

FAMILY SUPPORT AND EARLY CHILDHOOD EDUCATION: A QUALITATIVE PERSPECTIVE

Eli Masnawati, Masfufah

STKIP PGRI Bangkalan, Universitas Sunan Giri Surabaya

correspondence: masfufah@unsuri.ac.id

Abstract - Early childhood education in Indonesia is experiencing rapid development along with various government programs, educational institutions and communities. These programs focus not only on academic aspects, but also on developing children's character and social skills. This article explores the role of family in the formation of early childhood self-confidence. Through a qualitative approach and literature study, this research discusses the factors that influence children's self-confidence, effective family strategies and practices in supporting it, and the role of parents in forming the foundation of children's self-confidence.

Keywords: Early childhood education, self-confidence, family role, parents, character development.

INTRODUCTION

Early childhood education in Indonesia is experiencing rapid development along with various programs offered by government agencies, educational institutions, and the community. This phenomenon indicates a collective awareness of the importance of providing a strong educational foundation from an early age. These programs not only focus on academic aspects, but also pay attention to developing children's character and social skills (Vannebo & Gotvassli, 2014). One of the positive impacts of this development is the increased accessibility of early childhood education for various levels of society. However, along with technological advances and cultural changes, the emergence of new generations provides new challenges and opportunities in this education (Cause & Chen, 2010).

The new generation, familiar with digital technology from an early age, requires a more innovative and adaptable approach to education. Early childhood education needs to integrate technology as an effective learning tool and consider the unique needs of this generation in understanding educational content. In addition, interactive learning, the use of engaging media and the development of digital literacy are important aspects in welcoming a new generation growing up in the digital age.

The development of early childhood education is also closely related to the active role of parents in supporting the learning process. Communities and educational institutions need to raise parents' awareness of the importance of their involvement in shaping their child's educational foundation. Involving parents in children's educational decision-making can create better synergy between families, educational institutions and communities in supporting the optimal development of the new generation (Yanti et al., 2012).

Thus, accommodating the changes and needs of the new generation is the main challenge and focus in the development of early childhood education in Indonesia. Through a holistic and innovative approach, early childhood education can provide a strong foundation for the new generation to face the dynamics of the times and make a positive contribution in an increasingly complex global society (Shonkoff, 2010).

The family plays a crucial role as the primary and foundational environment shaping a child's development. Recognizing the pivotal influence of familial contributions, Law No. 20/2003 on the National Education System underscores the significance of the family and its surrounding environment within the broader framework of the national education system. This legal framework reinforces the understanding that the family is not only a private unit but an integral component of the collective educational landscape. Moreover, the success of early childhood education is intricately linked to a dynamic interplay of various factors. Beyond the influence of familial support, the outcomes in early childhood education are also profoundly affected by a combination of inherent genetic predispositions and environmental factors. These encompass the broader social, cultural, and physical surroundings that collectively shape a child's educational journey. The holistic integration of these factors emphasizes the interconnectedness of the familial, genetic, and environmental elements, collectively contributing to the comprehensive development of the child in the realm of early childhood education.

However, although the family is considered the first and most responsible environment, there are still problems in child development, especially related to self-confidence. Self-confidence is an important aspect of child development, affecting many aspects of life including communication skills, independence and problem-solving skills.

The purpose of this study is to determine the role of the family in early childhood education; determine the characteristics of individuals with high self-confidence; review the factors that influence self-confidence; and review the role of parents in developing children's self-confidence.

RESEARCH METHODS

This research will use a qualitative approach to understand more about the factors that influence early childhood self-confidence and the role of families in building it.

The literature review method will be used to provide a strong and in-depth understanding of issues related to early childhood self-confidence and the role of families, based on the findings of previous research. In relation to the development of early childhood self-confidence, this research will explore effective strategies and practices on the part of families (Saraswati et al., 2014). The focus will also include the role of parents in providing support, understanding children's needs, and creating an environment that supports the development of self-confidence.

