



## The Implementation Of Social Interaction-Based Morning Circle To Foster Early Childhood Self Confidence

### Article Information

E-ISSN : 3089- 9869  
Volume 2 Issue 2  
Pages 1–10

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### Abstract

*Self-confidence is an essential aspect of early childhood social-emotional development; however, many children still demonstrate passive behavior and hesitation in expressing themselves during classroom activities. This study aimed to describe the implementation of a social interaction-based morning circle, identify the challenges encountered, and analyze its impact on children's self-confidence development. The research employed a qualitative descriptive approach and was conducted at RA Masyithob 02 Sirau, Banyumas. Data were collected through observation, semi-structured interviews, and documentation involving the principal, classroom teacher, and Group B children. The findings showed that the morning circle was implemented as a daily classroom routine consisting of greeting and welcoming activities, prayer and warm-up sessions, interactive core activities, theme introduction, and positive reinforcement. The implementation was conducted in a structured and consistent manner. Several challenges were identified, including differences in children's characteristics, unequal participation levels, and children's mood in the morning. Teachers addressed these challenges through engaging activities, guiding questions, simple games, and reinforcement strategies. The results indicated that the morning circle contributed positively to children's self-confidence, reflected in their increased willingness to speak, answer questions, participate in group discussions, and interact with peers. The improvement occurred gradually through continuous practice and social interaction in a supportive classroom environment. Therefore, a social interaction-based morning circle can be considered an effective and practical strategy for fostering self-confidence in early childhood education settings and contributes to strengthening social-emotional learning practices in the classroom.*

**Keywords:** *Social-Emotional Development, Classroom Interaction, Learning Readiness, Positive Reinforcement, Early Childhood Education.*

## INTRODUCTION

Early Childhood Education (ECE) serves as a crucial foundation for optimizing all aspects of children's development during the golden age period. One developmental domain that requires special attention is social-emotional development, particularly self-confidence. Self-confidence plays a significant role in helping children adapt to their environment, express their opinions, interact with others, and actively participate in learning activities. Therefore, self-confidence should be nurtured

from an early age through learning experiences that are appropriate to children's developmental characteristics. According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 early childhood education should provide holistic and integrative stimulation to support children's optimal development.

Despite its importance, numerous studies indicate that many young children still exhibit low levels of self-confidence. Children are often reluctant to speak in front of their peers, hesitant to express their opinions, and less active in group activities. Ashar and Pamungkas (2023) found that children's self-confidence can be enhanced through learning experiences that provide opportunities for performance, social interaction, and positive reinforcement. Similar findings were reported by Kurniasih et al. (2021), who explained that routine activities involving active communication can gradually improve children's courage and self-confidence. This condition was also observed at RA Masyithoh 02 Sirau, Banyumas Regency, where several children in Group B continued to display passive behavior, reluctance to speak, and low self-confidence during classroom activities.

One activity with strong potential to foster children's self-confidence is the morning circle. Morning circle is an opening learning activity conducted collectively in a warm, interactive, and enjoyable atmosphere. This activity provides children with opportunities to communicate, share experiences, listen to their peers, and participate in various group activities. Theoretically, the effectiveness of this activity is supported by Vygotsky's sociocultural theory, which emphasizes the importance of social interaction in child development, as well as Bandura's social learning theory, which explains that self-confidence develops through experience, observation, and positive reinforcement from the social environment.

In addition to providing opportunities for interaction, activities focused on social-emotional development have been proven to contribute to children's self-confidence. Through a meta-analysis study, Blewitt et al. (2018) found that structured social-emotional learning programs significantly improve young children's social skills, participation, and self-regulation. Similarly, Hosokawa et al. (2024) demonstrated that children's involvement in group activities promoting communication and collaboration positively affects their social-emotional development and confidence in self-expression. Comparable findings were reported by Sembianti et al. (2025), who explained that morning circle activities create a learning community that supports peer interaction, increases active participation, and strengthens children's sense of belonging within the group. Therefore, learning activities that position social interaction as a central component have substantial potential to support the development of self-confidence in early childhood.

