



Increasing The Character Of Courage In Early Childhood Through Mother Tongue

Dwi Putriyanti¹, Issaura Dwi Selvi²

Universitas Sriwijaya¹, UIN Sunan Kalijaga Yogyakarta²
dwiputriyanti@gmail.com¹, issauradwis2239@gmail.com²

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Abstract

Each child has a different character. In this case, the role of the family, especially the mother, is very supportive of the child in instilling the child's character according to his potential. The purpose of this study was to improve the character of children's courage through their mother tongue by using the classroom action research method conducted at Aisyiyah Bustanul Athfal Kindergarten in Sungai Pinang Ogan Ilir by researching two cycles consisting of 3 meetings with planning, implementation, observation and reflection stages. Based on the research results in the first cycle, the minimum category developed as expected 67%, with the dominant indicator appearing as the attitude of doing something without worrying about the difficulties. In comparison, the minimum category increased to 87% in the second cycle, indicating that the child can face something with great confidence and great results. This shows that using the mother tongue can improve the character of the courage of early childhood.

Keywords: Keywords; Early Childhood, Character, Courage

Introduction

Early childhood is in the most rapid stage of growth and development, both physically and mentally. Growth and development have started since prenatal, that is, in the womb. Early childhood is the most fundamental early period throughout the growth and development of human life because all children's potential develops very quickly (Lansford et al., 2021). One of the children's developments that must be considered is teaching the character of courage from an early age. Cause this aspect will have a large enough role in children's lives now and in the future to interact and adapt to their environment with a massive sense of courage (Zuniarsih et al., 2021).

Character education must be instilled early to form human beings with character. Mulyasa, quoted by Wiyani, revealed that character education would be very appropriate if implemented before, namely since children study in Kindergarten (TK) or Raudhatul Athfal (RA). However, it is unfortunate that the implementation of character education in kindergarten and RA is still not optimal. The reason is that management practices in TK and RA are still carried out carelessly and have not fully sided with the implementation of character education. A teacher must have a variety of creative strategies to instill character from an early age. Early age is a golden age, occurs once during human life. This period is the right time to develop various potentials possessed by children. The other is cultivating the character of courage (Selvi, 2020).

Character education is essential to be taught to students. According to character, education is the process of guiding students to become fully human beings with character in the dimensions of heart, mind, body, taste, and intention (Ningsih, 2017). One of the abilities expected to develop in children is positive behavior instilled early. One of which is the courage to do everything related to

the learning process, such as daring to try something, appearing in front of the class, daring to speak, and daring to ask questions. Using the first language, often called the mother tongue, is a perfect strategy to support children's activities in the learning process. The use of the mother tongue is very effective in the learning process (Suyadi & Selvi, 2019). The acquisition of children's language is divided into two types: mother tongue (first language) and native language second (third and so on). In early childhood education, children can understand the first language's vocabulary. Children will feel they have courage/strong self-confidence in school because they are pretty proficient and can use language that children often hear and use. In everyday life, children have no difficulty socializing and interacting during the learning process in the learning process (Airlangga & Akrim, 2020).

The first language/mother-tongue is often used in early childhood education. After all, it makes it easier for children to communicate and socialize both in the learning process and when playing with their peers because it is easy for them to understand. The use of mother tongue/first language refers to the same linguistic system. The mother tongue is a linguistic system that is first naturally learned from the mother or family who raises a child. The language first heard during the prenatal period and after birth is used by the family environment and the child's environment.

Early childhood education is required to instill character from an early age, one of which is the character of courage. So that teachers are required to be creative and exciting in choosing learning activities. The language used in the learning process is to use language that students can understand and to provide various kinds of appropriate stimulation so that this period is not missed. The materials and materials used must also be following the child's needs, namely playing while learning. In playing the game, the child has accidentally learned something, in conveying the material and learning materials. The language used must also be suitable so that the students can understand and understand the child.

Courage, according, is an act of fighting for something that is considered essential and being able to face anything that can hinder him because he believes in the truth (Firman & Rahayu, 2020). Courage is related to self-confidence. If a person has self-confidence, courage will arise to do something. In addition, motivation can affect the level of courage in children.

Based on observations from early August 2017 to April 2018 Aisyiyah Bustanul Athfal Sungai Pinang Kindergarten, there were 15 students in group B, including seven boys and eight girls. In early childhood, the character of courage possessed by children is still low. The observation results showed that 3 (20%) of the 15 children had good courage, while 7 (47%) children had a low level of courage. Based on the results of these data, the researchers and teachers discussed the character of the child's low courage as material for planning actions to be taken in the first cycle. From the pre-cycle data, it was known that the class B teacher of TK Aisyiyah Bustanul Athfal Sungai Pinang Ogan Ilir, did not instill the character of children's courage. But for some children are still shy when talking or saying what they want, lack confidence in children, or feel hesitant when they want to answer questions asked by the teacher and are not confident when in front of the class.

Some children do not understand and find it challenging to use Indonesian during the learning process. So that children are less motivated to carry out various activities due to a lack of courage in children by using Indonesian that has not been understood, it makes it difficult for children to interact, play, appear in front of the class, tell stories, ask questions, and do other activities. Children often use

a mixed language, namely Indonesian and mother tongue/regional languages, when using Indonesian. Lack of children's motivation keeps trying to do learning as one of the plantings of children's character of courage (Nurlaeni & Juniarti, 2017). Character education of courage by using the mother tongue can make it easier for teachers to encourage children to carry out various activities in the learning process while in the school environment (Hakim, 2020). The researcher did base on the problem in the pre-cycle data. The researcher wanted the character of children's courage through their mother tongue to be improved. For that, the researchers carried out research activities to cycle I.

The study entitled Language Acquisition in Children (Psycholinguistic Studies) states that acquiring the first language begins with children when learning to speak, a process in a child's brain when they learn to talk. He receives his first language or mother tongue (Sarıçoban et al., 2019). Teaching is a method that is sought to form children according to their respective potentials. It should be realized that every student has a different character. The use of the mother tongue can support and encourage children to instill a child's character of courage. Based on this description, the researcher conducted a study entitled Improving Children's Courage Character Through Mother Language in Kindergarten Aisyiyah Bustanul Athfal Sungai Pinang Ogan Ilir.

Literature Review

Character

Character education is a person's character, character, morals, or personality formed from internalizing various virtues that are fundamental to the person's perspective, thinking, attitude, and way of acting (Kuppens & Ceulemans, 2019). Meanwhile, Character is something that qualifies a person. The character becomes an identity, becomes a characteristic, becomes a permanent trait, which overcomes the ever-changing contingent experience (Suyatmin & Sukardi, 2018). According to the Great Indonesian Dictionary (KBBI), character is psychological, moral, or character traits that distinguish one person from another (Rustini, 2018). Thus, characters are unique values that persist in themselves and those implemented in behavior (Iftitah & Anawaty, 2020).

Based on this, it can be concluded that character is the character, character, morals, or personality of a person who becomes an identity, characterizes, becomes a psychological trait, character, or character that distinguishes a person from others.

Bravery

As a child, you should be brave to do everything without thinking about the aftermath (Sugihartono, 2018). Courage for early childhood is when the child can speak or say what he wants and refuses something he does not want to others around him (Suhendro, 2020). "Courage is the attitude to do something without worrying about the possibilities of facing danger, difficulty, pain, and others" (Lesmono, 2015). "Courage is an act of fighting for something that is considered important and can face everything that can hinder it because it believes in the truth" (Novitasari, I, 2014).

Based on this, it can be concluded that courage is when the child can speak or say what he wants, the attitude to do something without worrying about difficulties, and face something with great confidence.