This research is expected to provide deeper insights into early childhood self-confidence, provide recommendations for improving early childhood education programs, and provide guidance for parents in supporting children's self-confidence development.

RESULTS AND DISCUSSIONS

A. Early Childhood Education

Within the family, children have a unique opportunity to learn and develop. This learning process involves a variety of methods that include imitation, practice and direct experience (Einon, 2005). The family as a child's primary environment provides an important foundation for child development, and the role of adults in providing guidance and support is crucial.

Children learn through imitation, where they copy the behavior of the adults around them. In families, when children see parents or other family members perform an action, they tend to imitate and learn from the example. Imitation helps children understand norms, values and skills needed in everyday life. In addition, children also learn through action, trying new things, and experiencing themselves. Families provide an environment where children can explore and develop their skills. Adults in the family act as facilitators of learning by providing opportunities for children to try and experience new things.

Adults, including parents and other family members, have an important role in providing guidance to children. They can coach, explain and provide constructive feedback. Through these interactions, the child not only gains practical knowledge but also builds strong emotional connections with family members.

It is important for families to help children actively engage in their learning. This active support includes encouraging the child to try new things, providing guidance when needed, and creating a safe environment for creative exploration. When children feel supported and recognized, they are more likely to open up to new experiences and develop self-confidence.

Every child carries innate talents and abilities from birth. Families have a key role in stimulating and developing this potential. Through positive interactions, nurturing talents, and providing opportunities for growth, families can help children recognize and hone their potential (Rahman, 2009).

Stimulation from the family environment plays a very important role in a child's growth. An environment rich in positive experiences, support, and encouragement to try new things can be a trigger for a child's overall development (Martani, 2012). In other words, the family's role in a child's learning process not only includes practical knowledge and skills, but also shapes the child's character, values and confidence. A family that provides positive support and stimulates learning will create a strong foundation for optimal child development.

Child development is a complex journey, influenced by their intrinsic potential and interactions with the surrounding environment. In this context, parents have a major role as facilitators in stimulating children's psychological development. Often, however, challenges arise when parents set unrealistic expectations on the child, without considering the child's own abilities and individual uniqueness.

Some parents may be tempted to boost their child's self-esteem by setting standards that are too high. As a result, the child may feel pressured, receive excessive criticism, and experience fear and disappointment. In extreme cases, this condition can be detrimental to the child into adulthood, due to an unmanaged loss of self-esteem. Therefore, parents need to understand that every child has unique abilities and potential. Appreciating that uniqueness opens the door for the development of healthy self-esteem. Conversely, if unrealistic expectations are suppressed, there can be widespread negative impacts, detrimental to a child's emotional and social development.

Awareness of the importance of building children's self-esteem is recognized as a parental responsibility. Encouraging children to explore their own interests and talents is an important step in supporting positive development (Hutomo et al., 2012). Therefore, parents can provide support and direction that allows children to gradually develop their self-confidence.

Education in early childhood is recognized as a crucial factor in the development of children's self-confidence. It is a sensitive period where the foundations of cognitive, social and emotional development are laid. Early education provides opportunities for positive exploration, creative stimulation and the establishment of academic foundations. Through early education, children can experience success, build interpersonal skills and discover their interests. This not only strengthens self-assurance, but also equips them with a solid foundation to face future challenges. Thus, the role of parents in guiding children through early education is very important to create a solid foundation for their child's bright future.

B. Self-Confidence

Self-confidence is one of the most important aspects of a person's personality. Self-confidence is the most valuable attribute of a person in social life, because with self-confidence, a person is able to actualize all his potential. Self-confidence is something that is urgent for every individual to have. Self-confidence is needed by both children and parents, individually and in groups (Risnawati & Ghufron, 2014).