Previous studies on morning circle activities have shown positive outcomes for children's social development and self-confidence (Maulida & N, 2025). However, existing research has not specifically examined the implementation of a social interaction-based morning circle within the context of Islamic early childhood education institutions (RA) as a strategy for enhancing children's

self-confidence. Therefore, this study aims to describe the implementation of a social interaction-based morning circle, identify the challenges encountered during its implementation, and examine its impact on improving the self-confidence of Group B children at RA Masyithoh 02 Sirau.

## **METHODS**

This study employed a qualitative descriptive approach to gain an in-depth understanding of the implementation of a social interaction-based morning circle in enhancing young children's self-confidence. A qualitative approach was selected because the study focused on exploring phenomena occurring naturally within an educational setting and understanding the meanings participants attributed to their experiences (Moleong, 2019). The research design was descriptive qualitative, aiming to portray actual conditions in the field without manipulating research variables. The study was conducted at RA Masyithoh 02 Sirau, Kemranjen District, Banyumas Regency, during the second semester of the 2025/2026 academic year.

The research participants consisted of 22 children in Group B, while the key informants included the Group B classroom teacher and the school principal. Informants were selected using purposive sampling based on their direct involvement in the implementation of morning circle activities and their ability to provide information relevant to the research objectives (Sugiyono, 2021). The selection criteria emphasized individuals who were actively engaged in the planning and implementation of morning circle routines and who possessed comprehensive knowledge of the program.

Data were collected through observation, semi-structured interviews, and documentation. Observations were conducted to examine the implementation of morning circle activities, the forms of social interaction emerging during the activities, and the development of children's self-confidence. Semi-structured interviews with the classroom teacher and principal were conducted to obtain information regarding implementation procedures, challenges encountered, and the impact of the activities on children's development. The interviews followed a flexible guide containing key questions and follow-up inquiries based on participants' responses. Documentation served as supporting data and included photographs of activities, daily lesson plans, institutional profiles, and children's developmental records.

Data analysis followed the interactive model proposed by Miles, Huberman, and Saldaña (2014), which consists of data reduction, data display, and conclusion drawing. During the data reduction stage, information relevant to the research objectives was selected and organized. The reduced data were then presented in descriptive narrative form to facilitate the identification of patterns and relationships. Finally, conclusions were drawn based on findings obtained from multiple data sources. The analysis process was conducted continuously throughout data collection to ensure comprehensive interpretation and verification of findings.

To ensure the trustworthiness of the data, source triangulation and technique triangulation were employed. Source triangulation involved comparing information obtained from the classroom teacher and the school principal, while technique triangulation involved comparing findings from observations, interviews, and documentation. This process enhanced the credibility of the findings by ensuring consistency across multiple sources and methods of data collection (Sugiyono, 2021).

## **RESULTS AND DISCUSSION**

### **RESULTS**

Based on the observations, interviews, and documentation conducted at RA Masyithoh 02 Sirau, the social interaction-based morning circle was implemented routinely every morning before the core learning activities began. This activity served as both a habituation program and a medium for building children's readiness to learn through active social interaction. The implementation of the morning circle was not only intended to create a conducive classroom atmosphere but also to provide children with opportunities to communicate, participate, and express themselves in front of their peers and teachers. Observational findings indicated that the activity was consistently carried out each day as a regular opening routine for classroom learning.

The findings revealed that the implementation of the morning circle at RA Masyithoh 02 Sirau followed a structured sequence, beginning with welcoming activities, prayer and warm-up sessions, core activities, theme introduction, positive reinforcement, and closing activities. Each stage was designed to help children adapt to the learning environment, increase social engagement, and gradually develop self-confidence. During the activity, children sat in a circle, ensuring that every child had an equal opportunity to interact and participate. Each stage was conducted systematically according to classroom routines established by the teacher as part of a structured habituation process.

In addition to describing the implementation process, the study identified several challenges and obstacles encountered during the morning circle activities. The most frequently observed challenges were related to children's physical and emotional conditions in the morning, as some children appeared tired, unfocused, or not yet ready to engage in learning activities. Furthermore, differences in children's personalities resulted in unequal levels of participation. Children with higher self-confidence tended to be more active in speaking, while shy children required additional encouragement and guidance from the teacher. These conditions posed challenges for teachers in designing engaging activities capable of involving all children actively. To address these challenges, teachers provided verbal encouragement, guiding questions, and interaction management strategies to ensure that all children participated more equally.

