



## Analysis of Early Childhood Confidence in Overcoming Fear

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### Abstract

One of the factors that can affect a child's self-confidence is overcoming fear. Fear is an emotional response to a threat or danger whose source is usually external and consciously faced. The purpose of this study is to find out how self-confidence of young children overcomes fear. This study uses phenomenological qualitative techniques. Notes obtained from informants, five were obtained using the purposive aspect with the criteria of early childhood being able to overcome fears such as not daring to point a finger to answer the teacher's question even though he knew the answer at TKIT Al-Baihaqi. Gather information using semi-structured interviews. The test uses fact analysis with descriptive narrative analysis. The results obtained from this test are that the subject generally feels insecure at school. However, there are subjects who express self-confidence, both as evidenced by being confident in their abilities, easily expressing emotions, being responsible, grateful and optimistic even though they are not perfect.

**Keywords:** self confidence, Overcoming Fear , early childhood

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### INTRODUCTION

A child is a unique person, and each child has innate interests, capabilities, and life backgrounds that are different from one another. The evaluation of education reflects the child's life which includes 3 domains, namely the cognitive domain, the affective domain and the pilomotor domain. So with this comes the theory of education which says that education is the process of changing the attitudes and behavior of a person or group of people to mature humans through teaching and training efforts (Depdiknas, 2013). Early childhood as social beings and rich with potential has its world and characteristics that are much different from adults. They are active, dynamic, enthusiastic, and almost always curious about what they see and hear, and never seem to stop learning (Maftutah, Jannah, & Utama, 2021).

Education is a planned, conscious effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious and spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, and the State (Hayati, Seriati, & Nurhayati, 2012). Meanwhile, early childhood education is a coaching effort aimed at children from birth to 6 years of age (Ramli, 2022). This learning is done by providing educational stimuli to help physical

and spiritual growth and development so that children are ready to enter further education. Article 28, paragraph 3 of the 2003 National Education System states that formal education is in the form of TKIT or other equivalent forms.

Law of the National Education System NO.20 of 2003 CHAPTER I, paragraph 14, states that Early Childhood Education is a coaching effort aimed at children from birth to six years of age which is carried out by providing educational stimuli to help physical and spiritual growth and development so that children have the readiness to enter further education, which is organized in formal, non-formal and informal channels (Law of the Republic of Indonesia. (*Undang-Undang Republik Indonesia (Sisdiknas)*, 2003). Early childhood education is a process of fostering the growth and development of children aged birth to six years as a whole which includes physical and non-physical aspects by providing stimulation for appropriate physical, spiritual (moral and spiritual), motoric, intellectual, emotional, and social development so that children grow and develop optimally(Lahiya, Hasini, Mamonto, & Mamonto, 2022). Early childhood education is learning that is done by playing while learning, so children will feel happier and not feel forced when they do learning. Feeling happy and comfortable will have a more positive influence on children(Suyadi, 2014).

In the school environment, teachers have the duty and responsibility to educate, guide and assist their students and teach them about socializing (Ferdian Utama, 2017). Therefore, to achieve social-emotional achievement a teacher must be able to apply several learning methods and strategies that can make children socialize. Based on the results of initial observations at TKIT Al-Baihaqi, emotional abilities in children aged 5-6 years in group B, are still very lacking.

Every individual who has self-confidence means that the individual is sure of the abilities that exist within him as the Judge said that self-self belief is a perception that exists inside someone of his abilities and accepts all the shortcomings that exist in him (Hakim, 2022). In line with Syam and Amry who explained that self confidence is belief in a single's personal capability that allows you to acquire goals, dreams, and desires to be completed despite facing diverse demanding situations and issues and to be finished with complete responsibility and to be able to express oneself completely. Confidence will increase if someone I feel I have an advantage that other people don't have (Syam, A., 2018).

According to Saragih et al. people who have confidence will be confident and able to behave according to what they expect and want (Saragih, D. F., Opod, H., & Pali, 2018). If a person does now not have self-self belief, issues will rise up because someone's self-self assurance is an aspect of character that capabilities to actualize his capacity. similarly to inner elements, particularly bodily situation, self-confidence is likewise stimulated by way of outside elements, specifically the surroundings wherein there are circle of relatives and friends who interact properly with each other will give a excessive feel of comfort and self belief. This was also explained by Hapsari and Primastuti who said one of the internal factors according to a person's self-confidence is physical condition (Hapasari & Primastuti, 2014). The physical condition referred to here is someone who feels he has deficiencies either in his body or face and feels different from other people. This will lead to self-confidence and low self-esteem. Conversely, when a person succeeds in covering up his shortcomings, self-confidence will appear in him.