Self-confidence is a belief that a person has that he is able to behave as needed to obtain the expected results (Bandura, 1977). Lauster (1978), reveals the characteristics of a confident person are: independent, selfless, quite tolerant, ambitious, optimistic, not shy, confident in his own opinion and not excessive. Meanwhile, Altman & Taylor (2013) say that confident people have a positive attitude towards themselves. Although self-confidence is identified with independence, people with high self-confidence are generally more easily personally involved with others and more successful in interpersonal relationships (Bunker et al., 1983). According to Lauster (1978), self-confidence is not an inherited trait but is obtained from life experience, and can be taught and instilled through education, so that certain efforts can be made to form and improve self-confidence. Thus, self-confidence is formed and developed through a learning process in a person's interaction with their environment (Sudardjo & Purnamaningsih, 2003).

According to Hall and Lindzey (1993), the most important personality concept is the self. The self contains perceptions about the properties of the 'subject self' or 'object self' and perceptions about the relationships between the 'subject self' or 'object self' with other people and with various aspects of life along with the values attached to these perceptions. This shows that to be able to interact socially well requires an understanding of oneself and belief in one's own abilities. Individuals who are confident in their abilities are an indication of a person's self-confidence. This is based on what Hakim (2002) said that self-confidence can be said as a person's belief in all aspects of his strengths and this belief makes him feel able to achieve various goals in his life. Balke (2002) defines self-confidence as a person's willingness to do something that is most frightening to him and believes that he is able to manage whatever arises. This means that self-confidence can be associated with the ability or courage to take risks, decisions, and challenges that not only carry physical risks but also psychological risks because of certain feelings about themselves.

This is in line with the opinion of Balke (2000) who says that self-confidence is a feeling of confidence and ability in oneself. This means that self-confidence is built from self-belief. Self-confidence is born from awareness of the abilities that individuals have. Mappiare (1982) reinforces the above opinion by arguing that, "Self-confidence is generated by the belief that individuals are able to determine themselves, seeing individuals to be responsible for the development of life." This means that self-confidence comes from within individuals who have a good self-concept so that an individual is able to manage their abilities well and create a sense of responsibility for the individual's life. Individuals who have high self-confidence will be able to actualize their potential confidently and steadily (Andayani & Afiatin, 1996).

C. Confident Personality Traits

The characteristics of self-confidence understanding of the nature of self-confidence will be clearer if one sees firsthand the various events experienced by himself or others. Based on various events or experiences, one can see the symptoms of one's behavior that illustrate the existence of self-confidence or not. The following will present several opinions regarding the characteristics of self-confidence or individuals who have good self-confidence. In addition, for comparison, opinions will also be expressed regarding the characteristics of individuals who lack self-confidence. Based on in-depth observations made by Hakim (2002), we will see certain characteristics of people who have high self-confidence as follows: (1) they are always calm in facing something; (2) they have sufficient potential and ability; (3) they are able to neutralize tensions that arise in various situations; (4) they are able to adjust and communicate in various situations; (5) they have mental and physical conditions that are sufficient to support their appearance; (6) they have sufficient intelligence; (7) they have an adequate level of formal education; (8) has expertise or other skills that support his life; (9) has the ability to socialize; (10) has a good family educational background; (11) has life experiences that forge his mentality to be strong and resistant in facing various trials of life; (12) always reacts positively in dealing with various problems, for example by remaining strong, abar, and steadfast in facing life's problems. With this, the existence of severe life problems actually strengthens one's self-confidence.

Meanwhile, the characteristics of lack of self-confidence based on Hakim (2002) are as follows: (1) easily anxious in facing problems with a certain level of difficulty; (2) have weaknesses or deficiencies in mental, physical, social, or economic terms; (3) difficult to neutralize the emergence of tension in a nervous situation and sometimes stuttering speech; (4) have a poor family educational background; (5) have poor development since childhood; (6) lack of

advantages in certain fields and do not know how; (7) develop themselves to have certain strengths; (8) often isolate themselves from groups that they consider more than themselves; (9) are easily discouraged; (10) tend to depend on others in overcoming problems; (11) have experienced trauma; (12) often react negatively in the face of problems, for example by avoiding responsibility or isolating themselves, which causes their insecurity to get worse.

