

## Developing Self-Confidence through Show And Tell Techniques in Class 1 Students of UPT SD Negeri 23 Gresik

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### Abstract

Learning in the 21st century focuses on initiatives to improve children's skills by directing the learning process, so that the learning system in the 21st century moves from initially focusing teachers on the learning process to centering students in the learning process. This requires students to be more active and confident in studying. One of the main levels of education is elementary school. However, in reality there are phenomena that show students' low self-confidence, such as 66.7% feeling embarrassed to raise their hand. Therefore, teachers try to overcome this problem, one of which is by showing and telling. This technique can be carried out in two cycles, each cycle consisting of 4 meetings. This technique can be combined with innovative things so that it is not boring, such as telling stories about favorite foods, favorite animals, and coloring. The research was conducted with 6 subjects in class 1-C students. Based on the results of research conducted by researchers at UPT SD 23 Gresik, it was found that there was an increase in the self-confidence of the students who were the subjects seen from the pre-test and post-test percentages.

*Keywords: Self-confidence; Show and tell; Student*

### 1. Introduction

In the big Indonesian dictionary (KBBI) education means maintaining and training leadership and intelligence. Education is an important tool for all individuals, especially during the development period. Apart from that, education also means a process of changing the behavior and attitudes of both individuals and groups of people by educating, training, behaving and teaching processes to mature humans (Hayati et al, 2022). Education in schools is one of the main places or forums in the process of educating and producing quality individuals, in addition to the education obtained by individuals in the family and surrounding environment (Afifah et al, 2022). Therefore, by seeing the importance of school education, it is highly hoped that the school will be able to pay maximum attention to the abilities and development of each of its students. In learning in the 21st century, education focuses on initiatives to improve children's skills by directing the learning process, so that the learning system in the 21st century moves from initially focusing teachers on the learning process to centering students in the learning process.

In the 2003 SISDIKNAS Law, article 3 states "National education functions to develop abilities and shape the nation's character and civilization which is useful in order to educate the life of the nation, aiming to develop the potential of students to become people of faith, devoted to God Almighty, of noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. In order to create better Indonesian education, cooperation between each level of education is needed so as to produce students with the best abilities. One of the initial levels is elementary school (SD). In this case, teachers must be able to become facilitators so that the development tasks of elementary school children can be fulfilled and teachers innovate in learning so that they are not left behind with the development of elementary school children (Khaulani et al, 2020).

Therefore, in shaping the development of children, cooperative actions are needed between parents and teachers so that they jointly contribute to the development of each individual. Every parent and teacher is expected to know the child's development process, with the aim of understanding the character of the child and student (Oktavia, et al. 2021). Because language development is very important, it is good for every individual to start developing self-confidence to be able to appear and speak well. This is in accordance with the opinion expressed by Lauster (1992) that self-confidence is related to the ability to do something well. Lauster (1992) defines self-confidence as an aspect of personality in the form of belief in one's own abilities so that they are not influenced by other people and can act according to their wishes, be happy, optimistic, quite tolerant and responsible.

However, in reality in the field there are still problems related to students' self-confidence, which can be seen from several elementary school children who have poor levels of self-confidence. The existence of conditions like these makes elementary school students unable to develop optimally and can affect their future in the future. This is proven by research conducted by (Wulandari, 2013) which shows that 66.7% of students often feel embarrassed to raise their hand when asked to answer a question by the teacher. Apart from that, Hardiyati's research (2018) stated that there were students who were less active in class, less social with their friends, and students lacked confidence in their learning outcomes. Apart from that, research conducted by Sari (2012) showed that 42.5% had low self-confidence and 7.5% had very low self-confidence. It is important for the condition of low self-confidence among students, especially elementary school children, to be resolved immediately by related parties, such as teachers and support from their parents. Children's self-confidence can also be developed in various ways to make them better by teachers as facilitators.

One way that schools or teachers can use to develop or increase students' self-confidence is to use the show and tell technique. Musfiroh (2011) defines show and tell as the activity of showing something to the audience and explaining or describing that something. Musfiroh (2011) also said that show and tell is usually taught in kindergartens and elementary schools. Meanwhile, according to Ningsih (2014), show and tell is a learning method in which children show objects and express opinions, express feelings, desires and experiences related to these objects. Show and tell can be done in several ways, namely with personal objects, food, and pictures or photos (Musfiroh, 2011). This show and tell technique also has several advantages, such as children getting used to being observant, children getting used to stating the results of their observations, honing public speaking skills, and also developing children's vocabulary and pragmatic abilities (Musfiroh, 2011). In its implementation, show and tell requires the role of an effective teacher to encourage and stimulate children so they want to progress and develop. This can be done by giving children enthusiasm to move forward, providing innovative activity patterns so that children don't get bored, and giving praise in response to the child's performance.

