

Enhancing Early Childhood Self-Confidence Through a Play-Based Approach in Task Assignment

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ABSTRACT

This study was motivated by the low level of self-confidence among early childhood students during learning activities, particularly when completing assigned tasks in Class A of TK Taswaja Sudimoro. Initial observations revealed that several children were hesitant to express their opinions, afraid of making mistakes, lacked the courage to perform in front of the class, and were not yet independent in completing tasks. This condition highlighted the need for a learning approach that aligns with the characteristics of early childhood education, namely learning through play-based activities. Therefore, this study aimed to improve children's self-confidence through a play-based approach in task assignments. This research employed the Classroom Action Research (CAR) method, which was conducted in two cycles. Each cycle consisted of four stages: planning, implementation, observation, and reflection. The research subjects were 13 children from Group A. Data were collected through observation, interviews, and documentation, and were analyzed using both descriptive quantitative and qualitative techniques. The results of the study indicated a significant improvement in children's self-confidence. The level of self-confidence increased from 45% in the pre-action stage to 65% in Cycle I and reached 85% in Cycle II. The children became more confident, independent, and actively engaged in learning activities. Thus, the play-based approach proved to be effective in enhancing the self-confidence of early childhood students at TK Taswaja Sudimoro.

Keywords: Self-Confidence, Early Childhood, Play-Based Approach, Task Assignment.

I. Introduction

Early childhood education (ECE) is a crucial stage in shaping the fundamental aspects of children's development, including cognitive, social-emotional, language, and motor development. During this stage, children experience rapid growth that significantly influences their future learning and behavior. Therefore, educational stimulation provided during early childhood must be designed appropriately to support holistic development. One of the important aspects that must be developed from an early age is self-confidence. Self-confidence is an essential component of social-emotional development because it allows children to express themselves, interact effectively with others, and participate actively in learning activities (Hurlock, 2019). Children who possess adequate self-confidence are more willing to explore their environment, express ideas, and take part in classroom activities without excessive fear of making mistakes.

Self-confidence plays a significant role in supporting children's participation in the learning process. Confident children tend to demonstrate initiative, curiosity, and persistence when completing tasks or facing challenges in the classroom. They are also more capable of communicating their thoughts and emotions, which contributes positively to their social interaction with peers and teachers. According to research conducted by Sari and Mulyadi (2022), self-confidence in early childhood is closely related to children's learning motivation and their ability to adapt to the classroom environment. When children feel confident, they are more willing to try new activities, ask questions, and express opinions during learning sessions. Consequently, fostering self-confidence from an early age is essential in ensuring that children can develop both academically and socially. However, not all children demonstrate adequate levels of self-confidence in classroom activities. Based on preliminary observations conducted in Class A of TK Taswaja Sudimoro, it was found that several children still showed low levels of self-confidence during learning activities, particularly when completing tasks assigned by the teacher. Some children appeared hesitant to speak in front of the class, were afraid of making mistakes when doing their assignments, and were reluctant to ask or answer questions during discussions. In addition, several children still depended heavily on assistance from teachers or peers when completing tasks. Such conditions indicate that children have not yet developed optimal independence and confidence in their abilities.

Low self-confidence in early childhood may hinder children's participation in learning activities and limit their potential development. Children who lack confidence often avoid challenges, feel anxious when asked to perform tasks, and hesitate to interact with peers. Research by Nurhayati and Pratiwi (2021) shows that children with low self-confidence tend to be passive in classroom activities and require more encouragement from teachers to participate. If this condition continues without proper intervention, it may affect children's long-term social and academic development. Therefore, teachers need to implement appropriate learning strategies that can stimulate and improve children's self-confidence in a supportive and enjoyable learning environment. Learning activities in early childhood education should fundamentally align with the developmental characteristics of young children, namely learning through play. Play is considered a natural activity for children and serves as an effective medium for learning. Through play, children can explore their environment, develop creativity, and express their thoughts and emotions freely. Play-based learning provides children with opportunities to learn in a relaxed and enjoyable atmosphere, reducing pressure and anxiety during learning activities. According to research by Putri, Rahman, and Hidayat (2023), play-based learning approaches significantly enhance children's engagement and participation in classroom activities, particularly in early childhood education settings.