Self-confident individuals can be indicated as having strong feelings about the actions taken, having a calm attitude, being able to communicate well, the ability to socialize, feeling optimistic, being able to control their feelings, believing in their own competence / abilities, and having an internal locus of control (viewing success or failure, depending on one's own efforts and not easily giving up on fate or circumstances and not depending / expecting the help of others). Some aspects of Lauster (1978) and Guilford (1959) that characterize or are indicators of self-confidence are: (1) individuals feel strong about the actions taken. This is based on a belief in their strengths, abilities, and skills. He feels optimistic, ambitious enough, does not always need the help of others, is able to work hard, is able to face tasks well and work effectively and take responsibility for his decisions and actions; (2) individuals feel accepted by their group. This is based on confidence in their ability to relate socially. He feels that his group or other people like him, is active in dealing with environmental conditions, dares to express his will or ideas responsibly and is not selfish; (3) individuals have a calm attitude. This is based on a belief in their strengths and abilities. He is calm, not easily nervous, and tolerant of various situations.

Lauster (1978) explains that self-confidence is an attitude or feeling of confidence in one's own abilities so that the person concerned is not too anxious in his actions, can feel free to do what he likes and take responsibility for his actions, is warm and polite in interacting with people and has a drive for achievement. Meanwhile, Komara (2016) states that there are four aspects of self-confidence, namely the ability to face problems, be responsible for their decisions and actions, the ability to get along, the ability to accept criticism. Self-confidence will have an impact on the individual. This is explained by Setiadarma (2000) that self-confidence has a positive impact on several things: (1) emotions, individuals who have high self-confidence will more easily control themselves in a stressful situation; (2) concentration, an individual will more easily focus his attention on certain things without worrying too much; (3) goals, individuals tend to aim at goals that are challenging enough, so he will also encourage himself to do better; (4) effort, individuals are not easily discouraged or frustrated in trying to achieve their goals and tend to keep trying optimally until their efforts are successful; (5) strategy, individuals are able to develop various strategies to obtain the results of their efforts; (6) momentum, an individual will become calmer, resilient, not easily discouraged, continue to try, develop and open opportunities for himself (Yulianto & Nashori, 2006).

D. Factors That Influence Self-Confidence

The description above shows that self-confidence does not just appear in a person. There is a certain process within a person that results in the formation of self-confidence. According to Hakim (2002), solid self-confidence is formed through a series of comprehensive processes, including the following steps:

- a. The initial process involves the formation of a healthy and developmentally appropriate personality. This involves developing certain strengths that characterize the individual.
- b. Individuals then engage in a deep understanding of their strengths. This is not only limited to realizing the strengths, but also forming a strong belief that they are capable of doing things by utilizing these strengths.
- c. Awareness of weaknesses is also a crucial aspect in the formation of self-confidence. This process involves how individuals understand and respond positively to their weaknesses, so that they do not cause difficulties in adjusting to the surrounding environment.
- d. Strong self-confidence is gained through diverse life experiences. Individuals go through various aspects of life by utilizing their strengths. Through this process, they build skills, deepen self-understanding, and face challenges with confidence.
- e. An integral part of building self-confidence is the individual's ability to manage emotions and deal with challenges. This involves mental toughness, interpersonal skills and self-efficacy in overcoming obstacles.

By detailing each of these steps, Hakim (2002) provides a more complete view of how self-confidence forms and develops over the course of a person's life. This process reflects the complex dynamics between internal and external factors that form a solid and sustainable foundation of self-confidence.