Early childhood is a child who is in the age range 0-6 years. At that age, development occurs very rapidly. Based on research results, about 40% of human development occurs at an early age. Therefore, early age is considered very important so that it is termed the golden age. Every individual experiences an early age, it's just that this early age only occurs once in the life phase of every human being, so the existence of an early age should not be wasted. Early age is the most appropriate period to stimulate individual development. In order to provide various development efforts, it is necessary to know

about the developments that occur in early childhood. Knowledge of early childhood development will become an adult's capital to prepare various stimulations, approaches, strategies, methods, plans, media or educational game tools, which are needed to help children develop in all aspects of their development according to the needs of children at each stage of their age (Talango, 2020). As teachers, we may often or have encountered some of our students who have characters such as anxiety, cowardice, feelings of inferiority and shyness. These professional behaviors are often referred to as "neurotic" or insecure types of behavior. (Mu'awwanah, 2017) One of the efforts to overcome fear by early childhood is to increase self-confidence. One of the self-confidence in question is the courage to raise a finger to answer the teacher's question even though he doesn't know the answer.

Feelings of fear in children can be prevented by parenting in ways that can increase children's confidence, adaptability, and optimism. For this reason, parents and teachers as well as parties related to children must work together and help children to overcome these feelings.

There is agreement with the results of one of the teachers from students with the initial S interviewed by the researcher, namely S who feels less confident in expressing opinions. Judging from the results of the interviews which explained that when the teacher gave questions to the students the child was afraid to answer and even cried, was not enthusiastic about following the lesson, felt intimidated, and felt threatened. On the other hand, there are students who are confident in answering questions from the teacher, this also makes S even more afraid because they are not confident in the abilities they have. S will feel inferior when he wants to answer questions from the teacher, is afraid when expressing his feelings because he is unsure whether his opinion is correct or not and is also afraid of being treated differently from the teacher.

Furthermore, the researchers found new findings which were explained by one of the responses from the teacher, namely students with the initials H who still felt inferior in opinion. This is indicated by H being unsure of his abilities, having difficulty expressing his emotions or feelings, being ungrateful, pessimistic and avoiding responsibility.

Then from the several opinions and research results about fear above, the researcher wants to know early childhood confidence in overcoming fear

## **METHOD**

This study uses qualitative methods based on original data obtained and with a phenomenological approach. So that the results obtained are systematic, factual and accurate, the researchers used a qualitative descriptive study. Respondents in this study were teachers of TKIT Al-Baihaqi, namely Mrs. Nur Wahyu ni who provided information that there were 5 students who experienced fear problems which were taken by purposive sampling with the criteria that students did not dare to point fingers to answer teacher questions even though they knew the answers at TKIT Al-Baihaqi. The total number that the researcher obtained from the research informants was five students with the following characteristics.

Researchers used a method in the form of interviews. The interviews used by the researchers were semi-structured interviews and member checks for data validation. Qualitative analysis techniques narrative descriptive analysis where after data collection the researcher will summarize important matters, categorize themes and will present data in the form of descriptions or tables that are narrative in nature.

## RESULT AND DISCUSSION

Fear is a strong and unpleasant emotion caused by awareness or anticipation of a danger (Mu'awwanah, 2017) unreasonable and very strong fear is the result of a state of panic.

Typical fears in childhood include fear of the dark, fear of being abandoned, fear of loud noises, disease, ghosts, animals, strangers and unfamiliar situations. There are 3 factors identified as the source of fear in childhood (Mu'awwanah, 2017).

In everyday terms, people often refer to children who have low self-esteem as inferior. Feelings of low self-esteem are related to the concept of self-esteem. Low self-esteem is an emotional state that results in various negative feelings such as anxiety, insecurity, inadequacy, fear of failure and so on.

**Table 1 Table of research informants**

Initials	Age	Characteristic
E	5	Easily anxious in dealing with problems that are considered difficult
V	4	Has advantages and disadvantages in terms of physical and non-physical
H	3	Prefer to be alone than to join others
S	4	Not independent in solving problems
A	5	Easily nervous sometimes speak not fluently

One of the things that can overcome the fears of TKIT Al-Baihaqi students is self-confidence. There are several positive things that students get when the teacher provides an understanding of the importance of self-confidence, the first is a feeling of comfort when students feel anxious. This feeling of anxiety was felt by students (E, A) who seemed to be easily anxious in dealing with problems that were considered difficult and easily nervous, sometimes not speaking fluently. As the results of interviews conducted by researchers with TKIT Al-Baihaqi teachers, Mrs. Nur Wahyuni.

*"E when faced with a problem that is considered difficult then he will easily worry"*

*"Likewise, A gets nervous easily so it's hard to talk when facing problems..."*

This is in line with Uyu Mu'awwanah's presentation which explained that we often or have encountered some of our students who have characters such as anxiety, cowardice, feelings of inferiority and shyness. By professionals these behaviors are often referred to as a type of "neurotic" or insecure behavior (Mu'awwanah, 2017). They feel uncomfortable, often feel anxious, become restless, and want to leave social situations. This fear of negative judgment, is often accompanied by poor social behavior, such as becoming awkward and difficult to speak. Many shy children do not participate in school or in the community but act differently at home.

