Analysis of children's self-confidence in transition activities from pre-school to kindergarten

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Abstract. Self-confidence is one of the indicators of school readiness. To build school readiness, teachers can carry out transition movement activities through building foundation skills. The purpose of this study was to investigate the self-confidence of early childhood students and the process of PAUD to SD transition activities conducted by teachers during learning activities. This research uses a qualitative approach with a case study research design; data were collected through observation, interviews, and documentation. This research involves 15 students and one teacher who were selected through purposive sampling. Data analysis uses the Miles and Huberman analysis model. The results of the study show that children's self-confidence is evident in the transition activities from preschool to elementary school through the habituation of six foundational skills. The habituation of these six foundational skills can be used to build a child's self-confidence. This research could be improved if conducted in a more in-depth and detailed manner over a longer period.

Introduction

In 2023, the Ministry of Education, Culture, Research, and Technology regulated policies in the Merdeka Curriculum, specifically in episode 24, regarding the activity "Fun PAUD-SD Transition." The transition from Early Childhood Education (PAUD) to Elementary School (SD) is a period during which children move and adjust to a new learning environment. The PAUD-SD transition can be understood as the process in which children shift from the role of PAUD learners to SD learners (Anggraini et al., 2022). Strengthening the Transition from Early Childhood Education to Early Grade Elementary School. Based on regulations, schools are not required to administer reading, writing, arithmetic, and other tests during the admission of new elementary school students. Furthermore, the school implements a two-week introduction period to the school environment, during which it builds six foundational skills.

Although the current focus of the Early Childhood Education to Elementary School transition movement is the elimination of reading, writing, and arithmetic in the transition from Early Childhood Education to Elementary School, there is still a misconception in society that early childhood education focuses on reading, writing, and arithmetic activities (Safitri & Aulina, 2022). Parents and society believe that children who can read, write, and count by the time they reach

early childhood are brilliant. In contrast, children need education that can build a strong cognitive, social, emotional, and motor foundation (Nurlaila et al., 2022; Purnadewi & Widana, 2023).

Building children's foundational abilities is a key focus of the Early Childhood Education to Elementary School Transition program, which ensures that every child has the right to develop foundational skills that will enable them to become lifelong learners (Anwar, 2023). The six foundations encompass recognizing religious values and character, developing social and language skills for interaction, fostering emotional maturity for activities within the learning environment, promoting cognitive maturity for engaging in learning activities, and cultivating motor skills and self-care for participation in the environment. The six foundational abilities are part of the school readiness aspect (Lin & Faldowski, 2023).

Child school readiness, defined as their ability to function successfully in the school context, is a key early-life factor that enables well-being and successful psychosocial and school adjustment across the life course (Pan et al., 2023; Suhardita et al., 2024). This aligns with the assertion that early childhood education in kindergarten is crucial for a seamless transition to first grade (Anggraini et al., 2022). In addition, the purpose of early childhood education is to guide children in developing their potential, monitor children's behaviour, provide enjoyable experiences, build children's foundational abilities, and develop the spiritual, intellectual, emotional, and social intelligence of learners during their golden growth period in an educational and enjoyable play environment (Wulansuci, 2021; Citrawan et al., 2024).

The biggest issue regarding children's school readiness from the teachers' perspective is the problem of children's social aspects, with a percentage of 61% (Hidayati et al., 2023). Children with good social-emotional competence can recognize and manage emotions, build healthy relationships, adapt to new situations, and demonstrate empathy and responsibility (Berutu, 2023; Widana et al., 2023). Children who have not yet reached maturity in the social-emotional aspect tend to exhibit less social interaction, difficulty in communication, and a lack of initiative in helping friends. As a result, they are more likely to experience difficulties in adapting to the school environment and developing healthy social relationships (Aurelia et al., 2024).

