



Implementation of the Talent Show Program to Increase Student Self-Confidence at SD Negeri 1 Singosaren

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Abstract: The talent show program is a strategy aimed at developing students' potential, particularly in enhancing their self-confidence in public speaking. This study aims to analyze the implementation of the talent show program at SD Negeri 1 Singosaren and its impact on students' self-confidence. The research uses a descriptive qualitative approach, with data collected through interviews, observations, and documentation. The findings indicate that the program has a positive impact on improving students' self-confidence, communication skills, and motivation to learn. Support from the school, parents, and regular practice was identified as key factors contributing to the success of the program. Challenges encountered include the limited availability of professional mentors and the limitations on practice time. The program has proven effective in shaping students' personalities and preparing them to face future challenges with confidence. Recommendations include increasing the intensity of practice sessions and ensuring continued support from both the school and parents.

INTRODUCTION

In the era of globalization and technological advancement, education not only emphasizes academic achievement but also supports the development of non-academic skills, such as creativity, self-confidence, and social skills (Rahman et al., 2025).

Indonesia faces a major challenge in ensuring that every student has the opportunity to develop his or her potential optimally (Hariyanti et al., 2023).

As mentioned in the official source of UNICEF (United Nations Children's Fund) listed in its book entitled "Skills



For The Future” reveals that there are still gaps in efforts to improve the quality of skills in accordance with the demands of the 21st century in Indonesia, especially in terms of self-confidence and communication. Although adolescents recognize the importance of these skills for their future, limitations in the education system, including a lack of training for teachers in teaching 21st century skills, are barriers to ensuring students receive effective learning to improve their the confidence and public speaking skills (Watson, 2017).

In response to this challenge, the Indonesian government is committed to improving the quality of education by taking various strategic steps. One of the steps taken is to make improvements to the curriculum, which is designed to support the development of students' skills and character, an important step in the education sector. In order to achieve these goals, the Ministry of Education and Culture has introduced an independent curriculum. This program provides the freedom to develop approaches to learning that are more contextual and flexible according to the needs and circumstances of each

class. In addition, the independent curriculum emphasizes a focus on the interests, talents and abilities of each student so that they can develop optimally according to their personal preferences and strengths (Ramdhani, 2023).

This is in line with Law Article 3 No. 20 of 2003 discussing the National Education System, which specifically explains that "National education has a function in developing skills, building good character, and increasing the progress of a nation that has integrity as a step to improve the nation's level of intelligence. The purpose of education is to optimize the ability of students to grow into individuals who have strong values of faith and devotion to God Almighty, have noble character, are physically healthy, knowledgeable, strong, creative, independent, uphold democratic values, and responsible" (Abdullah, 2022).

The talent show program is a strategic step to achieve these goals, especially in developing students' creativity, independence, and skills. In this program students are given the opportunity to directly express their abilities in terms, interests, and talents

directly in front of an audience, so that they can practice self-confidence, shape their personalities, and develop their potential which is not yet in line with the goals of national education values. The program also encourages the development of a creative self and a responsible attitude, and involves social skills, teamwork, and the confidence to perform in public.

The self-confidence built through this experience will be an important skill for students, as the confidence to perform in public will not only improve communication skills, but will also have a positive impact on the development of their intelligence, perseverance, and ability to solve problems optimally and improve their abilities in a number of fields (Ananda et al., 2024). In addition, learners who have confidence in their abilities tend to be more resilient, adapt more quickly to challenges, and are less likely to feel deterred by difficulties (Ginting, 2023). In this case, the activity provides opportunities for students to perform in front of a traveling audience, which is intended to build their confidence in facing similar situations in the future, such as competitions or other school events (Herliza et al., 2024).

Continuous practice provides opportunities for students to practice in dealing with situations on stage, so as to reduce the fear or anxiety that often arises due to lack of experience when performing in public. Findings by (Jalal et al., 2023) echo this point of view by stating that continuous training in activities that involve speaking in front of large audiences can strengthen students' confidence and help them overcome stage fright. The educational practices implemented in elementary schools so far have not fully demonstrated that schools function as optimal platforms for the development of students' full potential, especially in terms of talents and skills (Ramdhani, 2023).