Characteristics of Child Courage

Courage is related to self-confidence. If a person has self-confidence, then courage will arise to do something. In addition, motivation can affect the level of courage in children. Self-confidence believes that a person can cope with a problem with the best situation and provide something pleasant for others (Komara, 2016). The characteristics of children who have confidence related to speaking are 1). Define things without hesitation, 2). Express his opinion and defend it, 3. Dare to establish communication with the people around him, 4. Ask and answer questions according to the existing situation, 5). Dare to try new experiences, 6). They are facing challenges or problems (Dargatz, 2014). The following are the behavioral characteristics that reflect self-confidence, namely; 1). Believe in yourself, 2). Do not depend on others, 3). No hesitation, 4). Feeling self-worth, 5). They are not bragging, 6). Dare to act (Alfadda & Mahdi, 2021).

Based on the theory regarding the characteristics of courage in children, it can be concluded that the concept of daring to speak in public in this study is when the child can speak or say what he wants and rejects something he does not want to others around him. The characteristics or characteristics are 1) Expressing opinions and defending them, 2) They are facing new challenges and experiences, 3) Believe in yourself and not be influenced by others.

First Language/Mother Language

A child's mastery of a language begins with acquiring the first language, often called the mother tongue. The mother tongue is "the first language mastered by humans since the beginning of their lives through interaction with family and the community around children (Cekiso et al., 2019). Mother tongue (native language) is the first language mastered or acquired by children. At the same time, the mother tongue (motherese, parentese, or child-directed speech) is the language adults use when talking to children who are acquiring their mother tongue (Morales-Obod et al., 2020). Language acquisition is a process in a child's brain when he reaches his first language or mother tongue (Piper et al., 2018).

Based on the above opinion, it can be concluded that the first language/mother tongue is the language that the child first acquires from birth, the language used by adults that are heard by children who are in the process of language acquisition that takes place in the child's brain.

Methods

This study uses classroom action research which aims to increase the character of children's courage through their mother tongue, using the Kemmis and Taggart models. 4 stages must be passed, namely: planning (planning), action (acting), observation (observing) and reflection (reflecting) (Permatasari et al., 2020). CAR classroom action research is one type of action research carried out by teachers to improve the quality of learning in their class (methods, approaches, use of media, evaluation techniques, etc. (Hanifah, 2014). Problem-solving is done by collaborating with teachers in class and researchers as observations.

This research activity was conducted at Aisyiyah Kindergarten Bustanul Athfal Sungai Pinang, Kec. Sungai Pinang Regency. Ogan Ilir South Sumatra in early August 2017 to May 2018.

The subjects in this study were group B children at Aisyiyah Kindergarten Bustanul Athfal Sungai Pinang Ogan Ilir from early August 2017 to May 2018, with 15 children, consisting of 7 boys and eight girls.

Action Research Cycle

There are stages, starting from planning. After that, proceed with implementing actions by the plans prepared previously. After carrying out the implementation, observations were made on the character of the child's courage. Then the next stage is to reflect on the learning outcomes, whether there are weaknesses or strengths. If the first cycle has not been successful, the following action is designed in the second cycle. The activities in the second cycle are a continuation of the success in the first cycle. Still, the activities in the second cycle have various additions to improve the difficulties found in the actions in the first cycle. If the implementation in the second cycle has been completed, if the learning outcomes have not been achieved, then the research can continue to cycle III. The implementation method is the same as the previous cycle. This depends on the results of the study conducted. If the learning outcomes have reached the standard of success, there is no need to continue the research in cycle III.

The researcher's obtaining the data needed uses several techniques: tests and observation sheets. The data obtained during the research were analyzed quantitatively and qualitatively to get maximum results for the classroom action research conducted. Data is used as material to determine the following action. The entire data is used to conclude the actions taken. The results of this analysis will be included in the research report. The data obtained during the learning process is processed using the percentage technique. From these results, the writer will see what kind of learning will be given so that the character of children's speaking courage increases so that 75% of children who get a minimum score develop as expected.

The formula used to calculate the score obtained by the child:
Value formula (Yulianti, 2014):

$$\text{Score} = \frac{\text{Acquisition Score}}{\text{Total Score}} \times 100 \%$$

Meanwhile, to arrange a data set into a frequency distribution table with class length, the same interval range for each class can use the formula (Daryanto, 2014):

Mean Formula:

$$X = \frac{\sum X}{\sum N}$$

Information: \bar{X} = mean
 $\sum X$ = Total Score
 $\sum n$ = Many Subject

Success Percentage Formula:

$$persentase = \frac{F}{N} \times 100 \%$$

Information (Arikunto, 2014):

F = The Results Achieved By Students

N = Number Of Students

The results of classroom action research use guidelines with categories that are adjusted to the criteria for successful child development.

Success Criteria	
Interval	Criteria
82—100	Very Good
63—81	Good
44—62	Pretty Good
25—43	Not Good

The criteria for increasing the character of children's courage refers to the signs for assessing children's learning outcomes made by the 2010 Directorate General of Mandas, DIKNAS, which is 80% with a minimum score of children getting a developing category as expected (Dimiyanti, 2014)

Result/Findings

Cycle I Meeting I

The implementation in cycle one was carried out by the researcher's learning design, namely as follows had made. This first meeting discussed the theme of the vehicle sub-theme, namely land vehicles (cars, bicycles, trains, and motorcycles). It was held on Monday, April 09, 2018, with the indicator used was that children brought stories in front of the class using their mother tongue. At this first meeting, the implementation of learning refers to the lesson plan, which consists of three main stages, namely initial activities, core activities, and final activities.

a. Initial activity (20 minutes)

In the initial activity, the teacher made preparations and asked the children to line up in front of the class singing and clap their hands; before the children entered, the teacher arranged the seats, studied the material, and prepared props. After that, the teacher and children entered the class, prayed, read letters and short hadith. The teacher checks the child's attendance and motivation. The child pays attention to the teacher showing a picture of a land vehicle. The teacher writes the date of the day and year, the theme will be conveyed, the child receives apperception from the teacher, the child answers questions from the teacher who asks "the piece of the day's learning this, the teacher conveys the learning objectives.

b. Core activities (60 minutes)

In the core activity, the children pay attention to the teacher who explains being grateful for the blessings of Allah, and the children are asked to be very thankful by saying Alhamdulillah. The teacher divides the children into three groups. They are observing (children observe pictures of various types of land vehicles). Asking questions (the teacher is only a motivator and facilitator so that children can ask as many questions as possible about cars, *ngape motor nguneke balang due?*,

ngape mobil dan motor pacak bejalan?, ngape motor balang e ade due pacak dak tebalek?). The teacher conveys various kinds of vehicles that are used is on land using pictures. Gathering information (children collect information when the teacher explains the different cars on the ground). Reasoning (children can understand the vehicles on land correctly without turning around with sea and air vehicles). Communicating (children tell simple stories about types of land vehicles using their mother tongue, examples of the contents of stories told by children; *mobil teruk balang e banyak untuk ngangkut barang, kalu mobil kecil pacak ngakut wang tapi dikit pacak juek untuk jalan-jalan*).

c. Final activity (30 minutes)

The final activity of the child answers questions asked by the teacher about the lessons given, the teacher summarizes and develops learning materials using the material, and the children are allowed to ask questions. The teacher provides an evaluation of learning. The teacher offers follow-up, prays to go home, sings, greetings, and go home.

Observation (Observation) Cycle I Meeting I

Observations in the first cycle of the first meeting were carried out using the instrument of telling stories using the mother tongue of the children of group B. The purpose of the observations in the first cycle of meeting 1 was to see whether there was an increase in the courage to tell stories using the mother tongue fluently. The following are the results of observing the child's courage assessment in the first cycle of the meeting.