The integration of play into learning tasks allows children to develop confidence while participating in structured activities. When tasks are presented in the form of games or playful challenges, children tend to perceive them as enjoyable rather than demanding. This condition encourages children to take risks, try new activities, and express themselves without fear of failure. Furthermore, playful learning activities create a supportive environment where mistakes are viewed as part of the learning process rather than something to be avoided. According to research by Wahyuni and Setiawan (2020), play-based instructional strategies can effectively increase children's self-confidence because they encourage active participation and provide opportunities for children to demonstrate their abilities in a fun context. In addition, task assignments that are designed using play-based approaches can increase children's motivation and engagement in learning activities. Motivation is an important factor that influences children's willingness to participate in classroom tasks. When children feel interested and enjoy the activities provided, they are more likely to participate actively and complete tasks independently. Studies conducted by Lee and Kim (2021) indicate that play-oriented learning environments promote positive emotional experiences for children, which in turn contribute to higher levels of self-confidence and social competence. This suggests that integrating play into learning tasks can create a positive classroom atmosphere that supports children's emotional well-being and learning participation.

Through playful task assignments, children are encouraged to communicate their ideas, perform in front of the class, and complete tasks independently. These activities provide opportunities for children to

practice expressing themselves and interacting with others, which are essential components of self-confidence development. When children successfully complete tasks through play-based activities, they experience a sense of achievement that strengthens their belief in their own abilities. According to research by Prasetyo and Wulandari (2024), play-based learning strategies in early childhood classrooms significantly improve children's self-confidence, participation, and social interaction during learning activities. Considering the importance of developing self-confidence in early childhood, teachers need to design learning strategies that align with children's developmental characteristics. One effective approach is integrating play-based methods into task assignments. This approach not only makes learning more enjoyable but also provides opportunities for children to develop independence, creativity, and confidence in a supportive environment. By implementing playful task assignments, teachers can create learning experiences that encourage children to participate actively and express themselves freely.

Based on the explanations above, the researcher considers it necessary to conduct a classroom action research study aimed at improving children's self-confidence through the implementation of a play-based approach in task assignments in Class A of TK Taswaja Sudimoro. This study is expected to contribute to the development of more effective and child-centered learning strategies in early childhood education. Furthermore, the results of this research may provide practical insights for teachers in designing learning activities that support the development of children's social-emotional skills, particularly self-confidence. Based on the background described above, the research problems in this study focus on examining the level of self-confidence among early childhood students during task assignment activities in Class A of TK Taswaja Sudimoro before the implementation of a play-based approach, exploring how the play-based approach can be applied in task assignments to enhance children's self-confidence, and determining whether the implementation of the play-based approach in task assignments can effectively improve the self-confidence of early childhood students in TK Taswaja Sudimoro.

II. Literature Review

2.1. The Concept of Self-Confidence in Early Childhood

Self-confidence refers to an individual's belief in their ability to perform tasks and face various situations effectively. In early childhood education, self-confidence is reflected in children's courage to try new activities, speak in front of others, ask questions, answer teachers' questions, express ideas, and complete tasks independently without excessive dependence on others. Self-confidence is an important component of children's social-emotional development because it influences how they interact with teachers, peers, and their surrounding environment. Children who develop strong self-confidence at an early age tend to become more active learners, show initiative, and participate more actively in classroom activities (Rahmawati & Suryana, 2021). The development of self-confidence in early childhood occurs gradually through experiences and interactions within their environment. Positive experiences such as appreciation, encouragement, and successful task completion play an important role in shaping children's confidence. When children are given opportunities to explore their abilities and express themselves freely, they begin to develop a sense of competence and belief in their own abilities (Putri & Nurhasanah, 2022). Teachers and parents therefore have a crucial role in creating supportive environments that allow children to experience success and develop positive self-perceptions.

