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The Influence of Balinese Dancing on Children's Self Confidence in Denpasar, Bali

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School-aged children tend to prefer physical and social activities. This period is the right time to develop oneself in areas such as physical, cognitive, language, social, emotional, spiritual, self-concept, discipline, and independence. Self-confidence is a personality trait that can be characterized by the ability to interact with friends and family. This research aims to determine the effect of Balinese dancing activities on the self-confidence of school-aged children at the Denpasar Dance Studio. This research uses a quasi-experimental design, particularly the pre-test-post-test control group design. Self-confidence measurements for school-age children were carried out twice a week for one month, while the control group was beginner musicians who had never performed. The sampling technique used in sample selection was purposive sampling with inclusion and exclusion criteria. The difference in pre-test and post-test results using the Wilcoxon signed rank test in the intervention group, with a p-value of 0.000, signifies that Balinese dancing activities influence self-confidence in school-aged children. Meanwhile, in the control group, the p-value was 0.993, meaning that beginner Balinese music activities did not affect the self-confidence of school-aged children. The Mann-Whitney test found a p-value of 0.005, indicating a difference in the self-confidence of school-aged children in the intervention and control groups. It is hoped that this research will provide input for parents to provide physical activity in the form of Balinese dancing to school-aged children to increase their self-confidence.

Keywords: Self-confidence, Balinese dancing, School-age children

INTRODUCTION

School-age children aged 6 to 12 commonly prefer physical and social activities such as playing, moving, and enjoying doing or feeling things directly (Istiqomah, 2019). This stage of development is the most appropriate time to lay the first foundation for self-development, such as physical, cognitive, language, social, emotional, spiritual, artistic, self-concept, independence, and discipline. Self-confidence is a personality trait that can be characterized by the ability to interact with friends and family (Bochen et al., 2020). The characteristics of a child who has self-confidence are believing in their abilities, being independent in making decisions, having a positive self-concept, daring to express opinions, being able to socialize with peers, not feeling afraid, and not being nervous or embarrassed when appearing in public (Wahyuni, 2021).

Based on the results of a study regarding self-confidence, an element of social interaction, obtained by the Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia in 2018, 56% of children experienced a crisis of self-confidence (Bochen et al., 2020). In Bali, as many as 72% of children have moderate self-confidence (Siyani, NA., Asri, AS., Putra, 2020). Findings of the study on children's self-confidence

conducted by Ilya & Fitria showed that nearly half the subjects have low self-confidence, with 41.3% (Ilya, KL & Fitriana, 2020). The research carried out by Asih & Astriyanti discovered that 97.5% of children have low self-confidence and 2.5% have medium self-confidence (Asih et al., 2019). The study established by Wiranatha and Supriyadi in Denpasar revealed that as many as 241 teenagers in Denpasar had low self-confidence (Wiranatha & Supriyadi, 2020).

One of many ways to develop self-confidence in children can be done through dancing activities (Astuti et al., 2019). The condong dance is a unique classical Balinese dance and is usually performed as an opening to the legong dance. The condong dance depicts a palace maid serving a queen or king. This dance has a long and rich history, and is in demand in royal circles and the broader community in Bali. The condong dance serves as entertainment, part of religious ceremonies, and a means to preserve Balinese culture. The condong dance has a nimble, cheerful, and lively character, which tells the story of the maid-servants of a princess, the king's daughter, in a kingdom (Loka, 2020). Bakat in Alvan also suggests that children may learn how to move their bodies, develop their

imagination, and express their thoughts through dance (Alvan Hazhari & Adilla Lintang Arismaputri, 2020).

Seefeldt and Waik in Mulyani also stated that by learning dance, children can become more adept at controlling their emotions and understand that regulating bad and good feelings is possible through positive actions so that children can maintain positive attitudes (Ida Ayu Gede Candra Dewi, 2024). Through dancing, children will have more confidence in their abilities and be able to express themselves through dance movements and musical rhythms, which can also help boost their self-confidence. Dance movements are closely related to children's emotional development, and dancing will help spark a sense of confidence in their abilities and encourage them to dance without feeling afraid or embarrassed (Purnamasari, T.A., Permanasari, 2019).

One of the previous studies related to this study is about implementing dance learning in developing the self-confidence of children aged 4-6 with a qualitative research design published in the Journal of Education and Art Studies in 2019. The findings revealed that children's self-confidence flourishes because at the evaluation stage children were encouraged to do a dance performance in front of other group of peers without being exemplified by the trainer (Purnamasari, T.A., Permanasari, 2019).

