situations. One form of confident

behavior in early childhood is that the mosquito child gives an opinion on something, can do various activities without fear and doubt in him, is able to dare to come forward to present the results he has done. However, there are still some children who are still hesitant to do this, because there is a lack of encouragement and motivation given by parents with various factors in it. In forming children's confidence, teachers always help provide encouragement and motivation to children so that children's confidence can be said to be in the process of developing.

The forms of children's confident behavior that develop after stimulation are: (1) children dare to express opinions and are able to answer questions. When a child dares to express an opinion, respond to something boldly and is able to answer a question when a question is asked to him, the child is able to fight the fear that exists in him; (2) children are able to make decisions quickly. When a child is given the opportunity to choose something quickly, he makes his choice without fear and hesitation, then the child is able to develop his confidence; (3) Children dare to express opinions and dare to carry out activities without any hesitation. When the child is able to express his own opinion when discussing with teachers and parents, then there is no longer any doubt in him to do something in the future; (4) Children dare to stand forward and present their works. Children who have a level of confidence will not feel embarrassed to come forward to present their own work, but children who do not have or lack confidence will feel awkward to move forward; (5) Children do not feel hopeless easily. When doing something, children should not easily give up to achieve something they want and will try their best to achieve it; (6) Children do not easily feel awkward in acting. When children want to do something, they should not easily feel awkward in doing something well and without fear and parental assistance.

Parental Obstacles in Forming Confident Behavior of 4-5 Year Old Children at PAUD SPAS Buakkang, Gowa Regency

The results of observations and interviews obtained at PAUD SPAS Buakkang, Gowa Regency found that the obstacles faced by parents in forming children's confidence were lack of communication, where parents were rarely at home so that parents rarely talked and chatted with their children. Children will feel lonely and have no friends to share stories with. This is because some parents at PAUD SPAS Buakkang Gowa Regency have a job as a farmer who in the morning has left for the rice fields and returns home almost at night. Therefore, it is difficult for parents to divide their time and take their time to just chat with their children. Even at night, parents do not give time to

chat because at night it is used to rest to continue work the next day. And there are also parents who only leave their children to their neighbors and relatives to take care of their children because they are too busy to work. The researcher also conducted an interview with one of the child's parents about what obstacles were experienced in forming children's confidence, following the results of an interview with Mrs. Kurni as the parent of Muhammad Nabil, said that:

“Kurangnya komunikasi dengan anak di karenakan jarang berada di rumah karena adanya kesibukan masing-masing sehingga tidak ada waktu untuk mendengarkan cerita anak, bertukar cerita dengan anak sehingga anak mudah merasa sendiri.”

In forming children's confident behavior, almost all parents have the same obstacles as children's emotions that are not stable so that they need high patience and are able to balance children's emotions, because when parents also participate in emotions and educate children, it will be more difficult to develop children's confidence and may result in children not having confidence in themselves, The following is the result of an interview with Mrs. Yulianti as the parent of Muhammad Aidil, saying that:

“Dalam membentuk rasa percaya diri anak dibutuhkan kesabaran yang tinggi dalam menghadapi setiap emosi anak, seperti halnya emosi anak yang belum stabil sehingga kesukesan dalam mengatur anak. Tetapi diasudah mampu bertahap dalam membentuk perilaku percaya diri”.

In addition, the researcher interviewed Ria's mother as the parent of Syakira, saying that:

“Hambatan yang saya alami dalam membantu anak untuk membentuk rasa percaya pada dirinya adalah emosi anak yang belum stabil sehingga anak susah untuk diatur dan anak hanya akan bertindak sesuai dengan keinginannya saja, serta dengan adanya rasa malu dan tidak pede dalam diri anak untuk melakukan sesuatu menjadi salah satu faktor yang membuat rasa percaya diri anak menurun. Dan kurangnya komunikasi dengan anak karena kami sebagai orang tuanya selalu sibuk dengan pekerjaan kami sehingga mengakibatkan komunikasi dengan anak sangat jarang kami lakukan”

The researcher also interviewed Mirnawati's mother as the parent of Muhammad Rayyan Ramadhan, saying that:

“Seperti pada hambatan umumnya yang dirasakan para orang tua adalah dengan emosi anak yang belum stabil dan tidak mau melakukan sesuatu tanpa keinginannya sendiri sehingga kami para sebagai orang tuanya susah mengatur anak. Selanjutnya yang menjadi hambatan kami sebagai orang tua adalah dengan jarang memberi kesempatan pada anak untuk bercerita tentang apa yang dirasakan anak karena kesibukan masing-masing”

The researcher also conducted an interview with Cia's mother as the parent of Muhammad Qabir, saying that:

“Kurangnya memberi kesempatan pada anak untuk melakukan sesuatu dengan keinginannya serta membekali kemampuan anak dalam mengembangkan kanpotensi yang ada pada anak karena saya sebagai orang tua menginginkan dia berkembang sesuai dengan kemauan kami sebagai orang tuanya.”

In addition, the researcher also interviewed Nanning's mother as the parent of Nur Faidah, saying that:

“Anak masih susah di atur, anak belum bisa di kendalikan, susah untuk diajak bertukar cerita, selalu ingin dimanja dan tidak berani melakukan sesuatu secara mandiri, kadang tidak mau mendengar, dan emosinya yang mudah naik turun”

Parental support is when parents provide assistance in various things such as building communication, setting a good example and being able to understand the child's emotions. Likewise, the way parents provide education will affect the growth and development of children's character, ethics and personality. In other words, a child's potential will develop well if he gets guidance and support or supervision from his parents in his informal education and also the needs of the child who are always met will be younger, giving rise to children's confidence (Krisnani & Febian, 2020). The results of observations and interviews obtained at PAUD SPAS Buakkang Gowa Regency found the obstacles faced by parents in forming children's confidence, namely:

Lack of communication between parents and children

Building communication is also important in shaping children's character, with a lack of time together between children and parents, and less communication between the two. This results in children lacking a place to complain and a place to tell stories so that children tend to hide their own problems, children are more likely to be silent and alone, thus having an impact on children's confidence.