A problem has been identified in the field, specifically that one aspect of school readiness is the social aspect that children need to develop. One of the key aspects of the social problems faced by children in school readiness is a lack of self-confidence, affecting approximately 12% of children. One aspect of school readiness is related to children's self-confidence (Liu et al., 2018). A confident attitude will make students feel optimistic and capable of adjusting to their social environment. The confidence a child possesses can help them feel less anxious about their actions, especially when adapting to a new environment. This aligns with Lauster's statement that self-confidence is an attitude of belief in one's abilities, enabling a person to feel confident in their actions, freely pursue their interests, take responsibility for their actions, and interact warmly and politely with others. Five indicators signify a person has self-confidence, namely a belief in their abilities, optimism, objectivity, responsibility, and a rational and realistic attitude.

Based on previous research by Izzamil Hidayati titled "Evaluating Factors Affecting the Readiness of Children Entering Elementary School: The Perspective of Elementary School Teachers," the most significant factor in children's school readiness is the aspect of social skills, one of which is the lack of children's self-confidence. This highlights the importance of building children's self-confidence to prepare them for school readiness, enabling a successful transition to elementary school. In addition, children's preparation in the Early Childhood Education to Elementary School transition movement helps children face the environmental changes they encounter (Khalawati & Hariyanti, 2023).

There is a gap in previous research on the influence of social aspects on school readiness factors, particularly in understanding how a lack of self-confidence affects children's school readiness. This study aims to investigate further whether confidence can be built in kindergarten school to prepare children for entering elementary school. This research offers novelty compared to previous studies, namely the Analysis of Children's Self-Confidence in Early Childhood Education to Elementary School Transition Activities.

Based on the background above, a study titled "Analysis of Children's Self-Confidence in the Transition Activities from Early Childhood Education to Elementary School" was conducted. The purpose of this study is to investigate whether the self-confidence of children can be developed during the transition from Early Childhood Education to Elementary School by cultivating habits that foster six foundational abilities through play-based learning with educational tools.

Method

This research employs a qualitative approach with a descriptive method and a case study research design, aligning with Moleong's (2019) assertion that qualitative research yields descriptive data in the form of written or spoken words from the observed object. Researchers employed this approach to observe, explore, and describe classroom interactions, focusing on the implementation of transition activities and the development of six foundational skills. Additionally, they examined children's self-confidence during this process.

The research was conducted in Jakarta, at SPSN Bale Bermain Cempaka Putih Ceria. The duration of the research was 2 weeks. The research subjects consist of 15 students from class B and the class teacher of the B students. The study focused on children aged 5-6 years who will be entering elementary school and attend a school that has implemented the habituation of six foundational skills. Participants were selected through a purposive sampling method, whereby individuals with relevant experience and understanding of the phenomenon under study were chosen to ensure the collection of meaningful and contextualized data. This approach was expected to provide a comprehensive picture of children's self-confidence during the habituation of six foundational skills.

The data collection in this research is, namely, observation, interviews, and documentation. Participatory observation was conducted with the researcher as a teacher's assistant to gain a deeper understanding of the transition activities from early childhood education to elementary school, which consists of habituating six foundational skills and self-confidence in the implementation of these skills. Non-participatory observations were conducted to obtain data on the class environment, learning situation at the school, and children's self-condition during the habituation. The interview technique was used to gather information from the class teacher to understand the transition activities applied and the children's self-confidence condition. Documentation was used to collect data about the lesson implementation plan and the condition of children's self-confidence. The research design can be seen in the image below:
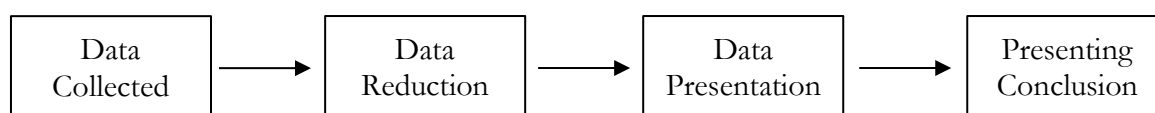

Image 1. The research design

Data analysis using the Miles & Huberman method is conducted in four stages: First, data collection, both primary data from informants through interviews and observations of research subjects to understand the children's self-confidence conditions. Second, data reduction is carried out after data collection by sorting the data using relevant principles in line with the research objectives. The reduced data were presented in the form of descriptive narratives to describe the transition activities and self-confidence during the habituation of six foundation skills. Third, data presentation is done after the data reduction process to display the data in an easily understandable format. Fourth, presenting the conclusion. Conclusions were drawn by interpreting the research results based on theories and concepts to gain a deeper understanding of self-confidence in children during transition activities. Data validation was conducted through triangulation techniques by cross-checking information from various sources, such as observation, interviews, and documentation.