Children who possess self-confidence typically show several observable characteristics in their behavior. They are generally willing to express their opinions, answer questions, and participate actively in classroom discussions. In addition, confident children are not afraid to try new things and usually demonstrate curiosity toward unfamiliar activities. They also show willingness to perform in front of their classmates and participate in group activities. Another important characteristic is their ability to complete tasks independently and persist when facing challenges. Research conducted by Wulandari, Pratama, and Lestari (2023) indicates that children with higher self-confidence levels demonstrate stronger persistence and

engagement during learning activities. In contrast, children with low self-confidence tend to hesitate when participating in classroom activities. They may feel afraid of making mistakes, avoid challenges, and depend heavily on teachers or peers when completing tasks. Such children may also remain passive during discussions and show limited participation in learning activities. According to Fitriani and Yusuf (2020), children who lack confidence often experience anxiety in social interactions and may struggle to express their ideas clearly. Therefore, strengthening self-confidence during early childhood is essential to support children's emotional, social, and academic development.

Several factors influence the development of self-confidence in early childhood. One important factor is the family environment. Parenting styles that emphasize warmth, encouragement, and democratic communication help children feel valued and capable. When parents support children's ideas and allow them to express themselves freely, children are more likely to develop strong self-confidence (Sari & Hidayat, 2022). On the other hand, environments that frequently criticize children or restrict their independence may reduce their confidence. The school environment also plays an essential role in developing children's self-confidence. A classroom atmosphere that is supportive, inclusive, and free from judgment encourages children to participate without fear of failure. Teachers who provide opportunities for children to express ideas, collaborate with peers, and explore learning activities contribute significantly to the development of social-emotional skills. Studies show that positive teacher-child interactions can significantly strengthen children's confidence and participation in learning activities (Kim & Park, 2021).

In addition, teachers serve as facilitators and motivators who guide children during learning processes. Through positive reinforcement, encouragement, and appreciation of small achievements, teachers help children recognize their abilities and develop confidence in completing tasks (Susanti & Prasetyo, 2023). Experiences of success are particularly important because they create a sense of competence that motivates children to face future challenges (Lee & Kim, 2021). Social interaction with peers also contributes significantly to the development of children's self-confidence. Through interaction and cooperation with peers, children learn to communicate ideas, share responsibilities, and collaborate in group activities. These experiences help children develop courage and social skills that strengthen their confidence (Nugroho & Sari, 2024).

2.2. The Nature of Early Childhood

Early childhood refers to children aged between 0 and 6 years, which is often described as the "golden age" of development. During this stage, physical, cognitive, emotional, and social development occur rapidly. Children at this stage are generally active, curious, and eager to explore their surroundings. They learn best through direct experiences and concrete activities. However, their attention span tends to be relatively short, which means learning activities must be engaging and varied (Yuliani & Handayani, 2021). Because of these characteristics, learning for early childhood should be designed in ways that are enjoyable, meaningful, and developmentally appropriate. Learning environments must be supportive and free from excessive pressure so that children feel comfortable exploring and expressing themselves. One of the most effective approaches for early childhood education is play-based learning, which aligns naturally with children's developmental needs.

2.3. Play-Based Approach in Learning

Play is an activity carried out voluntarily that brings enjoyment and satisfaction to children. In early childhood education, play is not merely entertainment but an important learning method that supports children's cognitive, emotional, and social development. Through play activities, children can explore their environment, develop creativity, and express ideas and feelings freely (Pratiwi & Setiawan, 2020). Different forms of play can be implemented in early childhood learning activities. For example, role play allows children to act out different characters or situations, helping them develop communication skills and confidence in

expressing themselves. Constructive play, such as building with blocks, encourages creativity and problem-solving skills. Educational games designed with specific learning goals can also enhance children's understanding while maintaining their interest in learning. In addition, group play activities promote cooperation and social interaction among children. The play-based approach offers many benefits in early childhood learning. It creates a positive and enjoyable learning atmosphere that reduces anxiety and pressure. When learning activities are enjoyable, children are more motivated to participate actively. Play also provides opportunities for children to express ideas, explore creativity, and practice independence. Research by Johnson and Brown (2022) shows that play-based learning environments significantly improve children's engagement, emotional well-being, and self-confidence.