The explanation above has explained the show and tell technique which shows that it is suitable for use for children and is also an easy and efficient way to use it because the materials can be easily accessed and do not require a lot of money. Apart from that, show and tell has also been scientifically proven to be able to develop children's self-confidence, which can be seen from several previous studies. Ningsih's (2014) research showed that the subject's initial self-confidence was 35.29% and after being given show and tell intervention it increased to 82.35%. Then there is also research conducted by Rosita (2019) showing the results that the teacher's score for cycle I was 85 and cycle II was 95, as well as for children in cycle I with a score of 58.33 and cycle II was 83.33. Meanwhile, research conducted by Antini, et al (2019) resulted in the conclusion that there was a significant difference in the self-confidence of children who were stimulated by show and tell and children who received other stimulation.

Based on the explanation above regarding show and tell which can increase students' self-confidence and supported by existing scientific evidence, in this research the show and tell technique was chosen as an effort to increase the self-confidence of class 1-C students at UPT SD Negeri 23 Gresik. This is of course done in accordance with the problems that exist at the location and also in the subject. In implementing this action, approval and assistance from the class teacher has also been obtained. The implementation of this intervention is carried out using a combination of several things such as coloring and telling stories so that children do not get bored during the series of interventions.

## 2. Method

This research uses an experimental design where students' level of self-confidence can be measured through observations and assessments during the pre-test (before receiving the intervention) and post-test (after receiving the intervention). The pre-test and post-test were measured using the self-confidence indicators for grade 1 elementary school students from Hastiwi, et al (2022), namely students volunteering to do assignments, providing responses on a topic, not hesitating in doing assignments, and having the courage to show the results of their work. In this research, 28 students will be observed to be selected as research subjects based on their percentage level of self-confidence in the low category.

The pre- test was carried out for 4 days and the post-test was carried out by observing and giving scores to the students who were the subjects after receiving show and tell. In this case, both the pre-test and post-test were carried out using a checklist sheet consisting of 16 items that represent indicators of the child's self-confidence. Each indicator has 4 items which each have a different score. The checklist sheet has a score for each item ranging from 1 to 4. The child will be given a score of 1 if they really do not do something according to the existing indicators even though they have been given stimulus and invitations by the researcher. Then the child is given a score of 2 if they do something according to the indicator at the request or guidance of the researcher. Children are given a score of 3 if they are willing to do something on their own without orders even though they seem unsure. Then the child will be given a score of 4 if the child enthusiastically does something according to the indicators according to his own will. After the checklist is carried out and the child gets a score for each indicator,

to find out the child's self-confidence percentage, it will be calculated using the formula expressed by Purwanto (2006) and categorized as a percentage using the following formula:

$$NP = R/SM \times 100 \%$$

Information:

NP = Percent value sought

R = Raw score obtained

SM = Maximum score

Then based on these calculations it can be categorized into several categories according to Yoni (2010), namely as follows:

Developing very well	(76% - 100%)
Developing as expected	(51% - 75%)
Starting to develop	(26% - 50%)
Not yet developed	(0% - 25%)

### 3. Finding and Discussion

In conducting this experimental research, the researcher carried out several stages, such as the initial stage, namely the researcher carried out observations of students when they were in the classroom, especially when teaching and learning activities occurred. Next, the researcher carried out an assessment of the students to obtain pre-test data which will later be used as a comparison with the achievements after receiving the intervention. This activity is also carried out between learning hours to find out how confident children are. The following are the results of the pre-test carried out on 28 students in class 1-C, where the calculation results show that of the 28 students there were 6 students in the low self-confidence category who were finally selected as subjects to be given show and tell training with the aim of developing their self-confidence. The following is a table of pre-test data obtained by students:

Table 1. Pre Test

NO	NAME	SCORE	PERCENTAGE	CRITERIA
1	AZ	4	25 %	Undeveloped
2	FA	4	25 %	Undeveloped
3	ZA	4	25 %	Undeveloped
4	YAS	4	25 %	Undeveloped
5	ALV	4	25 %	Undeveloped
6	BI	4	25 %	Undeveloped

Based on the table above, it can be seen that the 6 subjects have self-confidence in the undeveloped or low category. This looks like students are unwilling to give opinions in class, do not have initiative, and so on. So the researcher started the intervention process with the first cycle consisting of 4 meetings. This first show and tell meeting was carried out using cartoon images consisting of 6 images. Then in the second meeting, show and tell was carried out using animal pictures consisting of 6 pictures. Next, in the third meeting, show and tell was carried out using fruit pictures consisting of 6 pictures. For the fourth meeting, show and tell was carried out using food pictures consisting of 6 pictures.