Data Result Observation Cycle I Meeting I			
Interval	Number of Children	Percentage (%)	Criteria
25-43	4	27	BB
44-62	3	20	MB
63-81	5	33	BSH
82-100	3	20	BSB

The table above shows that the child's courage begins to increase. This can be seen from the results of observations which show that there are 4 children (27%) in the range of values of 25-43 with underdeveloped categories (BB), namely SAS, MHA, IS and DY. because children are able to tell stories in front of the class using their mother tongue fluently as many as 3 words, scores are in the range of 44-62, there are 3 children (20%) namely AJ, AMI and AP are categorized as starting to develop (MB) because children are able to tell stories in front of the class using their mother tongue fluently as many as 6 words, then there are 5 children (33%) who scored in the range of 63-81 namely SD, ZI, ARD, MRN, and AZ categorized as developing according to expectations (BSH) because children are able to tell stories in front of the class use their mother tongue fluently as many as 7 words, while scores in the range of 82-100 with a very well developed category there are 3 children (20%) namely VEA, AA, and HOL because children are able to tell stories in front of the class using

their mother tongue fluently as many as 9 words , for more details, the data on the results of the first cycle of the first meeting can be seen in the attachment page.

Reflection of Cycle I Meeting I

Based on the data results above, the researchers and teachers discussed the weaknesses in improving the character of children's courage in the first indicator. In the hand of children being able to speak, there are 4 (27%) children, namely SAS, MHA, IS, and DY, in the undeveloped category because the indicator children tell stories using their mother tongue fluently. The weakness found by the researcher was the lack of understanding of children about instructions in telling stories using their mother tongue. So that children were still confused and wrong in telling stories, not concentrating when telling stories, playing games when telling stories, and making noise. Then there is a lack of accompanying teachers so that children are still playing around and not conducive to telling stories. For the action plan carried out in cycle 1, meeting II, the researcher clarified the instructions in storytelling so that children were not mistaken and confused. Motivated children to follow the lesson well.

Cycle I Meeting II

The implementation in cycle one was carried out by the researcher's learning design, namely as follows had made. This second meeting discussed Vehicles with the sub-theme of vehicles in the water. It was held on Tuesday, April 10, 2018, with the indicator used was children telling stories using their mother tongue followed by the child's body movements. The implementation of learning at the second meeting refers to the lesson plan, which consists of three main stages, namely initial activities, core activities, and final activities.

a. Initial activity (20 minutes)

In the initial activity, the teacher made preparations and asked the children to line up in front of the class singing and clap their hands; before the children entered, the teacher arranged the seats, studied the material, and prepared props. After that, the teacher and children entered the class, prayed, read letters and short hadith, and checked the child's attendance and motivation. The child pays attention to the teacher who is showing a picture of the water vehicle, the teacher writes the date of the day and year, the theme will be conveyed. The child receives apperception from the teacher. The child answers questions from the teacher who asks, "the theme of the day's learning this, the teacher conveys the learning objectives.

b. Core activities (60 minutes)

In the core activity, children pay attention to the teacher who explains being grateful for Allah's blessings, and children are asked to be thankful by saying *Alhamdulillah*. The teacher divides children into three groups, Observing (children observe pictures of various types of water vehicles). Asking questions (the teacher is only a motivator and facilitator so that children can ask as many questions as possible about vehicles, *ngape perahu dak naro balang?*, *ngape mak pacak perahu dak tenggelam?*, the teacher tells the various kinds of vehicles in the water using pictures, Gathering information (children collect information when the teacher explains the various types of vehicles in the water). Reasoning (children can understand the cars that are in

the water correctly without flipping over with land and air vehicles). Communicating (children tell about various kinds of vehicles in the water).

c. Final activity (30 minutes)

The final activity of the child answers questions asked by the teacher about the lessons given. The teacher summarizes and develops learning materials using the material. The children are allowed to ask questions, and the teacher evaluates learning. The teacher provides follow-up, prays to go home, sings, greetings, and goes home.

Observation (Observation) Cycle 1 meeting II

The results of the assessment of observations made by researchers in the first cycle of the second meeting with the theme Vehicles, the sub-theme of Vehicles in Water. At this meeting, the children's activities were telling the various types of vehicles in the water using pictures. It can be seen from the observations of the meeting that the two children are still confused, hesitant, and confused in telling stories using their mother tongue. The class situation is more orderly and controlled. They have clarified the instructions for telling stories using their mother tongue. During the learning activities, observations were made using the observation sheet. The data from the observations are shown in the following table.

Data Result Observation Cycle I Meeting II			
Interval	Number of Children	Percentage (%)	Criteria
25-43	4	26	BB
44-62	1	7	MB
63-81	6	40	BSH
82-100	4	26	BSB

The table above shows that the second indicator is to do something without worrying about difficulties. This can be seen from the results of observations which show that there are four children (26%) who get scores in the range of 25-43 with undeveloped (BB) categories, namely SAS, MHA, IS, and DY because children can tell stories using their mother tongue stammeringly. Bricks without hand movements, children who scored in the range of 44-62 there was one child (7%) namely AJ was categorized as starting to develop (MB) because the child was able to tell stories using his mother tongue with stuttering followed by hand movements that were still stiff, there were 6 children (40%) who scored in the range of 63-81 namely AMI, AP, SD, ZI, MRN, and ARD were categorized as developing according to expectations (BSH) children were able to tell stories using their mother tongue fluently followed by stiff hand movements, while there were 4 children (26%) who scored in the range of 82-100 with very well developed categories (BSB), namely AZ, VEA, AA, and HOL because children can tell stories using their mother tongue followed by the child's body movements smoothly. For more details, the data on the results of the first cycle of the second meeting can be seen on the appendix page.

Reflection of Cycle 1 Meeting II

The problem with storytelling activities using language followed by children's hand movements smoothly at the second meeting is that there are still four children (26%), namely SAS, MHA, IS, and DY, categorized as undeveloped. Because children are able to tell stories using their mother tongue stammering without hand movements. Because there are too many children in a group of 8 or 5 children, children are not conducive and not focused on telling stories. In addition, the class became a bit noisy because many children couldn't wait to get their turn to tell stories. The action plan that the researcher will carry out at the next meeting in children's storytelling is divided into three groups consisting of 8 or 5 children in one group and provides motivation. The action plan that researchers will carry out at the next meeting in playing children's games is divided into three groups consisting of 5 children in one group and provides motivation.

Cycle 1 Meeting III

The implementation in cycle one was carried out by the researcher's learning design, namely as follows had made. This third meeting discussed the theme of air vehicles, sub-themes of cars in the air, the scope of the theme of types of cars in the air. On Wednesday, April 11 2018 with indicators, Held used Able to face something with great confidence. The implementation of learning at the second meeting refers to the lesson plan, which consists of three main stages, namely initial activities, core activities, and final activities.