Based on observations at SD Negeri 1 Singosaren, the school created a talent show program to explore students' talents by involving all elements of the school, namely teachers, students, and parents in a supportive environment. This program is based on the interpretation that each student has unique skills that need to be developed in a structured manner to increase their courage and confidence when performing in front of many people.

Thus, this study aims to analyze the effective implementation of the talent show program, its impact on the development of students' self-confidence and identify factors that influence the success and failure in the process of implementing the talent show program at SD Negeri 1 Singosaren.

Through regular weekly exercises, students have the opportunity to showcase their talents in the arts, sports and other skills, with teachers as mentors. The program also includes the involvement of parents as supporters and motivators, so as to build cooperation in developing students' abilities. Regular evaluations to review feedback, constructive feedback and rewards, such as certificates or direct praise, help keep students motivated to keep developing.

In general, the talent show program is the right solution to encourage learners to grow a strong sense of confidence, which will then have a positive impact on their self-confidence. In addition to this, this research is also in line with the context of education in elementary schools, especially at SD Negeri 1 Singosaren, which focuses on

increasing students' self-confidence through the implementation of talent show programs.

METHOD

A descriptive qualitative approach was chosen as the research method in this study. The approach is designed to understand thoroughly the phenomena experienced by the research subject, which describes the cognitive, emotional, and behavioral aspects related to the perceptions, motivations and actions of the subject holistically in a real context, using various descriptive methods (Pahleviannur et al., 2022). This type of descriptive research aims to provide a clear, in-depth, and complete description of the situation at the scene directly (Kresna & Ahyar, 2020).

The data obtained through this research is in the form of interviews, observations, and documents, without numerical data because this research is a type of descriptive research to explain phenomena in detail. This research is also directly driven by the researcher himself, so that the researcher can better understand the context or unique situation that is the focus of his research (Harahap, 2020). This research is oriented to the activities of the talent

show program specifically as a development of self-confidence which is carried out every Friday.

The location of this research took place at SD Negeri 1 Singosaren, which is located at Jalan Singajaya, No.73 A, Singosaren Village, Jenangan District, Ponorogo Regency, East Java Province. This research is based on the Miles and Huberman interactive model as a conceptual framework for analyzing the data under study, which includes three main stages: Data reduction is carried out by selecting relevant information, presenting data in the form of descriptive narratives, and analyzing data to draw conclusions based on the patterns of findings that emerge in the research (Fadli, 2021).

In addition, researchers also searched various literatures and written sources of information, such as books, previous research, papers, scientific journals, and articles relevant to the research topic. The use of this literature aims to strengthen and enrich the researcher's understanding of the context and theory underlying the research.

RESULTS & DISCUSSION

Results

Based on the results of data analysis obtained through observations at SD Negeri 1 Singosaren, the talent show program is one of the activities that provides opportunities for students to gain experience on how to express, hone their skills and confidence in displaying their potential in public, besides that this program also fosters students' confidence to present themselves in front of the public, as well as a form of finding talent in each of them. This program is held every Friday after gymnastics together on the school field by involving students at grade 1 to grade 6 levels as a whole. Each student is given the opportunity to display their skills or talents, ranging from singing, dancing, storytelling, or activities that adjust to what they like.

Based on the findings of interviews with several informants, the talent show program has shown a significant positive impact on student growth, especially in terms of increasing the level of self-confidence. The Principal said that "Students who used to be shy are now not afraid to perform in front of people". In this context, she emphasized

that the program is intended to train students' courage and see whatever qualities they have.

This concept is in line with Peter Lauster, who writes about the theory of the educational environment and gives a very clear definition of courage. According to him, it depends on internal factors, such as self-concept and self-esteem. Thus, students who have a positive self-concept try to be more active in expressing opinions and participating in classroom activities. Furthermore, Peter Lauster emphasizes the importance of providing a new experience that encourages students to take responsibility and face risks during the learning process. These experiences provide meaningful learning, although not always successful (Jelita, 2024).