Results and Discussion

Implementation Transition Activities from Pre-School (PAUD) to Elementary School (SD)
The introduction period for students is an important activity for children to adjust to a new environment, namely, school. The purpose of the school environment introduction period is to identify the potential possessed by the child, help the child adapt to the school environment, foster enthusiasm and motivation, understand the child's learning methods, create positive interactions between students and school members, and cultivate positive behaviours in children such as independence, self-confidence, mutual respect, discipline, and others (Sarmini et al., 2023).

The stages of the Transition Activities from Early Childhood Education (PAUD) to Elementary School (SD) begin at the start of the school year, starting with the School Environment Introduction Period, which is held for 2 weeks to help children get to know their environment and understand their abilities. The designed activities consist of introducing students, getting to know friends, familiarizing with the school environment, and getting to know the surroundings of the school (Anggraini et al., 2023).

On the first day of the school environment introduction period, an activity is conducted to help children get to know their peers. Peers are the first social environment where children learn to live with others. In that social environment, there are different habits and norms, so children will learn to adapt and form friendships and peer groups (Rahmat, 2014). Teachers help children find comfort in forming friendships, one of which is through singing.

On the second day, the child got to know the school environment. Introducing a new environment is important for children to help them become familiar with the surroundings where they will be active in the future. Knowing the environment helps children understand the conditions of the place where they will learn, the handwashing area, the play area, places that children should not enter, the surrounding environment, and how children should behave in the environment. One of the educator's tasks is to help children adjust, which can be achieved by using the Play-Based Learning approach, where children are invited to play first, making the learning atmosphere more enjoyable (Fadillah et al., 2024).

On the third day, the child learns about school rules or regulations. The introduction of classroom rules is necessary because every child has the potential to understand rules that will continue to develop at each stage of their life (Aulina, 2018). The implementation of regulations also helps in fostering a child's discipline so that they understand the applicable rules (Nurjannah et al., 2019).

After a three-day environmental introduction, the teacher will conduct an assessment in the form of observation to determine the child's initial abilities. According to the National Early Childhood Assessment Resource Group, as quoted by Setyawan (2021), the benefits of assessment include providing learning support for children, identifying their development, developing programs, monitoring their needs, and taking responsibility. Between the fourth and tenth days, the teacher implemented the habituation of the six foundational skills to assess the child's initial foundational abilities through early habituation.

The goal of early childhood education is to nurture children to develop their potential, monitor children's behaviour, provide enjoyable experiences, build foundational abilities, and develop spiritual, intellectual, emotional, and social intelligence during the golden age in a fun and educational play environment (Wulansuci, 2021). Foundational abilities shape the foundation of a child's future learning, and this foundation can be developed through cognitive, language, social, emotional, and physical aspects (Kostelnik et al., 2017).

The routine on Monday is the ceremony routine. The teacher has made a schedule for the children who will be on duty that day, and the children who will be the ceremony officers will stand in front of the class. Ceremonial activities can boost children's self-confidence through their involvement as ceremony officers, which can train them to be responsible and disciplined, as well as feel the support of teachers through the creation of a positive environment (Rahmania & Muallifah, 2024). The routine on Tuesdays is outdoor exercise. The exercise activities will train motor skills and self-care, as these structured activities have an impact on improving children's muscle strength, coordination, balance, and agility (Atqiya & Pratama, 2024). Children show feelings of joy and happiness while participating in gymnastics activities, indicating that gymnastics develops the emotional aspects of children (Kurnia & Anggraeni, 2022). The habituation of the six foundational skills begins with each child greeting the teacher upon entering the classroom. Learning will begin with a marching activity to form a train shape and determine the number of groups that will join the line in order. The cognitive aspect of children can be enhanced by grouping objects (Kurniawan & Parnawi, 2023).