E. The Role Of Parents In Building Early Childhood Self-Confidence

To be able to build self-confidence, the tasks of parents are as follows: (1) be a good listener, no matter how busy you are, when he asks for your attention, try to listen intently. Leave your work, look him in the eye, and let him talk. Ignoring him will make him feel worthless, unworthy of attention, and it will shatter his confidence; (2) show respect, even though you may not be able to fulfill his wishes. Forcing your child to always comply with your wishes will undermine his confidence; (3) let him help, even if he is still small, he can already carry your grocery bags that are not too heavy. The pride of being able to help you will nurture his confidence; (4) let him do what he can do on his own. If he wants to pick up his own side dish at the dining table during a meal, why forbid him from doing so? On the contrary,

support him even if he looks clumsy when doing so. The point is, in addition to attention and support, give him the freedom to do what he can do, Ma. All that will let him know, you believe he can, and he can; (5) sort out your praise, of course, young children need a lot of motivation, whether when they learn to crawl, throw a ball, or draw a circle. But children become so accustomed to hearing "Good boy!" that it can be difficult for them to really realize when their achievements are worth celebrating. Don't praise your child if he does something he is supposed to do; (6) don't rescue your child right away It is natural to want to keep your child from getting hurt, scared, or making mistakes. Children learn to be successful when they beat the odds, not because parents help them get rid of the odds. It is therefore important for young children to have the opportunity to play and accept risks without feeling that their parents will criticize or correct them if they make mistakes. It even encourages parents to deliberately make small mistakes in front of their children. Seeing parents make mistakes and not making them out of the ordinary will make children feel much more comfortable; (7) focus on the glass half full, if children have a tendency to feel inferior after experiencing a disappointment, help them to feel more optimistic about it. Rather than offering pseudo-enlightenment such as, "Well, at least there is still a silver lining," support the child to think of one specific way to make the situation better and help achieve the desired goal; (8) nurture the child's interests and talents, introduce the child to a variety of activities, and encourage him/her to find one that he/she really enjoys. Children who have a passion for something will feel proud of their achievements and are more likely to be successful in other areas of their lives; (9) encourage problem solving, children will build confidence when they successfully negotiate to get what they want. Parents can teach very young children to try to solve problems on their own. The key is not to talk too much; (10) find ways to help others, the child will be able to see firsthand that adult tasks require a lot of effort, and it will be easier for the child if in the future he/she has to do the tasks he/she has done with you; (11) provide opportunities for children to hang out with adults, children love to hang out with peers but it is also important for children to be among adults. Spending time with older people broadens a child's horizons, allows him or her to interact with nearby adults, and provides a different perspective on thinking. Researchers have also found that having a close relationship with one adult - a teacher, uncle, babysitter, or best friend's parent - makes children more resilient in life; (12) fantasize about the future, if children can imagine doing something useful when they grow up, they will feel more confident in their childhood. Encourage your child to discuss how their parents, and other adults (that they know) chose their current profession. Even if they change their aspirations, the most important thing is that they have thought about their future goals.

In the face of the rapid development of early childhood education in Indonesia, the role of families, especially parents, is crucial in shaping children's self-confidence. This study highlights that children's self-confidence is not only formed through academic aspects, but also through life experiences, social interactions and family support. Parents can play a listening role, provide support, and create an environment that supports children's exploration and development. By raising awareness of the importance of parents' role in building children's self-confidence in early childhood, it is hoped that a new generation that is resilient and ready to face the dynamics of the times can be created.

CONCLUSIONS

This study shows that early childhood self-confidence is the result of a complex interaction between internal and external factors. The role of the family, especially parents, is an important element in forming the foundation of children's self-confidence. Family strategies, such as providing positive support, allowing children to try new things and creating a supportive environment, have a significant impact on the development of self-confidence. Thus, early childhood education is not only concerned with academic approaches, but also involves building children's character and self-confidence.

To increase the effectiveness of early childhood self-confidence building, there needs to be collaboration between educational institutions, communities and families. Early childhood education programs should include active parental involvement, training to improve parenting skills and provision of supporting resources. In addition, further research can be conducted to explore the specific factors that influence children's self-confidence so that more appropriate strategies and interventions can be designed.