- a. Initial Activity (20 minutes)
In the initial activity, the teacher makes preparations, invites children to line up in front of the class, prepares, arranges seats, explores the material, prepares props, teachers and children enter class, prays, reads letters, and short hadith. The teacher checks children's attendance, motivation, the child pays attention to the teacher who shows pictures of the types of air vehicles. The teacher writes down the date of the day and year, the theme that will be conveyed, the child receives apperception from the teacher, the child answers questions from the teacher who asks "the theme of today's learning". The teacher conveys the learning objectives, the child answers the questions posed by the teacher "*anak-anak coba kelek gambar sue ikak?*"
- b. Core activities (60 minutes)
Observing (children observe pictures of types of air vehicles). Asking questions (the teacher is only a motivator and facilitator so that children can ask as many questions as possible about air vehicles, *mak mane care kapal terbang dan balon udarah pacak terbang?*, The teacher tells the story using pictures of air vehicles. Gathering information (children collect information when the teacher tells the story). Reasoning (children can understand various kinds of information from stories conveyed by the teacher), communicating (children discuss with friends and teachers do questions and answers about types of air vehicles)
- c. Final activity (30 minutes)
The child answers the questions asked by the teacher about the lesson given. The child pays attention to the teacher, who summarizes and develops learning material using the material. The child is allowed to ask questions. The teacher provides an evaluation of learning. The teacher provides follow-up, prays to go home, sings, hello, come home.

Observation (Observation) Cycle I Meeting III

The results of the observations made in the first cycle of the third meeting with the theme of air vehicles, the sub-theme is the types of vehicles in the air. At this meeting, the activities carried out by children were answering questions from the teacher according to the story through their mother tongue. It can be seen from the observations of the third meeting that more than half of the children have reached the maximum value, and the class situation is more orderly and controlled. This is because it has clarified the instructions for conducting questions and answers using their mother tongue. During the learning activities, observations were made using the observation sheet. Observation data are shown in the following table.

Data Result Observation Cycle I Meeting III			
Interval	Number of Children	Percentage (%)	Criteria
25-43	3	20	BB
44-62	1	7	MB
63-81	6	40	BSH
82-100	5	33	BSB

The table above shows an increase in children's courage through their mother tongue. The observations at this meeting showed that there were three children (20%) who scored in the 25-43 range, namely SAS, MHA, and IS because the children were silent even though they had been given prompts or assistance from the teacher. For children who scored in the 44-62 range, one child (7%), namely AJ is categorized as starting to develop (MB) because the child answers questions from the teacher that are not related to stories using their mother tongue. There are 6 children (40%) who get scores in the range of 63-81 namely AMI, AP SD, ZI, ARD and MRN were categorized as developing according to expectations (BSH) because children were able to answer questions from the teacher by being given an inducement using their mother tongue. At the same time, there were five children (33%) who scored in the range of 82-100 with a very well-developed category (BSB), namely AZ, DY, VEA, AA, and HOL because the child answered correctly according to the story using his mother tongue. For more details, the data on the results of the first cycle of the third meeting can be seen on the attachment page.

Reflection of Cycle I Meeting III

Problems in answering questions from teachers using their mother tongue: There are still three children, namely SAS, MHA, and IS, which are categorized as not developing as expected. Because there are children who are not optimal because they are still confused, while the self-confidence indicator is huge with descriptors answering questions from the teacher using the mother tongue fluently. So that the more dominant one mentions answering questions with great confidence using the mother tongue, with these indicators already almost half-developed as expected and growing very well. As for the action plan carried out in the second cycle of the first meeting, the researcher plans the following action in storytelling by using wayang pictures using the mother tongue. The teacher calls the children's names one by one in storytelling learning with the teacher's help to foster a brave character for the children.

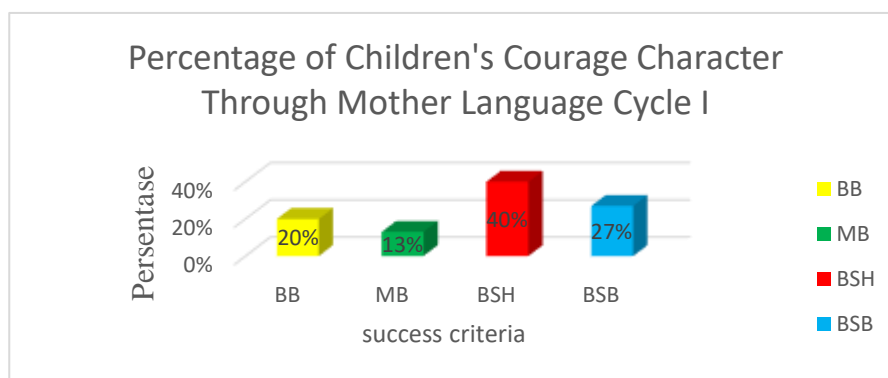
Recapitulation of Cycle I . Observation Results

Based on the activities in cycle 1, meetings 1, 2, and 3, there was an increase in the results of questions and answers using the mother tongue fluently in children from the initial data. Still, the growth had not yet reached the criteria for completeness. The description above shows that children's courage through their mother tongue starts from the first cycle of the first, second, and third meetings. For more details, it can be seen in the table of results of the recapitulation of the observation sheet assessment in cycle I.

The Final Result of Observing Children's Courage Characters Through Mother Language

Interval	Number of Children	Percentage (%)	Criteria
25-43	3	20	BB
44-62	2	13	MB
63-81	6	40	BSH
82-100	4	27	BSB

The table shows the final results after the action in cycle 1, it is known that there are 4 (27%) children in the criteria for developing very well. Furthermore, 6 (40%) children are found in the criteria for developing as expected (BSH), and 2 children (13%) children in the criteria of starting to develop (MB), then for the criteria of not developing (BB) there are still 3 children (20%). The character of the courage of the children of group B in cycle 1 is visualized in the image below.



From the bar chart above, it is known that the overall average percentage is 4 children (27%) in the very well developed category (BSB), 6 children (40%) in the category of developing as expected (BSH), 2 children (13%) in the starting to develop category (MB), and 3 children (20%) in the undeveloped category (BB). To obtain the final percentage displayed on. Figure 4.1 The researcher added up the three children's final scores at each meeting and divided by 3 (from three meetings) so that the overall average percentage was 27% in the BSB criteria, 40% in the BSH criteria, 13% in the MB criteria, and 20% in the BB criteria. Then the researchers added up the percentages of the BSB

and BSH criteria so that the percentage of children who succeeded as many as 10 children (67%) in cycle 1. Due to the character of courage in children reaching the established success criteria, namely at least (67%) children obtained a minimum score of 80 with criteria develop as expected (BSH), then researchers need to hold the next cycle, namely, cycle II.

Cycle II Meeting I

The implementation in cycle II was carried out by the researcher's learning design, namely as follows. This first meeting discussed the universe, the sub-theme of celestial bodies, with the theme being the types of heavenly bodies. It was held on Friday, April 16, 2018, with indicators used to express opinions and defend them. At this first meeting, the implementation of learning refers to the lesson plan, which consists of three main stages, namely initial activities, core activities, and final activities.

a. Initial activity (20 minute)

In the initial activity, the teacher makes preparations, invites children to line up in front of the class, prepares, arranges seats, explores the material, prepares props, teachers and children enter class, prays, reads letters and short hadith. The teacher checks children's attendance and motivation; Children pay attention to the teacher showing pictures of the sun, moon, and stars. The teacher writes the date and year, the theme that will be conveyed, the child receives apperception from the teacher, the child answers questions from the teacher who asks "the theme of today's learning." The teacher conveys the learning objectives, the child answers the questions posed by the teacher "*anak-anak coba kelek gambar sue ikak?*"

b. Core activities (60 minutes)

Observing (children observe pictures of the sun, moon and stars). Asking questions (the teacher is only a motivator and facilitator so that children can ask as many questions as possible about celestial objects, *sue lah yang ade pas malam arai?*, *sue lah gune matahari ?*, The teacher tells the story using puppet pictures. Gathering information (children collect information when the teacher tells), Reasoning (children can understand various kinds of information from the stories conveyed by the teacher), communicating (children to come forward telling stories simply using their mother tongue)

c. End activities (30 minutes)

The child answers the questions asked by the teacher about the lesson given. The child pays attention to the teacher, who summarizes and develops learning material using the material. The child is allowed to ask questions. The teacher provides an evaluation of learning. The teacher gives follow-up, prays to go home, sings, hello, come home.