2.4. Task Assignments in Early Childhood Education

Task assignments are learning activities designed by teachers to develop children's responsibility and skills through structured experiences. In early childhood education, tasks should be simple, concrete, and appropriate to children's developmental stages. Tasks that are too complex may create pressure and discourage participation. Therefore, teachers must design tasks that encourage children's active involvement and allow them to explore their abilities independently (Handayani & Rahman, 2023). Integrating play into task assignments can significantly increase children's confidence and participation. When tasks are presented in rigid ways, children may feel anxious and afraid of making mistakes. However, when tasks are designed as playful activities, children perceive them as enjoyable challenges rather than obligations. This encourages them to participate more actively and confidently in learning activities (Rahmawati & Suryana, 2021).

2.5. Conceptual Framework

Low levels of self-confidence among children during task assignment activities may occur because learning methods are not aligned with early childhood characteristics. Learning approaches that are too rigid or demanding may create anxiety and discourage participation. By applying a play-based approach in task assignments, learning activities become more enjoyable and less intimidating. When children feel comfortable and engaged in learning, they are more likely to show courage, independence, and active participation. Therefore, the use of a play-based approach in task assignments is expected to improve early childhood self-confidence in learning activities at TK Taswaja Sudimoro.

III. Research Method

This study employed the Classroom Action Research (CAR) method. Classroom Action Research is a type of reflective research conducted by teachers in their own classrooms with the aim of improving and enhancing the quality of the teaching and learning process in a continuous manner. This approach allows educators to identify learning problems, implement appropriate actions, and evaluate the outcomes through systematic cycles. CAR is widely used in early childhood education because it enables teachers to directly observe the impact of instructional strategies on children's development (Sari & Pratiwi, 2021). In addition, classroom-based interventions help teachers design learning environments that are more responsive to the developmental needs of young learners (Kemmis et al., 2022). The subjects of this research were 13 children from Group A at TK Taswaja Sudimoro. The study was conducted during the current semester of the ongoing academic year. Early childhood learners at this stage are typically in the developmental period where confidence, independence, and social interaction begin to emerge significantly. Therefore, providing appropriate learning strategies is crucial to stimulate these aspects of development (Putri & Hidayat, 2023).

The research was carried out in two cycles, and each cycle consisted of four stages: planning, acting, observing, and reflecting. In the planning stage, the researcher prepared the Daily Lesson Plan (RPPH), learning media, and play materials that support the implementation of a play-based approach in task

assignments. Observation sheets and success indicators were also designed to measure children's self-confidence during the learning process. The planning stage is considered essential in action research because it ensures that learning activities are systematically organized and aligned with educational objectives (Arikunto, 2021). The acting stage involved implementing the learning activities using a play-based approach in task assignments according to the prepared plan. Play-based learning is recognized as an effective strategy in early childhood education because it allows children to learn naturally through exploration, interaction, and enjoyable activities. Research has shown that integrating play into classroom tasks can increase children's motivation, engagement, and confidence during learning activities (Pyle et al., 2020).

During the observing stage, the researcher conducted systematic observations of the teaching and learning process and children's self-confidence development using prepared observation sheets. The observations focused on indicators such as children's willingness to express opinions, courage to perform in front of the class, independence in completing tasks, and participation in learning activities. Observational data are particularly valuable in early childhood research because young children often express their development through behavior rather than verbal explanations (Wahyuni & Setiawan, 2022). The reflecting stage was conducted at the end of each cycle. In this stage, the researcher evaluated the implementation of the learning activities, analyzed the results obtained, and identified areas that needed improvement for the next cycle. Reflection is a crucial component of Classroom Action Research because it allows educators to continuously refine teaching practices and improve learning outcomes (Burns, 2020).