Difficulty controlling children's emotions

An early childhood does not have normal emotions like adults who can be controlled when in certain situations. It is different with early childhood which basically still has unstable emotions and as parents must have great patience in dealing with children's emotions. Understanding children is a

parent's obligation by understanding children can also understand the will of children, without understanding children it will be difficult to help children in developing their confidence.

Lack of understanding of children

The desires and wills of early childhood cannot be understood, so that way we as parents can only provide support to children when children want to do something. Controlling children's emotions requires strong patience and good behavior, as parents must be good at controlling children's emotions that are still unstable.

The Role of Parents in Shaping Confident Behavior of Children Aged 4-5 Years at PAUD SPAS Buakkang, Gowa Regency

The role of parents in shaping children's confidence is to be a good example, always listen to children's stories, show respect for children, always provide opportunities for children to help children to be more optimistic, train children's independence, cultivate children's interests and talents, always involve children in solving problems, give children the opportunity to socialize with people around them to prepare for the future later (Rahman, 2013).

The role of parents according to William Stainback and Susan in Longkutoy (2015) Among others:

Role as a facilitator

Parents have the responsibility to help their children learn at home, develop good study skills, improve family education, and provide learning facilities, such as study rooms, adequate lighting, textbooks, and stationery.

Role as a motivator

Parents will motivate children by increasing motivation in doing homework (homework), helping to prepare children when they want to face school exams, controlling school-related stress, encouraging children to participate in school activities, and motivating children by giving gifts or words of praise to reward children for their academic achievements..

Role as a supervisor or teacher

Parents will help children manage their study time, overcome learning problems, and poor children's behavior by explaining some difficult parts to their children, so that they can provide learning assistance to children.

Roles are dynamic aspects and something that can be interpreted has a positive meaning that is expected to affect something else. If a person exercises his rights and obligations according to his position, it means that he is playing a role. The two cannot be separated, because one depends on the other and vice versa. Everyone has a different role, and this role comes from an interactive way of life. It also means that the role determines what is done for society and the opportunities that others give it.

Be a good listener

No matter how busy we as parents, when children ask for attention, try to listen to them and leave work for a while and let them tell them about what they experience every day and listen carefully, by ignoring it will make children feel unappreciated, worthless and unnoticed.

Show appreciation

We as parents are the first madrasah for children, it is our obligation as parents to set a good example so that children will emulate our good behavior as parents, by showing an attitude of respect, children will be accustomed to appreciating small things such as when parents tell stories, children will listen to their parents tell stories without arguing and cutting off their parents' conversations and teaching children if there is someone older than him, then children will It is customary to use polite language when telling a story, even if the child's wishes cannot be fulfilled, forcing the child to always obey your wishes will have an impact on the child's confidence.

Providing opportunities for children to help

By providing opportunities for children to help their parents and other people around their environment, as is the case when mothers from the market go shopping, children are accustomed to help by helping mothers bring their shopping items into the house and help tidy up the brang-baraang at home.

Let the child do what he can already do

As a parent, you should give your child the opportunity to do something he wants as long as what the child does is a positive activity that will have an impact on both him and the people he or she is involved in.

Note in mmgive compliment

Children will certainly need a lot of motivation but if the child listens to praise too often then the child will get used to the praise.

Don't "save" the child right away

It is very natural for every parent to always want to avoid their child so that he does not get hurt, does not feel afraid or does not make mistakes. But children also need to know that losing or falling is a natural thing. The child learns to be successful when they successfully overcome obstacles.

Focus on 'half-full glasses'

If the child tends to feel inferior after experiencing disappointment, parents need to help the child to feel more optimistic in dealing with it. This can be done by supporting the child to think of one specific way to make the situation improve and can help achieve the desired goal.

Nurturing children's interests and talents

Introduce various kinds of activities to children and provide encouragement for children to find one type of activity that they really like. Children who have a passion for something will feel a sense of pride in their achievements and are more likely to be more successful in life.

Invite children to solve problems

The child will build his confidence by the time they successfully negotiate to get what he wants. People can teach their children to solve their own problems.

Provides an opportunity to gather with adults

In addition to getting along with their peers, it is also important for children to be among adults to expand their horizons, make them able to interact with adults who are nearby and provide different points of view (Febian, 2020).

4) CONCLUSION

Based on the research that has been carried out, the researcher can conclude several things, namely:

The form of confident behavior of children aged 4-5 years at PAUD SPAS Buakkang Regency Gowa obtained findings that the form of early childhood confidence has not been developed too

much and in the process of developing stages, children who do not have confidence are certainly different from children who have confidence, where children who are not confident tend to be silent and not difficult to interact with their peers.

Obstacles for parents in forming confident behavior of children aged 4-5 years at PAUD SPAS Buakkang, Gowa Regency, namely: (1) Lack of understanding of children; (2) Lack of knowledge of the role of parents in shaping early childhood belief behavior; (3) Lack of communication; (4) Difficulty controlling children's emotions; (5) Rarely gathering between families.

The role of parents in shaping the confident behavior of 4-5 year old children at PAUD SPAS Buakkang, Gowa Regency, is to be a good listener, show an attitude of respect, and provide opportunities for children to do what they are already biased to do.

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