Observation (Observation) Cycle II Meeting I

The results of the assessment of observations made in the second cycle of the first meeting with the theme of the universe, the sub-theme of celestial objects, the scope of the theme are the types of celestial bodies. At this meeting, the children's activities were telling stories in front of the class using their mother tongue. It can be seen from the observations of the first meeting that more than half of the children have reached the maximum value, and the class situation is more orderly and

controlled. This is because it has clarified the instructions for telling stories. During the learning activities, observations were made using the observation sheet. Observation data are shown in the following table.

Observation Result Data in Cycle II Meeting I			
Interval	Number of Children	Percentage (%)	Criteria
25-43	2	20	BB
44-62	2	13	MB
63-81	5	33	BSH
82-100	8	53	BSB

The table above shows an increase in children's courage through their mother tongue. The results of observations at this meeting showed that there were 2 children (13%) who scored in the 25-43 range, namely, SAS and MHA categorized as underdeveloped (BB) because the child was able to tell stories in front of the class using their mother tongue fluently as many as 3 words. Scores in the range of 44-62 there are 2 children (13%), namely IS and DY, categorized as starting to develop (MB) because children can tell stories in front of the class using their mother tongue fluently as many as 6 words. There are 5 children (33%) who get scores on the range of 63-81, namely AJ, AMI, AP, SD, and ZI are categorized as developing according to expectations (BSH) because children can tell stories in front of the class using their mother tongue fluently as many as 7 words, while there are 8 children (53%) who get scores in the range 82-100 with very well developed (BSB) categories, namely ARD, MRN, AZ, VEA, AA, and HOL because children can tell stories in front of the class using their mother tongue fluently as many as 9 words. For more details, the data on the second cycle of the first meeting results can be seen on the attachment page.

Reflection of Cycle II Meeting I

The problem with storytelling activities using their mother tongue fluently is that there are 2 children (13%) in the undeveloped criteria. The three children, namely SAS and MHA, learn when the teacher explains that they often don't pay attention and often play around. For action plans carried out in cycle II, meeting II researchers in increasing the character of courage in children when the teacher's learning process in explaining instructions was not too fast. Researchers planned actions in the context of playing using movements to convey various kinds of characteristics of the city of Palembang, with the way the teacher divides the children into several groups. Each group will come forward in turn and follow the teacher's instructions as well as give rewards at the end of learning and make movements that are even more interesting so that children are more interested and excited to take part in the next learning activity.

Cycle II meeting II

The implementation in cycle II was carried out by the learning design made by the researcher, namely as follows. This second meeting discussed Negaraku, the sub-theme of the Homeland, the coverage of the theme of the city of Palembang. On Tuesday, April 17 2018, the indicator used is to do something without worrying about difficulties. The implementation of learning at the second meeting refers to the lesson plan which consists of three main stages, namely initial activities, core activities, and final activities.

a. Initial Activity (20 minutes)

In the initial activity, the teacher makes preparations and invites children to line up to sing and clap in front of the class. Before entering the class, the teacher has prepared to share practices to carry out the learning process. Namely, the teacher arranges the seats, explores the material, prepares props, after that the teacher and children enter class, pray, read letters and short hadith, the teacher checks the children's attendance, motivation (children pay attention to the teacher who is showing pictures of various characteristics of the city of Palembang) the teacher writes down the day and year, the theme to be conveyed. The child accepts apperception from the teacher, the child answers questions from the teacher who asks "the theme of today's learning", the teacher conveys the learning objectives, the child answers the questions posed by the teacher "*anak-anak kelek gambar sue ikak?*".

b. Core activities (60 minutes)

The teacher divides the children into three groups. Observe (children observe pictures of various characteristics of Palembang). Asking questions (the teacher is only a motivator and facilitator so that children can ask as many questions as possible about the city of Palembang (*makan sue yang terkenal di kota Palembang?*, *suekah name jerambah yang terkenal di kota Palembang?*), the teacher tells the various characteristics of the city of Palembang by using pictures. Gathering information (children collect information when the teacher demonstrates multiple attributes of the city of Palembang). Reasoning (children can understand the various characteristics of the city of Palembang). Communicating (children come forward making gestures about the typical envy in the town of Palembang followed by hand movements)

c. Final activity (30 minutes)

The child answers the questions asked by the teacher about the lesson given, the child pays attention to the teacher who summarizes and develops learning material using the material, the child is allowed to ask questions, the teacher provides an evaluation of learning, the teacher gives follow-up, prays to go home, sings, greetings. and go home.

Observation (Observation) Cycle II meeting II

The sub-theme of Palembang's city is about the characteristics of the city of Palembang. At this meeting, the children's activities were making movements about the characteristics of the city of Palembang followed by the child's hand movements smoothly. It can be seen from the observations of the meeting that the two children were still confused, hesitant, and stammered when following the instructions from the teacher in front of the class, with the class situation being more orderly and

controlled than the first meeting. This was because it had clarified the instructions from the teacher. During the learning activities, observations were made using the observation sheet. The data from the observations are shown in the following table.

Observation Result Data in Cycle II Meeting II			
Interval	Number of Children	Percentage (%)	Criteria
25-43	1	7	BB
44-62	1	7	MB
63-81	7	47	BSH
82-100	6	40	BSB

The table above shows that in the second indicator, children tell about the characteristics of the city of Palembang using their mother tongue followed by the child's hand movements. This can be seen from the results of observations which show that there is 1 child (7%) who gets a score in the range of 25-43 with the undeveloped category (BB) namely SAS because the child is able to tell stories using their mother tongue stammering without hand movements. who scored in the range of 44-62 there was 1 child (7%) namely MHA categorized as starting to develop (MB) because the child was able to tell stories using their mother tongue stammering followed by hand movements that were still stiff, there were 7 children (47%) who received scores in the range of 63-81, namely AZ, DY, AMI, AP, AJ, SD, and IS are categorized as developing according to expectations (BSH) because children are able to tell stories using their mother tongue fluently followed by stiff hand movements, while there are 6 children (40 %) who scored in the range of 82-100 with a very well developed category (BSB), namely ARD, HOL, AA, ZI, VEA, and MRN because children can tell stories using their mother tongue followed by the child's body movements smoothly. For more details, the data on the second cycle of the second meeting results can be seen on the attachment page.

Reflection on Cycle II Meeting II

Problems in the activities of children being able to follow instructions using their mother tongue haltingly and without using hand movements, at the second meeting, there was still one child (7%) in the undeveloped category. Namely SAS it was predicted that the class would be a little noisy because, in one group of children, there were from four to six children, so that when the child comes forward, it makes the situation uncontrollable. Many children play around while following the instructions of the teacher. The researcher and the class teacher decided to continue the next indicator to plan further actions. The action plan that researchers will carry out at the next meeting in playing children's games is divided into 3 groups consisting of 5 children in one group and provides motivation and rewards in the form of rewards & motivation.