Data in this study were collected through observation, interviews, and documentation. Observation was used to monitor children's self-confidence development during the learning process. Interviews were conducted with the classroom teacher to obtain additional information about children's behavioral changes and learning participation. Documentation included photographs of learning activities, attendance lists, and children's work as evidence of the research implementation. The research instrument used in this study was an observation sheet measuring children's self-confidence, which included indicators such as courage to express opinions, willingness to perform in front of the class, independence in completing tasks, and active participation in learning activities. The collected data were analyzed using descriptive quantitative and qualitative techniques. Quantitative analysis was conducted by calculating the percentage of children who achieved each indicator of self-confidence in every cycle, while qualitative analysis was used to describe the learning process and behavioral changes observed during the research. The percentage of achievement was calculated using the following formula is $Percentage = (Number\ of\ children\ achieving\ the\ indicator / Total\ number\ of\ children) \times 100\%$. The research was considered successful if at least 80% of the children reached the "Developing as Expected" (BSH) category in the self-confidence aspect. Through the implementation of a play-based approach in task assignments, it was expected that children's self-confidence would gradually improve from the pre-action stage to Cycle II, thereby creating a more active, independent, and confident learning environment.

IV. Results and Discussion

4.1. Results

This study was conducted in two cycles to improve early childhood self-confidence through a play-based approach in task activities at Taswaja Sudimoro Kindergarten. Data were collected through observation, interviews, and documentation, and were then analyzed using both descriptive quantitative and qualitative methods. The implementation of the research followed the stages of planning, action, observation, and reflection in each cycle. Through this systematic process, the researcher aimed to observe changes in children's self-confidence during the learning activities.

a. Pre-Action Results

Before the intervention was implemented, initial observations were carried out to identify the level of children's self-confidence during classroom learning activities. The results indicated that only a small number of children showed confidence in expressing themselves or participating actively in learning tasks. Many children appeared hesitant, shy, and dependent on teacher assistance when completing tasks or speaking in front of the class. The data showed that 5 out of 13 children (38%) were willing to express their opinions during learning activities. Meanwhile, only 4 out of 13 children (31%) were brave enough to perform or speak in front of the class. In terms of task independence, 6 out of 13 children (46%) were able to complete their assignments independently, while the same number of children (46%) were considered active during classroom learning. Overall, the average level of children's self-confidence was **45%**, indicating that most children were still unsure and lacked confidence in participating in classroom activities.

Table 4.1 Pre-Action Self-Confidence Level of Children

Indicator	Number of Children	Percentage
Expressing opinions	5 of 13	38%
Performing in front of the class	4 of 13	31%
Completing tasks independently	6 of 13	46%
Active participation in learning	6 of 13	46%
Average Self-Confidence		45%

b. Cycle I Results

After the implementation of the play-based approach in Cycle I, improvements were observed in several indicators of children's self-confidence. The play-based activities allowed children to participate more freely and comfortably in the learning process. Through interactive games, group activities, and task-based play, children gradually became more engaged and showed increased willingness to participate in classroom activities.

The results indicated that 8 out of 13 children (62%) were able to express their opinions during learning activities. Additionally, 7 out of 13 children (54%) demonstrated the courage to perform or speak in front of the class. In terms of independence, 9 out of 13 children (69%) were able to complete their tasks without significant assistance from the teacher. Similarly, 9 out of 13 children (69%) actively participated in the learning process. The overall average of children's self-confidence increased to 65%. Although improvement was evident, some children still appeared hesitant when performing in front of the class or when encountering new tasks. This indicated that further refinement and improvement of the learning strategies were necessary, which were then implemented in Cycle II.