In the next activity, the children will sit in a circle, and the teacher will ask about the children's well-being through a song. Singing along to upbeat affirmation songs for self-happiness. Positive affirmations given to children can support the development of their social-emotional aspects (Wijayanti & Lestari, 2025). Through singing or cheers, positive energy will be formed, reflected in the increased self-confidence of the child (El Widad & Idawati, 2023). The teacher asked all the children about the date, day, month, and year. This activity helps children understand time. A child's understanding of the concept of time can play a role in enhancing the child's cognitive aspects (Santoso & Kusuma, 2023). The habituation begins with prayer, which consists of a prayer to start the learning process, the recitation of a short surah, and the declaration of faith (shahadat). Some prayers are packaged with songs. According to Virganta (2022), singing can provide deep and meaningful experiences and help children effectively develop emotional and social skills. Singing activities can develop children's language according to their language development needs (Anggraini et al., 2023). Through singing activities, children become braver, their initiative increases, and their self-confidence naturally grows (Kastanja & Watini, 2022).

Attendance activity where the teacher will ask the children the number of their classmates present in the class and then recount the number of friends by stating the numbers. The introduction of the concept of numbers involves thinking about the quantity of a single object or many objects (Cahyaningrum et al., 2022). Discussion activities can train children's cognitive aspects (Suratningsih, 2022). Discussions conducted by children can help them to cooperate in social

interactions, take responsibility, assist each other, think critically, and solve problems (Assyifa et al., 2023).

The learning in the first week focuses on traditional communication tools, while the second week focuses on modern communication tools. The learning was packaged with five methods: exploration, role-playing, group reflection, and free creation. During the exploration activity, the teacher opened the lesson by using a song as an introduction to learning about communication tools. Next, the teacher shows traditional communication tools to the children. The teacher utilized audio-visual media, including songs and images of communication tools, to enhance learning in early childhood (Maghfi & Na'imah, 2020). In the next activity, the teacher will ask the children about their experiences with using communication tools, as storytelling activities will enable them to express their opinions and experiences. Storytelling activities are one way to build and enhance children's self-confidence (Nurjanah & Anggraini, 2020).

A role-playing method where children will be divided into three groups. The children will assume roles such as mail carriers, night watchmen, and bell ringers, and will attempt to ring the bells or use traditional communication methods. This activity trains language, cognitive, and social aspects, fostering a cooperative attitude among group friends. The teacher packages the activity in the form of play, where children can easily learn while playing and can have a positive meaning towards learning. This activity fosters a child's attitude of enjoying challenges, solving problems, and developing curiosity (Cleviandra et al., 2025).

The last method is reflection, where the children will sit in a circle and the teacher will ask reflective questions related to the activities that have been carried out. This builds the cognitive aspect of children, enabling them to think creatively and solve problems, with an emphasis on thinking fluently, flexibly, and elaborating (Mardhiyana & Sejati, 2016). When children engage in exploration, they acquire knowledge and understanding, which sparks their interest to learn more (Rokhmiati & Ghanesia, 2019). Next, the teacher gives praise and positive reinforcement. Natalia, Fadillah, and Lumanulhakim in Wardani (2021) state that the role of the teacher is important in enhancing children's self-confidence, specifically the teacher's role as a motivator, provider of reinforcement in the form of praise and rewards.

During the lesson, the child demonstrated self-care and understood the classroom rules, which included tidying up their stationery and cleaning up the trash. After the lesson, the children know it is break time and immediately line up to wash their hands and take turns getting their bags to prepare a meal together during the break. Queuing activities can train children to be patient, which can shape their emotional aspects (Rahayu et al., 2023). Eating and handwashing activities are part of practical life that can develop motor skills and self-care so that children can learn to perform daily activities in their lives (Sulistiani et al., 2024).

The child prays to conclude the learning activities, followed by reciting the school return promise. The teacher asked the children about their feelings regarding the lessons that had been conducted. The children then lined up to greet the teacher. The practice of shaking hands aims to establish a foundation of religious and moral values where attitudes of mutual respect and politeness are formed (Prakasa, 2021). The activity of "salim and kissing hands" can instill four central character values in students, namely politeness in speech, empathy towards others, discipline in following rules, and self-confidence in social interactions (Irbathy, 2025).

