

ABSTRAK

Husnatul Huda. 220101080017. *Penerapan Kegiatan Seni Tari Kreasi Dalam Menumbuhkan Rasa Percaya Diri Anak Usia Dini di RA. Darul Aman Tamban Catur*, Dosen Pembimbing Skripsi Dyah Ageng Pramesty Koenarso, M.Pd, dengan Program Studi Pendidikan Islam Anak Usia Dini Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin. 2026.

Kata Kunci: Penerapan, seni tari kreasi, rasa percaya diri, anak usia dini

Pengembangan rasa percaya diri pada anak usia dini penting dilakukan melalui kegiatan pembelajaran yang memberikan kesempatan kepada anak untuk berekspresi dan berani tampil di depan orang lain. Kegiatan seni tari kreasi di RA. Darul Aman menjadi salah satu upaya yang digunakan untuk mendukung perkembangan tersebut. Penelitian ini bertujuan untuk: (1) mendeskripsikan penerapan kegiatan seni tari kreasi dalam menumbuhkan rasa percaya diri anak usia dini serta (2) mengidentifikasi faktor-faktor yang mendukung dan menghambat pelaksanaannya.

Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian lapangan (*field research*). Subjek penelitian terdiri atas 12 anak usia 5-6 tahun dan 2 guru pelatih tari, sedangkan objek yang diteliti yaitu penerapan kegiatan seni tari kreasi yang dimanfaatkan sebagai sarana dalam menumbuhkan rasa percaya diri anak usia dini. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis dengan tahapan kondensasi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa: (1) kegiatan seni tari kreasi dilaksanakan melalui tahap yakni perencanaan, pelaksanaan, dan evaluasi, Kegiatan tersebut berkontribusi terhadap perkembangan kepercayaan diri anak, sehingga mereka mampu tampil di depan orang lain, mengekspresikan diri, dan berpartisipasi secara aktif dalam pembelajaran. (2) Pada pelaksanaannya terdapat faktor pendukung yang meliputi tersedianya sarana dan media pembelajaran, kompetensi guru, minat anak, dan dukungan orang tua. Adapun faktor penghambat meliputi kondisi emosi anak yang belum stabil, ketidakhadiran anak, perbedaan kemampuan mengingat gerakan, serta konsentrasi yang mudah berubah.

ABSTRACT

Husnatul Huda. 220101080017. *The Implementation of Creative Dance Activities in Fostering Self-Confidence in Early Childhood at RA. Darul Aman Tamban Catur.* Thesis Supervisor: Dyah Ageng Pramesty Koenarso, M.Pd. Early Childhood Islamic Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University Banjarmasin, 2026.

Keywords: *Implementation, creative dance, self-confidence, early childhood*

Developing self-confidence in early childhood is essential and can be fostered through learning activities that provide children with opportunities to express themselves and perform confidently in front of others. Creative dance activities at RA. Darul Aman serve as one of the approaches used to support this aspect of children's development. This study aims to: (1) describe the implementation of creative dance activities in fostering self-confidence among early childhood children, and (2) identify the factors that support and hinder their implementation.

This study employed a qualitative approach with a field research design. The subjects consisted of 12 children aged 5–6 years and 2 dance instructors, while the object of the study was the implementation of creative dance activities as a means of fostering self-confidence in early childhood. Data were collected through observation, interviews, and documentation and were analyzed through data condensation, data presentation, and conclusion drawing.

The findings of this study indicate that: (1) creative dance activities were implemented through three stages, namely planning, implementation, and evaluation. These activities contributed to the development of children's self-confidence, enabling them to perform in front of others, express themselves, and actively participate in learning.. (2) The implementation of creative dance activities was supported by the availability of learning facilities and instructional media, teachers' competence, children's interest, and parental support. Meanwhile, the inhibiting factors included children's unstable emotional conditions, absenteeism, differences in their ability to remember dance movements, and their easily distracted attention and concentration.