Table 4.2 Self-Confidence Results in Cycle I

Indicator	Number of Children	Percentage
Expressing opinions	8 of 13	62%
Performing in front of the class	7 of 13	54%
Completing tasks independently	9 of 13	69%
Active participation in learning	9 of 13	69%
Average Self-Confidence		65%

c. Cycle II Results

In Cycle II, improvements were implemented based on the reflection results from Cycle I. The teacher provided more structured play activities, greater encouragement, and more opportunities for children to express themselves during classroom interactions. These improvements significantly influenced the development of children's self-confidence during learning activities.

The findings showed a substantial increase in all observed indicators. A total of 11 out of 13 children (85%) were able to express their opinions confidently during classroom discussions. Furthermore, 10 out of 13 children (77%) demonstrated the courage to perform or speak in front of the class. In terms of independence, 12 out of 13 children (92%) were able to complete their tasks independently without requiring much guidance.

from the teacher. Additionally, 11 out of 13 children (85%) actively participated in classroom learning activities. The average level of children's self-confidence increased significantly to 85%, exceeding the predetermined success indicator of 80%. These results indicate that the play-based approach effectively enhanced children's confidence, encouraging them to try new activities, complete tasks independently, and interact more actively with both teachers and peers during the learning process.

Table 4.3 Self-Confidence Results in Cycle II

Indicator	Number of Children	Percentage
Expressing opinions	11 of 13	85%
Performing in front of the class	10 of 13	77%
Completing tasks independently	12 of 13	92%
Active participation in learning	11 of 13	85%
Average Self-Confidence		85%

4.2. Discussion

The results of this study indicate that the implementation of a play-based approach in task assignments is effective in improving the self-confidence of early childhood students. The findings demonstrate that learning activities designed through playful and interactive methods can create a supportive environment where children feel comfortable expressing themselves and participating in classroom activities. In early childhood education, learning experiences that are enjoyable and meaningful are essential because they align with children's developmental characteristics. When learning activities are structured as play, children tend to feel less pressured and more motivated to explore their abilities. Previous studies also emphasize that play-based learning environments significantly support the development of social-emotional competencies, including self-confidence and communication skills in young learners (Rahmawati & Suryana, 2021; Johnson & Brown, 2022).

One of the important findings in this research relates to children's courage to express their opinions during classroom activities. Through role-play activities and group discussions integrated into task assignments, children were given opportunities to share their ideas freely without fear of making mistakes. These activities encouraged children to speak in front of their peers and teachers, gradually strengthening their confidence in communicating their thoughts. According to Putri and Nurhasanah (2022), children's self-confidence develops when they are given opportunities to express opinions and participate actively in learning activities. Furthermore, a supportive classroom environment that values children's ideas helps them feel appreciated and confident in expressing themselves. Research conducted by Nugroho and Sari (2024) also found that collaborative and interactive learning activities significantly improve children's confidence in communicating ideas and participating in discussions.

Another significant improvement observed in this study was children's courage to perform in front of the class. The play-based approach created a learning atmosphere that was safe, enjoyable, and non-threatening, which encouraged children to participate in performance-based activities such as role-playing or demonstrating their work. When children feel comfortable and supported, they are more willing to take risks and perform in front of others. This finding aligns with developmental theories suggesting that children learn most effectively through positive and direct experiences. Positive experiences during classroom performances can strengthen children's sense of competence and reduce anxiety related to public expression (Kim & Park, 2021). Similarly, Lee and Kim (2021) highlight that repeated exposure to supportive performance opportunities in early learning environments can significantly enhance children's self-confidence and social interaction skills.

The results of the study also reveal improvements in children's independence in completing tasks. When tasks were designed as playful activities, children showed greater motivation to complete them independently. Instead of relying heavily on teachers or peers, children were encouraged to explore solutions and attempt tasks on their own. In this context, the teacher acted primarily as a facilitator who guided and

supported children rather than directing every step of the activity. This approach allowed children to develop a sense of responsibility and autonomy in their learning process. According to Susanti and Prasetyo (2023), early childhood learners who are given opportunities to complete tasks independently tend to develop stronger confidence in their abilities and demonstrate higher levels of persistence in learning activities. Moreover, research conducted by Handayani and Rahman (2023) suggests that task-based learning activities designed with playful elements can significantly improve children's motivation, independence, and problem-solving skills.