This program not only has a positive impact on the non-academic aspects of students. In addition, this program can increase courage and hone students' communication skills, but it also plays a role in assisting in classroom learning. This was conveyed by the homeroom teacher of grade 3, who said, "The changes that I see, in students after participating in activities in the talent show, students show an

increase in self-confidence, especially in class. They become more courageous in asking questions, arguing, and being active in discussions". In this case, teachers can utilize these activities to find out the potential of students who may not be visible in formal learning.

The talent show program is expected to make students more mentally prepared when participating in various competitions or activities outside of school that require courage to present themselves. This was explained by the grade 1 homeroom teacher who said, "This program trains children to get used to performing in front of an audience, so they are more confident. In addition, this program also aims to capture the talents of students who are capable of participating in competitions which are always held every year. Such as the School Literacy Festival (FLS), National Student Sports Olympics (O2SN), National Science Olympics (OSN).



Figure 1 Singing and Picture Storytelling Competitions

As for the findings of previous research, where the development of students' potential, talents, interests, abilities, personality through extracurricular activities explains that supportive environmental factors greatly contribute to optimizing students' self-confidence (Umar & Masnawati, 2024). These findings support the results of research conducted by (Febrianti et al., 2023) which revealed that self-expression activities can be used as an effective means to increase self-confidence and encourage student interaction.

Research by (Sukanta et al., 2024) suggests that developing students' interests and talents can increase learning motivation and have a long-term impact on readiness when facing future obstacles. However, this study also observed several aspects that need to be maximized. This statement was reinforced by the Principal who said that "The development of students' interests and talents can really emerge and be actualized so that students can apply them in the community. In this sense, students who graduate from this school can be more confident and competitive in the next level of

education, both in terms of completing junior high school education and continuing to a higher level".

According to (Fauziyyah & Yudi, 2024), the success of this program shows the importance of facilities and infrastructure because after all, the development of student potential is not only from the frequency of training but also the support of teachers and parents. This also shows that social support is also a supporting factor for the success of this program, where the class teacher plays an important role in assisting and preparing students, as explained by the homeroom teacher 1, emphasizing the importance of planned training "Continuous training gives students the opportunity to get used to performing without burden, for example, going forward, which initially we have to be nervous first, have to prepare, have to take a long breath. Because they are used to going forward, they become more confident," she said. According to Bronfenbrenner, individual interactions and microenvironments, such as teacher and peer support, also contribute to building self-confidence (Hanifah & Kurniati, 2024).

Discussion

The findings of this study indicate that the talent show program at SD Negeri 1 Singosaren has a huge contribution in improving students' self-confidence. Observations and interviews indicated that students' self-confidence increased as the frequency of performing in public increased. This is in line with attribution theory, successful students will increasingly feel that this change has occurred when students begin to attribute their success to internal factors such as, their own special abilities and effort. While external factors depend on luck or help from others (Marliani, 2018).

In the context of basic education, the courage to perform in public is an important skill that needs to be developed early on. Based on interviews with Grade 6 students, many of them initially felt hesitant and afraid of making mistakes, but after several performances, they began to feel more confident. This indicates that success in presenting themselves in public can form a growth mindset, as stated by (Prasetyo & Asbari, 2023). Students who have a growth mindset will be more courageous in facing challenges and see mistakes as part of the learning process.

Social support is also an important factor in increasing students' self-confidence. The interview results show that students experience increased self-confidence when they get support from peers and teachers. This is supported by the results of research by (Muhsin^y et al., 2023), which shows that students who get support from their neighborhood places have more confidence than students who do not get similar support. In addition, it is evidenced by changes in students' views of their abilities. Before participating in the talent show program, many students felt hesitant and had difficulty in expressing themselves in public due to lack of confidence. However, after several times they came forward to perform the students' confidence increased.

In addition, Bronfenbrenner's ecological theory (Kurniati et al., 2021). explains that interactions between individuals and microenvironments, such as support from teachers and friends, have a significant impact on individual development. In other words, the more positive the interaction between students and their school

environment, the more likely students are to develop strong self-confidence.

Not only that, this activity not only focuses on increasing self-confidence, but also plays a role in shaping students' character. Based on an interview with the 3 rd grade homeroom teacher, this program encourages students to have an optimistic attitude, be responsible, and dare to face challenges. This shows that the talent show activities not only provide benefits in the aspect of public speaking skills, but also help build students' characters who are stronger and ready to face various situations in the future with better abilities.