Show and tell begins with the researcher opening the class and providing encouragement at the beginning so that the children are interested. Next, the researcher explained how to do show and tell and gave examples of the action. Based on cycle 1 which consisted of 4 meetings, the results of the subject's self-confidence achievements were obtained as follows:

Table 2. Stage 1 Intervention

NO	NAME	MEETING				PERCENTAGE	CRITERIA
		I	II	III	IV		
1	AZ	4	4	6	7	32.81 %	Starting to Develop
2	FA	4	7	7	9	42.18 %	Starting to Develop
3	ZA	4	7	8	8	42.18 %	Starting to Develop
4	YAS	7	9	10	9	54.68 %	Developing According to Expectations
5	ALV	4	7	7	10	43.75 %	Starting to Develop
6	BI	5	7	7	9	43.75 %	Starting to Develop

After carrying out the intervention in cycle 1, specifically meetings 1, 2, 3, and 4, it can be seen that there was an increase in the percentage of self-confidence in the subjects, where initially the subject's self-confidence was in the category that had not yet developed to the category that was starting to develop. In cycle 1, the majority of subjects reached the starting to develop category and there was even 1 subject who was able to reach the developing category as expected. Therefore, by seeing an increase in children's self-confidence, the researchers continued the intervention with cycle 2 which also consisted of 4 meetings. However, there is a difference in the implementation of show and tell in cycle 2, where show and tell places more emphasis on the subject of working on something to be presented to the future.

At the first meeting in cycle 2, show and tell was carried out by the researcher giving folded paper to the children and asking them to write down their activities on holidays. Then at the second meeting the show and tell was carried out with pictures, but this picture was in the form of an activity adapted to the learning theme, one of which was about environmental cleanliness. Next, the third show and tell meeting was held with the researcher asking each child to say their name as well as taking attendance of the children according to the group and explaining the method, namely by children writing their names, ideals and hobbies. Finally, at the fourth meeting, show and tell was carried out with the researcher providing pictures of 4 types of animals for the children to color. In cycle 2, show and tell was carried out in the same way, namely the researcher started by opening the class, then gave encouragement, and provided explanations and examples. The following are the results of children's self-confidence achievements in the second cycle of show and tell:

Table 3. Stage 2 Intervention

NO	NAME	MEETING				PERCENTAGE	CRITERIA
		I	II	III	IV		
1	AZ	8	9	11	11	60.93 %	Developing According to Expectations
2	FA	10	11	11	11	67.18 %	Developing According to Expectations
3	ZA	8	11	11	11	64.06 %	Developing According to Expectations
4	YAS	11	9	12	11	67.18 %	Developing According to Expectations
5	ALV	11	12	12	14	76.56 %	Developing Very Well
6	BI	9	11	13	11	68.75 %	Developing According to Expectations

Show and tell activities in cycle II which consisted of 4 meetings, the results as above were obtained. These results showed that there was an increase in self-confidence in six subjects, where in the pretest it was classified as not yet developing, then in cycle I it was in the starting to develop category, and in cycle II it was in the developing category as expected. This increase can occur because the children are very enthusiastic about carrying out the activities in cycle II by coloring, writing down their hobbies, and telling about their activities on Sundays. However, in cycle II, the YSM subject's achievements were still the same, namely in the category of developing according to expectations as in cycle I, the only difference was the percentage value, where in cycle I it was 54.68% and cycle II 67.18%. In this cycle the ALV subject had the best development, namely with 76.56% in the very well developed category.

From the two cycles that have been carried out and 8 meetings, the child's development can be seen. This increase can be seen from the subjects who have taken the initiative to come forward on their own to carry out the show and tell task without being asked and if asked by the researcher they are also immediately willing without refusing. Then several subjects were also willing to provide responses, although sometimes at the request of the researcher. The subject is also enthusiastic in showing the results of his work, such as coloring, Sunday stories, and writing about his hobbies and aspirations, as well as saying his favorite things. In doing the show and tell itself, the subject did not hesitate even though his voice was sometimes a little less loud. The following is an illustration of the development of children's self-confidence starting from the pretest stage, cycle I, and cycle II:

Table 4 Post Test

NO	SUBJECT NAME	CHILDREN'S CONFIDENCE ACHIEVEMENTS	
		PRETEST	POSTTEST
1	AZ	25 %	60.93 %

2	FA	25 %	67.18 %
3	ZA	25 %	64.06 %
4	YAS	25 %	67.18 %
5	ALV	25 %	76.56 %
6	BI	25 %	68.75 %

#### 4. Conclusion

Self-confidence is important for every child to perform better in class, especially for students because it can support their academic and non-academic abilities. This can indirectly encourage increased children's achievements or abilities in terms of education. Therefore, it is important to develop children's self-confidence and this can be done by using the show and tell technique. The show and tell technique itself is an activity of showing something to the audience and explaining or describing that something (Musfiroh, 2011). Show and tell in this research was also combined with various activities and provided different images for each meeting so that the subjects did not get bored.

Based on the intervention carried out by researchers with students in class 1-C at UPT SD Negeri 23 Gresik with 6 research subjects and carried out in 2 cycles or 8 meetings, it can be concluded that the show and tell technique can effectively increase students' self-confidence. This can be seen from the results of the initial percentage of subjects, namely with a value of 25% in the undeveloped category, then in cycle I there was an increase to 32% to 54%, the category was starting to develop, and in cycle 2 it again increased to 60% to 76%, the category was developing as expected.

For future researchers who have the desire to use the show and tell technique to develop children's self-confidence or other abilities, it would be a good idea to be more creative and innovative in arranging activities. Apart from that, it is hoped that future researchers can further expand the problems they want to discuss so that they increase knowledge and are useful for the world of education and children's development..

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