REFERENCES

Altman, I. & D. A. Taylor. (2013). Social Penetration: The Development of Interpersonal Relationship. Holt, Rinehart & Winston, New York.

Andayani, B. & T. Afiatin. (1996). Konsep Diri, Harga Diri dan Kepercayaan Diri Remaja. *Jurnal Psikologis* 4(2), 23-30.

Balke, A. (2002). *Percaya Diri: Sumber Sukses dan Kemandirian*. PT. Gramedia Pustaka Utama, Jakarta.

Bandura, A. (1977). Social Learning Theory. Prentice-Hall, Inc, New Jersey.

Bunker, B. B., B. Major., & D. Instone. (1983). Gender, Self Confidence, and Influence Strategies: An Organizational Simulation, *Journal of Personality and Social Psychology*, 44(2), 322-333.

Couse, L. J. & D. W. Chen. (2010). Komputer Tablet Untuk Anak Kecil? Menjajaki Kelayakannya Untuk Pendidikan Anak Usia Dini. *Jurnal Penelitian Teknologi dalam Pendidikan*, 43(1), 75-98.

Einon, D. (2005). *Permainan Cerdas untuk Anak*. Erlangga, Jakarta.

Guilford, J. P. (1959). *Fundamental Statistics in Psychology and Education*. McGraw-Hill Book Company, Inc, London, New York.

Hakim, T. (2002). *Mengatasi Rasa Tidak Percaya Diri*. Puspa Swara, Jakarta.

Hall, C. S. & G. Lindzey. (1993). Psikologi Kepribadian I Teori-teori Psikodinamik (klinis). Kanisius, Yogyakarta.

Hutomo, S., D. Akhmal, D. Darmawan, & Y. Yuliana. (2012). Dasar-Dasar Evaluasi Pendidikan. Addar Press, Jakarta.

Komara, I. B. (2016). Hubungan Antara Kepercayaan Diri dengan Prestasi Belajar dan Perencanaan Karir Siswa. *Psikopedagogia*, 5(1), 33-42.

Lauster, P. (1978). The Personality Test. Pan Books, London.

Mappiare, A. (1982). Psikologi Remaja. Usaha Nasional, Surabaya.

Martani, W. (2012). Metode Stimulasi dan Perkembangan Emosi. *Jurnal Psikologi*, 39(1), 112-120.

Rahman, U. (2009). Karakteristik Perkembangan Anak Usia Dini. *Lentera Pendidikan : Jurnal Ilmu Tarbiyah dan Keguruan*, 12(1), 46-57.

Risnawati, N. R. & M. Ghufron. (2014). Teori-Teori Psikologi. ArRuzz Media, Yogyakarta.

Saraswati, R. Mardikaningsih, & T. Baskoro. (2014). Strategi dan Inovasi Pendidikan Tingkat Dasar. Bumi Aksara. Jakarta.

Setiadarma, M. P. 2000. Dasar-dasar Psikologi Olahraga. Pustaka Sinar Harapan, Jakarta.

Shonkoff, J. P. (2010). Building a new Biodevelopmental Framework to Guide the Future of Early Childhood Policy. *Child Development*, 81(1), 357-367.

Sudardjo, S. & E. H. Purnamaningsih. (2003). Kepercayaan Diri dan Kecemasan Komunikasi Interpersonal Pada Mahasiswa. *Jurnal Psikologi*, 30(2), 67 -71.

Vannebo, B. I. & K. A. Gotvassli. (2014). Early Childhood Educational and Care Institutions as Learning Organizations. *Journal of Early Childhood Education Research*, 3(1), 27-50.

Yanti, Y., Y. Yuliana, D. Darmawan, & E. A. Sinambela. (2013). Psikologi Pendidikan. Spektrum Nusa Press, Jakarta.

Yulianto, F. H. & F. Nashori. (2006). Kepercayaan Diri dan Prestasi Atlet Taekwondo Daerah Istimewa Yogyakarta. *Jurnal Psikologi*, 3(1), 55-62.