Cycle II meeting III

The implementation in cycle II was carried out by the learning design that had been made by the researcher, namely as follows. This third meeting discussed the theme of *Negaraku*, the sub-theme of the homeland, the coverage of the theme (red and white flags and the garuda). It was held on

Tuesday April 18 2018 with the indicator used was that children were able to answer questions correctly according to the story using their mother tongue. The implementation of learning at the third meeting refers to the lesson plan which consists of three main stages, namely initial activities, core activities, and final activities.

a. Initial Activity (20 minutes)

In the initial activity the teacher makes preparations, invites children to line up in front of the class, prepares, arranges seats, explores the material, prepares props, teachers and children enter class, prays, reads letters and short hadith, the teacher checks children's attendance, motivation, The child pays attention to the teacher who is showing a picture of the red and white flag and the eagle. The teacher writes the date and year, the theme that will be conveyed, the child receives apperception from the teacher, the child answers questions from the teacher who asks "the theme of today's learning". The teacher conveys the learning objectives, the child answers the questions posed by the teacher "*anak-anak kelek gambar sue ikak?*".

b. Core activities (60 minutes)

Observing (children observe the red and white flag and the eagle). Asking questions (the teacher is only a motivator and facilitator so that children can ask as many questions as possible about the symbol of the State (*sue warne bendera indonesia?*), The teacher tells the story using the red and white flag and the eagle. Gathering information (children collect information when the teacher tells the story). Reasoning (children can understand various kinds of information from stories conveyed by the teacher), Communicating (children do questions and answers using their mother tongue)

c. Final activity (30 minutes)

The child answers the questions asked by the teacher about the lesson given, the child pays attention to the teacher who summarizes and develops learning materials using the material, the child is allowed to ask questions, the teacher evaluates learning, the teacher gives follow-up, prays to go home, sings, greetings. , go home.

Observation (Observation) Cycle II Meeting III

The results of the observation assessment carried out in the second cycle of the third meeting with the theme Negaraku, the sub-theme of the homeland, the coverage of the theme is the symbol of the State (red and white flag and the eagle). At this meeting, the activities carried out by the children were asking questions using their mother tongue. It can be seen from the observations of the third meeting that more than half of the children have reached the maximum value and the class situation is more orderly and controlled, this is because it has clarified the questions from the teacher and the language used is easy for children to understand by using their mother tongue. During the learning activities, observations were made using the observation sheet. Observation data are shown in the following table.

Observation Result Data in Cycle II Meeting II			
Interval	Number of Children	Percentage (%)	Criteria
25-43	1	7	BB
44-62	1	7	MB
63-81	4	27	BSH
82-100	9	60	BSB

The table above shows an increase in children's courage through their mother tongue. The results of observations at this meeting showed that there was 1 child (7%) who scored in the 25-43 range, namely SAS because the child was silent even though he had been given an inducement or assistance from the teacher. 7%) namely MHA is categorized as starting to develop (MB) because children answer questions from the teacher that are not related to stories using their mother tongue. There were 4 children (27%) who scored in the range of 63-81, namely IS, DY, AJ and AMI categorized as developing according to expectations (BSH) because children were able to answer questions from the teacher by being given an inducement using their mother tongue, while there were 9 children (60%) who scored in the range of 82-100 with very well developed categories (BSB) namely AP, SD, ZI, ARD, MRP, AZ, VEA, AA, and HOL because the child answered correctly according to the story using the mother tongue. For more details, the data on the results of cycle II meeting III can be seen on the appendix page.

Reflection on Cycle II Meeting III

The problem with question-and-answer activities using the mother tongue is that there is still one child, namely SAS, which is categorized as not developing as expected because the child is still confused. While the indicators that answer questions with these indicators are almost half developed according to expectations and are developing very well. As for the action plan carried out in the second cycle of the third meeting, the researcher plans the following action in the learning process using the mother tongue so that the child is more courageous and with great self-confidence when carrying out the learning process. Using engaging learning media and teachers must be creative in choosing to learn so that children appear curious and motivated to try so that the character of the child's courage can appear.

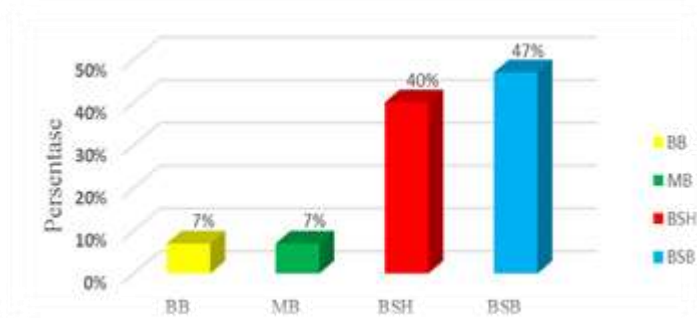
Recapitulation of Cycle II Observations

The recapitulation of the observations on the character of children's courage through the mother tongue above, which has been carried out in cycle II, shows an increase from the data in process I and has reached completeness. For clarity, the results of observations made at meetings I, II, and III are shown in the following table.

Final Result of Observation Cycle 2

Interval	Number of Children	Percentage (%)	Criteria
25-43	1	7	BB
44-62	1	7	MB
63-81	6	40	BSH
82-100	7	47	BSB

The table above shows the final results after taking action in cycle 2, it is known that there are 7 (47%) and are included in the very well-developed category (BSB). There were 6 children (40%) who scored 63-81 who were included in the category of developing as expected (BSH). There is 1 child (7%) in the category (MB). Children who scored 25-43 had 1 child (7%) in the (BB) category. So that in the second cycle, 7 children were obtained with a percentage of 67% on the minimum criteria for developing as expected. Furthermore, the character of children's courage through their mother tongue in cycle 2 is visualized in the diagram below.

**Cycle II Bar Chart**

From the diagram, it is known that the overall average percentage is 7 children (47%) in the very well developed category (BSB), there are 6 children (40%) in the category of developing as expected (BSH), there is 1 child (7%) in the starting to develop category (MB), and there is 1 child (7%) in the undeveloped category (BB). So the percentage of children who succeeded (BSB and BSH categories) was 13 children (87%). Then this research is declared to have been completed and there is no further cycle.

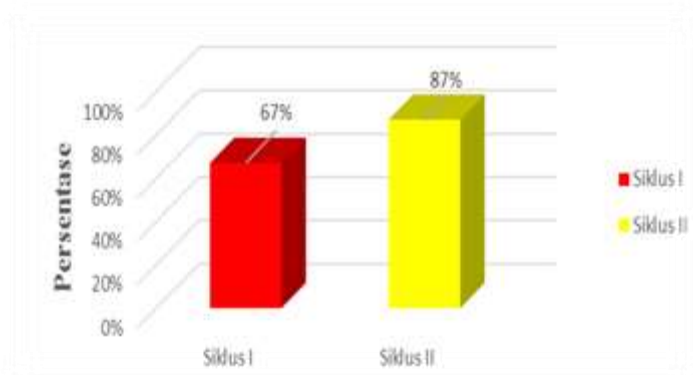
Recapitulation of Observation Results in Cycle, Cycle I, and Cycle II

The data from the recapitulation observation shows that children's courage through their mother tongue from Cycle I and Cycle II has increased. For more details can be seen in the table. 4.10 below.

Overall Recapitulation Results in Cycle I and Cycle II

Overall Result Recapitulation	
Siklus I	Siklus II
67%	87%

The table above shows an increase in the results from Cycle II which was 87% higher than Cycle I. For more details, see Fig.



Bar Chart of Recapitulation Results in Cycle 1 and Cycle 2

The bar chart image above shows an increase in the recapitulation results of a cycle I and cycle II, and the growth is from cycle I as much as (20%). Because children can tell stories using their mother tongue fluently, and children can tell stories using their mother tongue followed by hand gestures or hand gestures. The child's body movements and children can answer questions from the teacher through their mother tongue. Likewise, it increased more than the first cycle as many as 13 children (87%).