This research is necessary because the impact of low self-confidence on a child can disrupt their psychology perilously. The long-term psychological implications can also interfere with their growth and development.

METHODS

The method used in this research was a quasi-experimental design, particularly the pre-test-post-test control group design. Self-confidence in school-age children was measured twice before and after Balinese dance activities were implemented in the intervention group. This study was conducted at the Dukuh Sakti Dance Studio, Denpasar, for two months. Based on a preliminary study, the number of school-age children registered at the Dukuh Sakti Dance Studio in Denpasar learning to dance condong is 60 children. The number of samples in this study is expected to reach a minimum of 60. The technique used in selecting the sample is purposive sampling with inclusion criteria, specifically children aged 7-12 who are currently following the condong dance training and are willing to be respondents. The exclusion criteria were children who had previous experience performing the condong dance.

This research was conducted from May to June 2024 for two months, which began by providing an informed consent letter to prospective research samples. The researchers would then ask the prospective parties to sign the informed consent if they agreed. The researchers continued by administering a pre-test to assess the level of self-confidence of school-age children before being given Balinese dance activities. The pre-test was conducted using a self-confidence questionnaire in school-age children. Following that, Balinese dance activities were implemented for the sample in the intervention group

twice a week for eight weeks, with the duration of each dance activity being 20 minutes.

After completing the intervention, the research sample will be given a post-test to measure self-confidence after finishing the Balinese dance activities using the same questionnaire as in the pre-test. The questionnaire used to calculate the level of self-confidence in school-age children consists of 14 questions composed of five indicators: belief in one's abilities, having an optimistic outlook, assessing oneself objectively, not depending on others, and daring to express something. The self-confidence measurement questionnaire uses a Likert scale with five response options, namely strongly agree (SA), agree (A), undecided (U), disagree (D), and strongly disagree (SD). If the statement is favorable, 5 points are given for the strongly agree (SA) statement and 0 points for the strongly disagree (SD) statement. On the other hand, if the statement is unfavorable, 0 points are given for the strongly agree (SA) statement and 5 points for the strongly disagree (SD) statement.

This questionnaire has been tested for validity and reliability on 30 respondents with a calculated r value of $\geq 0,36$ and Cronbach's Alpha reliability of 0,927. In this study, besides the researcher and one member of the research team, two enumerators were also involved and tasked with assisting during data collection. The collected data were tabulated using a computer program (SPSS). Data analysis was carried out univariately to see the frequency distribution of each research variable and bivariate analysis to see the effect of Balinese dancing activities on the self-confidence of school-age children using the Wilcoxon signed-rank test and a significance value of 0.05.

This study adheres to ethical principles by maintaining confidentiality using only the child's initials, not forcing children to participate in the research, ensuring that children and parents sign the informed consent letter, and not harming children. This study also uses the principle of justice by not discriminating between samples. This study has been declared to have passed the ethical test at KEPK Bina Usada Bali and was declared to have passed ethics in May 2023 with the Ethical Approval number: 150/EA/KEPK-BUB-2024.

RESULT AND DISCUSSION

Table 1 shows that the majority of the respondents in the intervention group were female, with 34 participants (87.2%), while most of the respondents in the control group were male, with 39 participants (100%). The average age in the intervention group was 8.56, and in the control group was 8.49. The average self-confidence of children in the pre-test intervention group was 31.72, with the lowest score of 27 and the highest score of 40, while the average self-confidence of children in the post-test was 38.00, with the lowest score of 29 and the highest score of 46. The average self-confidence in the pre-test control group was 34.74, with the lowest score of 34.74, with the lowest score of 27 and the highest score of 46, while the average self-confidence of children in the post-

test was 34.97, with the lowest score of 28 and the highest score of 42.

Table 1.