Furthermore, several students were also explained by Mrs. Nur Wahyuni that confidence in facing problems is believed to be an advantage. This happens because students get praise which ultimately considers himself better in dealing with fear than before. This feeling is felt by students (E, V, S, and A)

*"Yes, self-confidence is one of the strengths in overcoming fear in students, not all of them, only one or two people say students can overcome problems like that, sometimes students ask for help with the problems they experience..."*

*"Yes, there are students who are better at home, but right at school it's like that"*

In accordance with Yusnita's explanation which explained that individuals who are confident with their strengths and abilities and skills show that these individuals have good self-confidence (Yanti Yusnita, 2011).

Not only that, the self-confidence generated also makes students (E, V, H, and A) indirectly feel comfortable when facing problems, have physical and non-physical deficiencies, prefer to be alone and are easily nervous about carrying out any activity in activity. The feeling of calm felt by student E is also an impact on self-confidence.

*"...E is not easily anxious in dealing with problems that he considers difficult."*

*"H feels Wow, how come it's really different when you join other friends than before who likes to be alone, I mean more confident walking like that sis, it's easy to join with other people, self-confident looks good, other people are also comfortable with H..."*

This is in line with Ratna Yunita Setiyani Subardjo's explanation. Anxiety affects student learning outcomes, because anxiety tends to produce confusion and distorted perceptions. These distortions can interfere with learning by reducing the ability to pay attention, reduce memory, interfere with the ability to relate one thing to another (Yunita & Subardjo, 2018).

Self-satisfaction was also felt by the informant (V) because he felt he was able to overcome his fears because he had shellfish and weakness from a physical and non-physical perspective.

*"...V is now enjoying himself, what is his pleasure, how does it feel to see him, he already considers himself handsome, that's all I mean, what is his satisfaction?"*

This is in accordance with Uyu Mu'awwanah who stated that children gradually develop more self-confidence and feel more independent and free (Mu'awwanah, 2017).

By talking, someone will be able to communicate with each other in all things or just to express opinions. The feelings felt by the informants (E, V, H and A) indicate that the self-confidence that is formed encourages them to be more courageous in communicating with others.

*"At first, sometimes E was really nervous when facing problems that he thought were difficult, like getting to know other people easily, but sometimes on the one hand, sometimes E was not in the mood, he just kept quiet, but when he got angry, like when E, I gave him an understanding of self-confidence, E can solve the problem"*

This is in line with Uyu Mu'awwanah's explanation that self-confidence is gradually increased with repeated experiences of success (Mu'awwanah, 2017).

In addition to communication, students also need to improve their existence in society and get recognition for their existence. By getting recognition from the community and peers around them, it will be easier for these students to adapt to their environment. As felt by students (V, H and A) who felt that they received recognition, namely in the form of attention when they could overcome their fear with confidence.

*"...if V is now confident about his physical deficiencies, what will V do if V walks confidently, usually the attention of friends at school or parents of students who are waiting for their children during school will be more focused on V, usually when they see him, that person sees up and down when I look at it, seeing it like that, it's really different like seeing it for a while after seeing it like that, there I give appreciation to V and give strength to him..."*

Uyu Mu'awwanah mentioned the same thing that every time a child shows an attitude of optimism and is not easily discouraged, give him a reward that can strengthen his behavior. One form of reward is to give something that the child likes (Mu'awwanah, 2017).

When a student experiences a problem without realizing it, certain feelings will appear that can affect student activities when he is at school which results in a student's self-confidence. As told by the TKIT Al-Baihaqi teacher, Mrs. Nur Wahyuni, who felt that her students were afraid.

*" E looked very worried, like before when I first met E the first time he was enrolled in school by his mother, I thought he was sick, because E was really pale like he was sick"  
"V has deficiencies both physically and non-physically, I have never seen him before. V is embarrassed if he doesn't look like the other friends, not perfect like that"*

Furthermore, according to Mrs. Nur Wahyuni's explanation, A is easily nervous so that it is difficult to talk when carrying out activities at school, likes to be alone rather than joining friends, H feels inferior when he is with other people and has difficulty focusing when carrying out activities carried out

*"E when there is a problem at school he will be anxious and want school to finish quickly, so he can't focus like that, so when he finishes school he quickly goes home" (respondent 1) .*

This is in line with Hakim where some of the characteristics of people who are not confident are difficult to neutralize the emergence of tension in a situation, have deficiencies or weaknesses from a physical perspective, easily give up (Judge, 2022) .