Discussion

Based on the results of the analysis of research data from the first cycle to the second cycle, it can be seen that the character of children's courage through their mother tongue has increased. Creating a comfortable and safe classroom atmosphere in carrying out the learning process applied by the teacher is essential, as the basis for the teacher's skills in managing the classroom, to create a pleasant learning atmosphere for children. One way is by using the mother tongue as a language that is easy for children to understand and often used in the classroom in everyday life. The use of the mother tongue can increase children's courage during the learning process. Children will feel brave when interacting with their friends or with adults using their mother tongue to carry out learning activities. When children interact with teachers, they use their mother tongue to communicate. Asking something or answering questions from the teacher will appear courageous in children because children will not feel confident when using local languages. In addition, the language used during the learning process uses the mother tongue so that children are more courageous, enthusiastic, and motivated in participating in learning activities without feeling embarrassed when using their mother tongue. Learning is designed in such a way and adapted to the learning objectives so that learning occurs through play so that children can follow the learning process.

In learning to increase, the character of children's courage through their mother tongue. In every meeting, the researchers and teachers collaborate in the learning process. There are three meetings. At the first meeting, they tell stories in front of the class using their mother tongue fluently. At the second meeting, the children tell stories using their mother tongue followed by the child's hand

movements smoothly, and at the second meeting, the children tell stories using their mother tongue. The three children asked questions using their mother tongue. In each cycle, the researcher prepares other media to make it easier to carry out teaching and learning activities to increase the character of the child's courage. Activities carried out in cycle 1 at the researchers' 1st, 2nd, and 3rd meetings used images and other different media. Researchers collect data about children's courage by observing children in the previous semester to see how much children's abilities are.

At this first meeting, the indicators used were expressing opinions and defending them. The theme used is vehicles and the sub-theme of land vehicles, the scope of which is the types of land vehicles. Researchers made several preparations such as making a lesson plan (RPP), starting with apperception, preparing learning media, to child assessment instruments. This can be seen from the results of observations which show that there are 4 children (27%) in the range of values of 25-43 with underdeveloped categories (BB), namely SAS, MHA, IS and DY. because children are able to tell stories in front of the class using their mother tongue fluently as many as 3 words, scores are in the range of 44-62, there are 3 children (20%) namely AJ, AMI and AP are categorized as starting to develop (MB) because children are able to tell stories in front of the class using mother tongue fluently as many as 6 words, then there are 5 children (33%) who scored in the range of 63-81 namely SD, ZI, ARD, MRN, and AZ categorized as developing according to expectations (BSH) because children are able to tell stories in front of the class using mother tongue fluently as many as 7 words, while the value in the range of 82-100 with a very well developed category there are 3 children (20%) namely VEA, AA, and HOL because children are able to tell stories in front of the class using their mother tongue fluently as many as 9 words. According to Permendikbud No. 146 of 2014 the realm of knowledge (system) Expressing desires, feelings, and opinions in simple sentences in communicating with children or adults. Because the character of courage in children has not increased, the researchers continued the research to cycle I.

In the indicator of children being able to speak, there are 4 (27%) children, namely in the undeveloped category because on the indicator Children tell stories using their mother tongue fluently. The weakness found by the researcher was the lack of understanding of children about instructions in telling stories using their mother tongue so that children were still confused and wrong in telling stories, not concentrating when telling stories, playing games when telling stories, and making noise. Then the lack of accompanying teachers so that in telling stories, children are still playing and not conducive. For the action plan carried out in cycle 1, meeting II, the researcher clarified the instructions in storytelling so that children were not mistaken and confused and motivated children to follow the lesson well. So that the character of the child's courage 4 children are categorized as undeveloped because children are afraid to try. This second meeting discussed the vehicle sub-theme of vehicles on water. Researchers made several preparations such as making a lesson plan (RPP), starting with apperception, preparing learning media, to child assessment instruments. This can be seen from the results of observations which show that there are 4 children (26%) who get scores in the range of 25-43 with undeveloped (BB) categories, namely SAS, MHA, IS, and DY because the children can tell stories using their mother tongue stammeringly. bricks without hand movements, children who scored in the range of 44-62 there was 1 child (7%) namely AJ was categorized as starting to develop (MB) because the child was able to tell stories using his mother tongue with

stuttering followed by hand movements that were still stiff, there were 6 children (40%) who scored in the range of 63-81 namely AMI, AP, SD, ZI, MRN, and ARD were categorized as developing according to expectations (BSH) because children were able to tell stories using their mother tongue fluently followed by stiff hand movements, while there were 4 children (26%) who scored in the range of 82-100 with very well developed categories (BSB), namely AZ, VEA, AA, and HOL because children can tell stories using their mother tongue followed by the child's body movements smoothly. For more details, the data on the results of the first cycle of the second meeting can be seen on the attachment page.

The problem with storytelling activities using language followed by children's hand movements smoothly at the second meeting was that there were still 4 children (26%), namely SAS, MHA, IS, and DY, categorized as underdeveloped. Children can tell stories using their mother tongue, stammering without hand movements. Because there are too many children in a group of 8 or 5 children, children are not conducive and not focused on telling stories. In addition, the class became a little noisy because many children couldn't wait to have their turn to tell stories. The action plan that the researcher will carry out at the next meeting in children's storytelling is divided into 3 groups consisting of 8 or 5 children in one group and provides motivation. The action plan that the researcher will carry out at the next meeting in playing children's games is divided into 3 groups consisting of 5 children in one group and provides motivation.

At the third meeting, the indicators used answered questions with great confidence. The theme used is the air vehicle sub-theme, the vehicle in the air, the coverage of the type of vehicle. Researchers made several preparations such as making a lesson plan (RPP), starting with apperception, preparing learning media, to child assessment instruments. The observations at this meeting showed that there were 3 children (20%) who scored in the 25-43 range, namely SAS, MHA and IS. Children were silent even though they had been given prompts or assistance from the teacher. Children who scored in the 44-62 range were 1 child (7%) namely AJ was categorized as starting to develop (MB) because the child answered questions from the teacher not related to the story using their mother tongue, there were 6 children (40%) who scored in the range of 63-81 namely AMI, AP SD, ZI, ARD, and MRN are categorized as developing according to expectations (BSH) because children can answer questions from the teacher by being given an inducement using their mother tongue, while there are 5 children (33%) who score in the range of 82-100 with a very well developed category (BSB).) namely AZ, DY, VEA, AA, and HOL because the child answered correctly according to the story using his mother tongue. For more details, the data on the results of the first cycle of the third meeting can be seen on the attachment page.

The problem with answering questions from the teacher using their mother tongue is that there are still 3 children, namely SAS, MHA, and IS who are categorized as not developing as expected. Because there are children who are not optimal because they are still confused while the indicator can face something with very large confidence. So that the more dominant one mentions answering questions with great confidence using their mother tongue, with these indicators already almost half developed according to expectations and growing very well good. As for the action plan carried out in the second cycle of the first meeting, the researcher plans the next action in the context of

storytelling by using wayang pictures using the mother tongue. The teacher calls the children's names one by one in storytelling learning with the teacher's help to foster a brave character in children.

The results of research cycle one have increased, but the increase has not been maximized. Namely, it is known that the overall average percentage is four children (27%) in the very well developed category (BSB), 6 children (40%) in the category developing as expected (BSH), 2 children (13%) in the starting to develop type (MB), and 3 children (20%) in the undeveloped category (BB). To obtain the final percentage displayed on. Figure 4.1 The researcher added up the three children's final scores at each meeting and divided by 3 (from three meetings) so that the overall average percentage was 27% in the BSB criteria, 40% in the BSH criteria, 13% in the MB criteria, and 20% in the BB criteria. Then the researchers added up the percentages of the BSB and BSH criteria so that the percentage of children who succeeded as many as 10 children (67%) in cycle 1. Due to the character of courage in children reaching the specified success criteria, at least 10 (67%) children got a minimum score of 80 with criteria for developing as expected (BSH). Researchers need to hold the next cycle, namely, cycle II. Before continuing in cycle II, the researcher and the teacher reflected on what was done so that the character of the child's courage could increase, analyzed the mistakes in cycle 1, and looked for solutions so that the desired results could be achieved. So in the second cycle, the researchers and teachers were more optimal when giving instructions/directions in the learning process to children in learning activities and using other more interesting media during post-test activities. So that the increase in children's courage was maximized, the researcher continued to the second cycle.