Differences in Respondent Characteristics between the Intervention Group and the Control Group (n=78)

Characteristics	Intervention Group (n = 39)		Control Group (n=39)	
Gender	n	%	n	%
Man	5	12.8	39	100
Woman	34	87.2	0	0
Characteristics	Intervention Group (n = 39)		Control Group (n=39)	
Age (year)				
Mean (SD)	8.56 (0.995)		8.49 (1.023)	
Median (Min-Max)	9.0 (7-10)		9.0 (7-10)	
Confidence Pre-test				
Mean (SD)	31.72 (3.244)		34.74 (5.123)	
Median (Min-Max)	31.00 (27-40)		32.00 (27-46)	
Confidence Post-test				
Mean (SD)	38.00 (4.110)		34.97 (4.625)	
Median (Min-Max)	40.00 (29-46)		34.00 (28-42)	

Before analyzing the effect of Balinese dancing on children's self-confidence, the previous data was tested for data normality using the Kolmogorov-Smirnov test, with the results of the data not being normally distributed. So, to find the effect of Balinese dancing on children's self-confidence, the Wilcoxon signed-rank test was used, with results in the intervention group p-value 0.000 and the

control group p-value 0.993, meaning Balinese dancing activities affect the self-confidence of school-age children. The Mann-Whitney test obtained a p-value of 0.005, indicating a difference in children's self-confidence in the intervention and control groups.

Table 2.

Results of Data Normality Test, Wilcoxon Signed Rank Test, and Mann-Whitney Test

	Normality data test	Wilcoxon Signed Rank Test		Mann Whitney	
		Z	p-value	Z	p-value
Pre-test	0.000				
Intervention		-5.168	0.000		
Post-test	0.000			-2.836	0.005
Pre-test	0.001				
Control		-0.008	0.993		
Post-test	0.000				

Trimayani's (2023) research found differences in the level of self-confidence of boys and girls. Boys tend to have higher self-confidence compared to girls. Boys make themselves the standard of self-confidence, while girls are more likely to consider their self-confidence based on outside perspective or other people. External factors influence the notable contrast in self-confidence in boys and girls. Boys consider having independent mental qualities or stability factors more of a necessity than maintaining physical appearance, and girls tend to reflect on other people's appraisal very earnestly and incorporate their perceptions into self-confidence (Trimayati et al., 2023). In order to avoid bias in this study, the researchers

instead used a control group of boys practising Balinese gamelan who had yet to perform, because of the limitation of members at the dance club. However, the research results show that girls' self-confidence scores are greater than boys'. At the pre-operational stage, high self-confidence can be seen in a child who are courageous to ask and answer questions without hesitation, daring to perform in front of friends, teachers, parents and other social environments, able to express desires clearly, brave enough to start conversations with people they have not met before, proud to show their work, happy in group activities and not easily being negatively influenced (Kurniasih et al., 2021). The research findings imply that

Balinese dance activities are more effective in increasing children's self-confidence. This statement can be seen from the difference in the average value of children's self-confidence in the group given Balinese dance activities and the group not given Balinese dance activities. Through Balinese dance, children can feel confident communicating with their surroundings and appearing in public (Purworahayu & Rusmawati, 2020).

Building self-confidence in children can be done by placing earnest trust in their abilities to help improve their self-esteem (Junaida, 2019). Self-confidence is psychological freedom, signifying the freedom to direct thoughts and devote energy based on one's ability to do something productive (Nuraeni et al., 2019). The relationship between dancing and self-confidence is that dancing can develop children's abilities in a multidimensional, multilingual, and multicultural manner, which is well integrated in both the arts and cross-cultural fields (Arisyanto et al., 2020). Self-confidence is a fundamental principle that helps children develop their potential. Self-confidence will encourage individuals to learn and work hard to achieve the desired result and be self-assured in their role (Rosiana et al., 2021). Self-confidence in children does not appear immediately, but a particular process within the child's personality forms self-confidence (Dinata, 2021). Participating in Balinese dance activities helps foster self-confidence in children because these activities evoke delight and happiness in children (Irani et al., 2021). Balinese dancing activities can capture children's attention, with varied movements accompanied by music, thus heightening children's desire to engage in dancing activities that will then aid in stimulating children's self-confidence (Utari & Yeni, 2020). The child's self-confidence after doing Balinese dance activities can be seen from several changes in behavior. Children are usually quiet before being given Balinese dance activities and dare not show their talents. After doing Balinese dance activities several times, the child feels confident presenting their talents and emboldened to perform (Damayanti et al., 2023). In this study, Balinese dancing activities impact children's self-confidence, including becoming enthusiastic when learning Balinese dancing, and quiet children becoming braver. Not only do the activities affect physical growth, but they also impact children's mental development. Children are also more confident in demonstrating their talents after participating in Balinese dance activities several times and performing.

CONCLUSIONS

This study implements a Balinese dance method to increase children's self-confidence. Children who were given Balinese dance activities had greater self-confidence than children who did not receive Balinese dance activities. Pediatric nurses can apply Balinese dance methods to increase children's self-confidence.

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