Despite these challenges, the findings demonstrated that morning circle activities had a positive impact on the development of children's self-confidence. Children who were initially passive and reluctant to speak gradually showed greater confidence in answering questions, leading prayers, and expressing their opinions in front of their peers. Social interactions among children also became

more active through question-and-answer sessions, experience sharing, and collaborative activities. These findings indicate that the morning circle routine serves as an effective strategy for enhancing children's social skills while simultaneously fostering self-confidence. Improvements in children's engagement were observed gradually over time through consistent daily practice.

To provide a concise overview of the findings, the main results regarding the implementation process, challenges, and outcomes of the morning circle activities are presented in Table 1

**Table 1.** Implementation Stages, Challenges, and Positive Outcomes of Morning Circle Activities

No.	Evaluation Focus	Observed Indicators	Field Findings
1	Morning Circle Implementation	Welcoming activities, group prayer, warm-up sessions, core activities, theme introduction, positive reinforcement, and closing activities	Children participated by sitting in a circle, reciting prayers, chanting <i>Asmaul Husna</i> , memorizing short Qur'anic chapters, engaging in question-and-answer activities, playing simple games, receiving thematic instruction, and obtaining motivation and recognition from the teacher.
2	Challenges and Obstacles	Children's physical and emotional conditions, equitable participation, and levels of boredom during activities	Some children appeared less enthusiastic in the morning. A few children tended to dominate discussions, while others remained passive. In addition, some children showed signs of boredom when activities followed repetitive patterns.
3	Outcomes and Impact	Communication confidence, social interaction skills, and positive self-concept development	Children demonstrated increased confidence in speaking in front of their peers, became more actively involved in group interactions, and developed stronger self-confidence through praise and recognition provided by the teacher.

Based on Table 1, it can be understood that the success of the morning circle implementation was influenced not only by the structured sequence of activities but also by the teacher's ability to manage children's social interactions throughout the process. Although several challenges were still encountered, the implementation of the morning circle at RA Masyithoh 02 Sirau successfully created a more interactive learning environment that supported the development of young children's self-confidence. These findings demonstrate consistency between the implementation stages, the challenges encountered, and the positive outcomes observed in the field.



**Figure 1.** Children Participating in Morning Circle Activities

During implementation, several practical challenges were observed, including children appearing tired or unfocused in the morning and unequal participation levels due to the dominance of naturally active children. Teachers addressed these challenges by using engaging guiding questions, concentration-clapping activities, and positive verbal reinforcement. The impact of this daily routine was highly significant in shaping the character development of Group B children. Children who were initially passive, anxious, and reluctant to participate gradually began to show initiative, confidently raise their hands, and enthusiastically perform in front of the class. The classroom atmosphere transformed into a communicative and inclusive social community. These teacher-led efforts played an important role in continuously improving children's participation and self-confidence.

## **DISCUSSION**

The findings of this study indicate that the implementation of a social interaction-based morning circle at RA Masyithoh 02 Sirau contributed positively to the enhancement of young children's self-confidence. The activity, which was conducted routinely every morning through circle seating arrangements, warm greetings, question-and-answer sessions, simple games, and positive reinforcement, provided children with opportunities to actively engage in social interactions. These findings are supported by Deeg, Farrand, and Oakes (2020), who found that circle time activities create interactive dialogue spaces that encourage children to share experiences, communicate, and actively participate in group learning. An open and inclusive learning environment enables children to express their opinions more confidently, answer questions, and interact with both teachers and peers. These conditions suggest that the morning circle functions not only as a classroom opening activity but also as a valuable medium for fostering children's social and emotional development. Conceptually, these findings reinforce the notion that social interaction serves as a primary mediator in the development of children's self-confidence.

The results are also consistent with Vygotsky's sociocultural theory, which emphasizes social interaction as a fundamental factor in children's development. Through morning circle activities, children are provided with opportunities to learn from teachers and peers through communication,

observation, and meaningful social experiences. These interactions help children develop the courage to participate and express themselves within a safe and supportive environment. Furthermore, the findings support Bandura's social learning theory, which suggests that individuals' behaviors and self-beliefs develop through observation and imitation of models within their social environment (Bandura, 1997). During morning circle activities, children who were initially passive gradually became more willing to speak after observing their peers actively answering questions and receiving appreciation from teachers. The integration of these two theoretical perspectives demonstrates that social interaction and modeling work synergistically to enhance children's self-confidence.