In the second cycle, the researchers used the same indicators in the first cycle, namely at the first meeting. The indicators used were expressing opinions and defending them. The theme of the universe, the sub-theme of celestial objects, the scope of the theme is the types of celestial objects. Researchers made several preparations such as making a lesson plan (RPP), starting with apperception, preparing learning media, to child assessment instruments. 2 children (13%) scored in the range of 25-43, namely because children were able to tell stories in front of the class using their mother tongue fluently as many as 3 words, children who scored in the range of 44-62 there were 2 children (13%) which were categorized from developing (MB) because children can tell stories in front of the class using their mother tongue fluently as many as 6 words, there are 5 children (33%) who get scores in the range of 63-81 which are categorized as developing according to expectations (BSH) because children can tell stories in front of the class use their mother tongue fluently as many as 7 words, while there are 8 children (53%) who get scores in the range of 82-100 with a very well developed category (BSB) is because the child can tell stories in front of the class using their mother tongue fluently as much as 9 words.

After corrective action was taken in the second cycle of the first meeting, children in the very well-developed criteria had achieved success. It was seen that the children's abilities had greatly developed, already more than half of the children, namely there were eight children (53%) who scored in the range of 82-100 with very well developed category (BSB), namely children can tell stories in front of the class using their mother tongue fluently as much as three words. Problems with storytelling activities using their mother tongue fluently, there are two children (13%) in the undeveloped criteria because the three children, namely SAS and MHA, learn when the teacher

explains they often don't pay attention and often play games. For action plans carried out in cycle II, meeting II researchers in increasing the character of courage in children when the teacher's learning process in explaining instructions was not too fast. Researchers planned actions in the context of playing using movements to convey various kinds of characteristics of the city of Palembang, with the way the teacher divides the children into several groups. Each group will come forward in turn and follow the teacher's instructions and give rewards at the end of learning and make movements that are even more interesting so that children are more interested and excited to take part in the following learning activity.

At the second meeting, the theme used by Negaraku was the sub-theme of Homeland (Palembang city), which was about the characteristics of the city of Palembang. The indicator used is to do something without worrying about difficulties. The teacher conducts opening activities with apperception, prepares learning media for children's assessment instruments. This can be seen from the results of observations which show that there is 1 child (7%) who gets a score in the range of 25-43 with the undeveloped category (BB), namely SAS because the child can tell stories using their mother tongue stammering without hand movements. Who scored in the range of 44-62 there was 1 child (7%) namely MHA was categorized as starting to develop (MB) because the child was able to tell stories using their mother tongue stammering followed by hand movements that were still stiff, there were 7 children (47%) who received scores in the range of 63-81, namely AZ, DY, AMI, AP, AJ, SD, and IS are categorized as developing according to expectations (BSH) because children are able to tell stories using their mother tongue fluently followed by stiff hand movements, while there are 6 children (40 %) who scored in the range of 82-100 with a very well developed category (BSB), namely ARD, HOL, AA, ZI, VEA and MRN because children can tell stories using their mother tongue followed by the child's body movements smoothly. For more details, the data on the second cycle of the second meeting results can be seen on the attachment page.

After corrective action was taken in the second cycle of the second meeting, children who were in the very well-developed criteria had achieved maximum success because they had more than half of the children. Namely, there were 7 children (47%). Namely, because children were able to tell stories using their mother tongue followed by the child's body movements smoothly, this is because of the improvement in actions taken on games or props, the media used in the learning process, as well as motivation and rewards in the form of dividends that teachers use to reward children who can tell stories in front of the class and answer questions from the teacher and the course, becomes calm because the teacher gives a reward at the end of the lesson, namely when the child comes home from school while the child who has not developed is only two children (13%) it is predicted that the class will be a little noisy because in one group of children there are four to six children so that when the child moves forward, the situation is not easy. Controlled and lots of kids playing around while following the teacher's instructions about vehicles. The researcher and the class teacher decided to continue the activity with the next indicator for the next action plan. The action plan that researchers will carry out at the next meeting in playing children's games is divided into three groups consisting of 5 children in one group and provides motivation and rewards in the form of rewards & motivation.

At the third meeting, the theme used by Negaraku and the sub-theme of the homeland. The coverage of the theme used was the symbol of the state. The indicator used was answering questions

with great confidence. The teacher conducts opening activities with apperception, prepares learning media for children's assessment instruments. The results of observations at this meeting showed that there was one child (7%) who scored in the range of 25-43, namely SAS because the child was silent even though he had been given an inducement or assistance from the teacher. 7%) namely MHA is categorized as starting to develop (MB) because children answer questions from the teacher that are not related to stories using their mother tongue. There are four children (27%) who score in the range of 63-81 namely IS, DY, AJ, and AMI are categorized as developing as expected (BSH) because the child can answer questions from the teacher by being given an inducement first using their mother tongue, while there are 9 children (60%) who score in the range of 82-100 with very well developed categories (BSB), namely AP, SD, ZI, ARD, MRP, AZ, VEA, AA, and HOL because children answered correctly according to the story using their mother tongue. For more details, the data on the results of cycle II meeting III can be seen on the attachment page.

The final result shows that in cycle II, children are more interested in learning by being given more interesting learning media and motivation from the teacher. Children are more enthusiastic in participating in learning activities, and the results of observations in cycle II also increase from cycle I. The final result after taking action in cycle II, it is known that there are 7 (47%) and are included in the very well developed category (BSB). Children who scored 63-81, there were 6 children (40%) who were included in the category of developing as expected (BSH), children who scored 44-62, there is 1 child (7%) in the category (MB), children who get a score of 25-43 there is one child (7%) in the category (BB). So that in the second cycle, seven children are obtained with a percentage of 67% at the minimum criteria develop as expected. Furthermore, the researcher visualizes the character of the child's courage through the mother tongue in cycle 2 in the diagram below. So this research is declared to have been completed, and there will be no further cycles. From the results obtained, almost all of the children's scores have increased from the value of the first cycle. This can be seen from the assessment results with a minimum category of BSH that has reached 13 children or 87%. The success of this research is also supported by the results of research conducted by Heni Kristiana and Sri Widayati in the journal *lotus* (Vol, 05. No, 03. 2016) entitled improving mother-tongue speaking skills through the application of the singing method to group A children. The data from this study were analyzed using the classroom action method. The data collection used in this study was observations made by peers and documentation in photos of children's activities in the learning process. The data analysis technique in this study used descriptive qualitative analysis. The results showed an increase in the ability to speak the mother tongue through the singing method by 28% based on the evaluation of the first and second cycle results.

Conclusion

Based on the results of the research and discussion that have been described. It can be concluded that there is an increase in the character of children's courage through their mother tongue. In the first cycle, the character of the child's courage was able to tell a simple story by 67% or ten children, in the second cycle, the character of the courage of the child was able to answer questions using their mother tongue by 87% or 13 children in the minimal category of developing according to expectations

(BSH). So that from cycle I and cycle II there was an increase of 20% through the mother tongue of group B children in Aisyiyah Kindergarten Bustanul Athfal Sungai Pinang Ogan Ilir.

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