When self-confidence is not present in children, some students will behave differently when they meet other people. This does not happen because some students depend on one thing for their confidence, namely make up. This behavior tends to be negative as is done by almost all students (E, V, H and S) one of which is to be alone and avoid problems.

*"E thinks that when there is a problem that is difficult to deal with it makes him feel anxious"*

*"... even though inside or outside of school, I don't mean like that, V is afraid of interacting with friends because he has a physical disability, so V only plays with games facilitated by schools like that"*

In addition to behavior, there are also feelings felt by students (V and H), namely feelings of inferiority when doing activities with other people. Feelings of inferiority that are felt can have an impact on children's social lives such as preferring to be alone, away from groups, and negative thinking. Not sure about his ability and fear of whether other people will respond or not when speaking or not was also felt by student (A) when that fear arose.

*"A feels that I don't interact too much with people, sis. If A is at school, A is more fun with the games facilitated by the school, sis."*

*"V, if he talks, he still has fear, what's his name, he's not confident, meaning when he says he will be responded to like the others or not?"*

In addition, some children also show gestures such as lowering their faces when experiencing problems. This gesture is generally made by people who feel embarrassed and feel something is wrong with them, such as students (V and H) who will lower their faces when communicating with others.

*"...H is not confident at all, like that, H can always look down, no matter how much H bends over, it's like H wants to cover your face and H doesn't meet such a person..."*

The results of the data above are in accordance with Hakim's explanation where the beginning of the process of feeling insecure is a social life that is lived with negative attitudes, such as feeling inferior, liking to be alone, running away from responsibility, isolating oneself in groups, and other negative reactions that actually strengthen feelings of fear of child (Judge, 2022) .

**Table of researchers' findings regarding self-confidence in overcoming fear in early childhood.**

No	Researchers Related to Early Childhood Fear of Confidence	
1	Not sure of their abilities	Feeling afraid when presenting in front of the class because they feel unable to answer questions and are afraid of being blamed (E)
2	Difficulty expressing emotions/feelings	Difficulty expressing feelings (E, H)
3	No thanks	Wanting the advantages possessed by others. (E, H) Blame myself (H)
4	Avoid responsibility	Violating the rules that have been set when participating in campus activities that result in consequences. (E, H)
5	Negative thinking	Negative thinking if one pays attention (E)

When young children are not confident in their abilities, they will tend to be insecure and consider themselves unable to deal with the situation. This feeling is felt by student (E) where he is afraid of other people's judgment of him.

*"E is nervous blank, even though he already knows the answer, E learns when he is told to go forward like a blank, afraid of being wronged like that, that's what doesn't say wrong, you know, miss, that's it"*

The two respondents did not express their feelings because they felt they had no right to express their feelings or say what they wanted. This feeling was felt by student (H) who explained that he could not express his emotions when with other people because he preferred to be alone. Student (E) also explained that he had difficulty expressing his feelings to other people because he was afraid of hurting other people's hearts and felt embarrassed if he said something that touched the hearts of his parents because he was not used to it since he was young.

*"Yes, E is ashamed to act strange like that, especially with his parents, E is afraid of hurting him, Sis"*

For some people, when they see other people have advantages that they don't have, the individual will start to compare them with the conditions that exist in him and then crave the same physical appearance. This feeling is felt by students (E). In addition, individuals who lack self-confidence will tend to be embarrassed, complain about their appearance and also criticize their own shortcomings. This feeling was felt by the informant (H)

*"Yes, actually E is normal, but usually E is jealous of those who are smarter, who memorize a lot and are active"*

*"H said how come smart people are like that, oh my gosh I lost, I wasn't confident in anything, like that, I wasn't confident at all, when I first entered school, I met friends and teachers ."*

Students who have good self-confidence will carry out their duties appropriately and effectively based on their belief in their own abilities.

*"Ever H, but if you have a problem it will be alone rather than joining other people"*

## CONCLUSION

The conclusion from the research that has been done is that the results are obtained. Confidence theory is used by the TKIT Al-Baihaqi teacher, Mrs. Nur Wahyuni, to her students to cover all deficiencies, especially in fear, including being easily anxious, like to be alone, not independent, easily nervous and many more. In addition to making the body healthy, it can also increase the feeling of being with students who feel scared, have

difficulty focusing on carrying out activities, are not enthusiastic about carrying out all their activities, feel inferior when in the environment and also have difficulty communicating with others because of feelings of fear. These things change when students know self-confidence, namely the impact that Nur Wahyuni feels internally such as students are more confident, feel more able to take responsibility for the problems their students experience, feel comfortable when doing activities, feel satisfied when showing their best performance to others others, feel more capable than their peers, by considering self-confidence as an outwardly possessed skill. In addition, externally students are more daring to speak which indirectly improves their interpersonal relationships. In addition, the researchers also found new findings, namely that there were some students who felt afraid, even when they had been given an understanding of self-confidence. Based on the results of the research that has been done

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