In addition to increasing independence, the play-based approach also enhanced children's overall engagement in the learning process. The integration of playful activities into task assignments made learning more interesting and enjoyable for children. As a result, children became more enthusiastic and actively involved in classroom activities. Active participation is an important indicator of effective learning in early childhood education because it reflects children's motivation and willingness to interact with the learning environment. Studies indicate that children who participate actively in play-based learning environments show higher levels of curiosity, creativity, and self-confidence compared to those who experience more traditional instruction methods (Pratiwi & Setiawan, 2020; Yuliani & Handayani, 2021).

Another important aspect observed in this study is the improvement of social interaction among children. Play-based learning activities often require cooperation, communication, and teamwork. Through group tasks and collaborative games, children learned to share ideas, negotiate roles, and support each other during learning activities. These interactions helped children develop social skills while simultaneously strengthening their confidence in interacting with peers. According to Wulandari, Pratama, and Lestari (2023), peer interaction in collaborative learning environments plays a crucial role in enhancing children's social competence and emotional confidence. Furthermore, international research by Johnson and Brown (2022) confirms that play-based collaborative learning significantly improves children's engagement, communication skills, and self-confidence in classroom settings.

The positive outcomes observed in this study also support the view that play-based learning is an effective pedagogical strategy for early childhood education. Learning activities that combine play with structured educational goals allow children to develop multiple aspects of development simultaneously, including cognitive, emotional, and social skills. When children perceive learning as an enjoyable activity rather than an obligation, they are more likely to participate actively and demonstrate confidence in their abilities. According to Sari and Hidayat (2022), supportive and engaging learning environments help children develop positive attitudes toward learning and strengthen their sense of self-worth. Similarly, Fitriani and Yusuf (2020) emphasize that positive emotional experiences during learning activities play a significant role in developing children's confidence and willingness to participate in future learning tasks. Overall, the findings of this study demonstrate that integrating play-based approaches into task assignments can significantly enhance early childhood self-confidence. The improvements observed include increased courage to express opinions, greater willingness to perform in front of peers, stronger independence in completing tasks, and higher levels of active participation in classroom activities. These results indicate that play-based learning provides a supportive and motivating environment where children can develop both academically and socially.

V. Conclusion

Based on the results of the study on improving early childhood self-confidence through a play-based approach in task activities at Taswaja Sudimoro Kindergarten, several important conclusions can be drawn. Initially, the level of children's self-confidence in the pre-action stage was relatively low, with an average score of 45%. Many children appeared hesitant to express their opinions, were afraid of making mistakes, and lacked the courage to perform in front of the class. In addition, several children were still dependent on teacher assistance and had not yet demonstrated independence in completing learning tasks. However, after the implementation of the play-based approach in task activities, children's self-confidence gradually improved.

In Cycle I, the average level of self-confidence increased to 65%, indicating that children began to show greater willingness to participate in classroom activities. The improvement became more significant in Cycle II, where the average level of self-confidence reached 85%. This result exceeded the predetermined success indicator, demonstrating that the play-based learning approach effectively encouraged children to become more confident, independent, active, and participative during the learning process.

Based on these findings, several recommendations can be proposed. First, teachers are encouraged to consistently implement play-based learning approaches in classroom activities in order to foster children's courage, independence, and participation. Learning through play provides a comfortable and enjoyable environment for children, allowing them to express themselves more freely and develop confidence in their abilities. Second, schools should support this learning approach by providing adequate learning media, facilities, and play-based educational resources that stimulate children's participation and engagement. Third, future researchers are suggested to expand similar studies by involving a larger number of participants or focusing on other aspects of child development, such as creativity, communication skills, or social competence. With proper implementation, a play-based approach not only enhances children's self-confidence but also contributes to the holistic development of cognitive, social, and emotional aspects in early childhood education.

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