The increase in self-confidence identified in this study can also be explained through Erikson's psychosocial stage of initiative versus guilt. At this developmental stage, children require opportunities to explore, take initiative, and receive recognition for their efforts. Morning circle activities provide children with opportunities to lead prayers, answer questions, share experiences, and express their opinions in front of the group. These findings are consistent with those of Jayaputra and Raharja (2024), who reported that social-emotional learning-based instruction can improve children's self-confidence through positive social experiences and supportive learning environments. Such positive experiences help children develop stronger beliefs in their own abilities, thereby increasing their confidence when interacting with others (Sitorus, 2023). Therefore, morning circle activities facilitate children's initiative development within Erikson's psychosocial framework in a practical classroom context.

The findings of this study are consistent with those reported in previous research. Kurniasih, Supena, and Yuliana (2021) found that circle time activities implemented consistently can enhance children's willingness to communicate and participate in group activities. Similar findings were reported by Maulida and Nugroho (2025), who concluded that morning circle activities effectively improve the self-confidence of children aged five to six years through active participation in discussions and two-way communication. In addition, Fitriyani and Agustingrum (2023) demonstrated that mindful morning circle activities strengthen children's social-emotional development by fostering more positive interactions between teachers and students. These similarities further support the conclusion that morning circle is an effective strategy for promoting self-confidence among young children. However, the present study contributes a new perspective by highlighting the integration of structured social interaction and spiritual habituation within daily classroom activities.

Nevertheless, this study identified several distinctive characteristics compared to previous research. The implementation of the morning circle at RA Masyithoh 02 Sirau focused not only on social interaction but also on the integration of religious values through the recitation of *Asmaul Husna*, daily prayers, and *Nahdliyah sholawat*. This integration created a learning environment that was calmer, more comfortable, and closely connected to children's everyday experiences.

Consequently, self-confidence was strengthened not only through social relationships among children and teachers but also through the habituation of spiritual values embedded within the school's culture. This integration represents a unique contribution of the study within the context of faith-based early childhood education institutions.

Based on the findings, the implementation of the morning circle offers several advantages. The activity is easy to implement, requires minimal resources, and can be incorporated into daily classroom routines. Furthermore, it creates a warm classroom atmosphere that encourages active participation. However, the effectiveness of the activity remains influenced by children's emotional and physical conditions in the morning. Some children still exhibit shyness, lack of focus, or reluctance to participate when they are not in a positive mood. Therefore, teachers' creativity in varying activities, providing engaging stimuli, and fostering enjoyable interactions becomes a critical factor in maintaining the effectiveness of social interaction-based morning circle activities for enhancing children's self-confidence. Ultimately, the success of implementation depends largely on teachers' strategies for managing the emotional and social dynamics of children within the classroom.

## **CONCLUSION**

This study revealed that the implementation of a social interaction-based morning circle at RA Masyithoh 02 Sirau was carried out consistently through welcoming activities, prayer and warm-up sessions, core learning activities, theme introduction, and positive reinforcement. These activities provided children with opportunities to interact, communicate, and actively participate with their peers. Overall, the morning circle was successfully integrated into the daily classroom learning routine as a structured habituation activity.

Although several challenges were encountered during implementation, including differences in children's personalities, low levels of enthusiasm in the morning, and unequal participation among children, teachers were able to address these issues through engaging activities, guiding questions, simple games, and reward systems. These efforts demonstrate the teachers' adaptive strategies in managing classroom dynamics and promoting children's active involvement.

The findings further indicate that the morning circle had a positive impact on the development of children's self-confidence. This improvement was reflected in children's increased willingness to speak, answer questions, perform in front of their peers, and engage in social interactions during classroom activities. These results confirm that self-confidence can be developed gradually through consistent and interactive learning experiences.

Therefore, a social interaction-based morning circle can be considered an effective, practical, and easily implemented instructional strategy for fostering self-confidence in young children while simultaneously reinforcing positive values within the school environment. This study contributes to the advancement of social interaction-based learning models in early childhood education, particularly in supporting children's social-emotional development.

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