Children's Self-Confidence during The Six Foundational Skills Habituation Activities
The impact of habituating six foundational skills on self-confidence is that children can demonstrate confidence in their abilities during activities where they believe in their potential, skills,

and knowledge, and do not have any doubts in carrying out the activities. This is in accordance with the teacher's statement:

To develop the six foundational skills, we design specific activities. The child's confidence in their abilities emerges during activities such as praying, exercising, washing hands, greeting teachers and friends, tidying up learning tools and toys, queuing before washing hands, and reflecting on learning.
(Santi).

The child is confident in carrying out activities where they show a confident, self-assured, and assertive attitude. Belief in their abilities is one of the indicators of self-confidence in children (Rosefine et al., 2024). This is reflected in prayer activities where children are confident and able to communicate with God, in gymnastics where children are confident in their ability to follow movements to the rhythm, in handwashing activities that help children be confident in their ability to take care of themselves, through queuing activities where children are confident in their ability to control their emotions, and in reflection activities that make children confident in their ability to recall the lessons that have been conducted. The support and role of teachers can help boost children's self-confidence and develop them into individuals who have faith in doing something (Nazla & Fitria, 2021).

Belief in one's abilities is one of the indicators of self-confidence in children, where they are shown not to be easily influenced by other people (Rosefine et al., 2024). Not easily influenced by others is one of the indicators of self-confidence. This is in accordance with the teacher's statement:

Early childhood children learn through observation and social imitation. The teacher's role is to provide space and encouragement for children to explore.
(Santi).

Children who have high self-confidence possess a belief in their abilities, making them less easily influenced by others (Ghufron & Suminta, 2010). When the child participates in the ceremony, exercises, and prayers, they continue with the activities even though one friend tries to talk to them. The child continues with the routine without being influenced by their friend. During the learning activities, lining up, and washing hands, the child continued and completed the ongoing activities despite a friend engaging in other activities.

The child also shows an objective attitude where they can express their opinion and respect their friend's opinion. The child was enthusiastic in expressing their opinion and did not seem hesitant in conveying their thoughts. This is in accordance with the teacher's statement:

The teacher builds a sense of security and respect for the child, providing opportunities for them to express their opinions. When the teacher asks about feelings, opinions, suggestions, discussions, during play, and responds to stories, the child can express their opinion. (Santi).
One aspect of self-confidence is that children dare to express their opinions. Children demonstrate an objective attitude by conveying the results of the discussions conducted (Nahastin & Parida, 2020). Confidence plays a role in the success of learning. Children who have a confident attitude will show courage in expressing their opinions (Fajriana et al., 2024). During the attendance, greeting, and reflection activities, children can express their thoughts in the form of answers or opinions based on the questions or issues present during the activities.

The activities also train children to appreciate the opinions of others, according to the teacher's statement:

The attitude of respecting others' opinions can be formed through the habit of taking attendance, asking about well-being, playing in groups, storytelling, and reflection. Children learn to listen to and accept the ideas shared by their friends.
(Santi).

In the attendance, greeting, and reflection activities, children not only express their own opinions but also appreciate the opinions or answers given by their friends. Children who have a confident attitude can appreciate their friends' opinions (Amri, 2018). When encountering differences, children will seek answers or solutions to the activities being carried out or the topics being discussed together. Children who cannot appreciate the opinions of others often feel worried that their own opinions are inferior to those of others (Hendriana, 2014).

In the learning activities, the child shows an optimistic attitude, where the child strives to demonstrate readiness to face challenges. This was found in the interview results as follows:

A child's challenging behaviour generally does not last throughout the entire activity. It depends on the type of activity, the child's interest, and the level of difficulty.
(Santi).

Someone who possesses an optimistic nature tends to be confident and strives to face the challenges they encounter (Fauziah & Wahyuni, 2021). According to the teacher's statement, children often show interest or face challenges, depending on the situation and their interests. It depends on the type of activity, the child's interest, and the level of difficulty. In the habituation, teachers provide opportunities for students to overcome the challenges that they face to foster children's self-confidence (Antini et al., 2019).