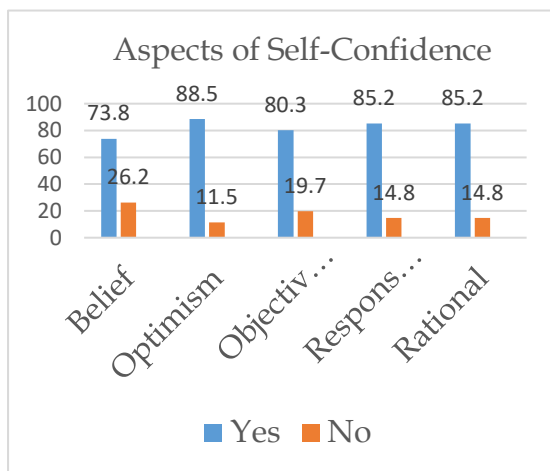


Figure 2 Confidence Aspect

Based on the bar chart, it can be seen that the majority of respondents have a very high level of confidence, as indicated by the high percentage of "Yes" answers in all aspects. This indicates that the programs or

interventions carried out contribute positively to strengthening students' self-confidence.

The findings of the research conducted by Lauster identified that self-confidence has five aspects: First, confidence in one's own abilities, which includes a positive attitude towards oneself and about what one does. Second, optimism is a concept that refers to an attitude that has a good outlook and encourages in dealing with various situations related to oneself, hopes, and abilities. Third, the goal is the belief that a certain issue or thing must be in accordance with the truth based on facts and evidence, not just the truth based on personal opinions. Fourth, there is awareness to take responsibility for every action taken and its consequences. Fifth, using a rational and realistic way of thinking, namely by analyzing things using logic, common sense and truth (Ulya & Cahyandari, 2023).

However, while this program has many benefits, there are still some obstacles that need to be overcome. Some students still feel embarrassed or afraid of making mistakes when appearing in public. In addition,

limitations in specific guidance for specific talents are also a challenge. Teachers at this school admit that they need additional training to be able to provide more optimal guidance to students who have certain talents, such as dancing or singing.

To overcome these obstacles, the principal proposes involvement of professional trainers to help students who need special guidance. In addition, parental support plays a very important role not only through financial assistance, but also by designing and developing programs to improve the quality of education through school committees and educational boards. This collaboration allows parents to contribute to mentoring and share experiences as a source in various school activities. More Intensive Collaboration between teachers and parents can be strengthened by engaging them in guiding students at home, so that the learning process becomes more directed and effective in developing students' academic and non-academic potential (Zainudin & Winditiya, 2024).

Overall, a talent show program at SD Negeri 1 Singosaren can be an

effective model in developing students' confidence. With the support of teachers, peers, and parents, this program can be continuously developed and improved to provide optimal benefits for the improvement of students' abilities, in all areas, including academic and non-academic, and social.

CONCLUSION

The results of this study indicate that the implementation of talent show programs in SD Negeri 1 Singosaren has a positive impact on increasing student confidence. Through this program students are given the opportunity to develop and display their abilities and talents in front of an audience, which gradually helps to reduce nervousness and improve public speaking skills. In addition, support from teachers, peers, and parents plays an important role in building an environment that supports the development of student confidence.

Regular practice and ongoing evaluation are key factors in improving the effectiveness of this program. The results also revealed that the involvement of schools in providing appropriate facilities and guidance can optimize the benefits of talent show programs for students. However, some

challenges are still found, such as the lack of professional accompaniment and the limitation of practice time, which can affect the results achieved by students.

As recommendations, there are several recommendations that need to be given, first, the talent show program should be implemented consistently so that students have the opportunity to practice continuously. Secondly, schools need to increase active and constructive participation among teachers, students and parents to create an environment that supports student development. Third, regular evaluations should be carried out to ensure that this program has successfully achieved the expected goals and can have a positive impact, thus providing maximum benefits for students. In addition, further research should be conducted to explore the long-term impact of this program on the development of students' self-confidence and academic achievement, as well as to examine more effective strategies in developing students' potential through creativity and self-expression-based activities.

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