The attitude of optimism in children is shown by their tendency not to give up easily when facing challenges or difficulties. This is in line with the teacher's statement on building a child's attitude of not giving up easily:

Ways to build a child's attitude to not give up easily include giving tasks according to the child's ability, getting them used to trying again, avoiding directly helping with the child's work, setting realistic targets, giving tasks with gradually increasing difficulty, providing appreciation, and using group activities.
(Santi).

Children will try various things, strive to think critically, and face difficulties. They will not give up and continue to seek ways to overcome the challenges they encounter (Syafrullah et al., 2019). The teacher will provide challenges appropriate to the child's abilities and give the child the opportunity to try again, which can also train the child's independence (Oktaviana et al., 2024). The role of the teacher in reinforcing the form of praise can boost the child's self-confidence (Feblyna & Wirman, 2020). The attitude of responsibility in children is evident during habituation and learning activities that the child participates in from start to finish. This is marked by the child's ability to follow the teacher's instructions and complete the assigned tasks. This is in line with the teacher's statement:

A child's ability to follow instructions can be developed through repeated, consistent, and enjoyable habituation, packaged in simple language, and involving the child in rules within the early childhood education environment, which helps them recognize structure, understand simple commands, and naturally learn discipline and responsibility.
(Santi).

Children who do not follow the teacher's instructions need to take responsibility for their actions because at the beginning of the lesson, the children discussed and agreed to follow the applicable

class instructions and rules. The teacher and their classmates will remind children who violate the teacher's instructions or class rules to remain responsible for following the teacher's instructions. Children with a responsible attitude tend to acknowledge their mistakes and make changes to improve the situation (Januaripin & Munasir, 2024).

A responsible attitude can be seen through the child's ability to follow the learning process from start to finish. All children can participate in learning activities and routines from start to finish well, although not all children are focused on all activities according to their interests and abilities. This is in accordance with the teacher's statement:

The teacher provides a structured activity flow, assigns tasks according to age and ability, gives rotating tasks to lead greetings and line formation, and uses positive language to help students commit to following the learning process easily from the beginning until the end.
(Santi).

The child demonstrates a sense of responsibility by participating in activities from start to finish, recognizing that being present at school requires following the school's activities. A responsible attitude is the willingness of a person to accept the consequences of their actions or decisions (Januaripin & Munasir, 2024). This shows that a person can either accept the consequences or avoid their responsibilities; in this context, the child does not avoid their responsibilities and can participate in learning activities until the end.

The next indicator is that the students show a rational and realistic attitude, as evidenced by their ability to solve the problems they face. This is in accordance with the teacher's statement:

When children face problems, the teacher will guide them with open-ended questions and train them with simple conflict situations. This attitude is evident in the routine of taking attendance and queuing to wash hands.
(Santi).

During attendance, children will engage in discussions and reflections, encountering various questions that prompt them to seek answers and find solutions, encouraging creative thinking. During play and creation activities, children will encounter problems and difficulties, including conflicts with friends. In these situations, they will seek creative solutions to address these issues, build self-confidence, and overcome the challenges they face (Azmi et al., 2021). Building habits that can help children solve problems can also be developed through the development of learning outcomes carried out by teachers (Yuliyanto et al., 2020).

The child's curiosity often emerges during learning activities because the lessons conducted each day are different, leading to a sense of exploration where the child learns things they often see or know for the first time. This is in line with the teacher's statement:

The child shows curiosity in STEAM learning, reading books, observing the environment, and engaging in creative activities.
(Santi).

The interest in solving problems will spark curiosity. Curiosity helps children explore to learn more, providing them with meaning gained from their learning. Children who have a sense of curiosity possess high self-confidence, which can help them develop science literacy skills, meaning they can understand, communicate, and apply scientific concepts. Science literacy can help children think critically (Januaripin & Munasir, 2024). This can be developed through STEAM education, reading books, observing the environment, and creating works.

The research results show that Group B students at SPSN Bale Bermain Cempaka Putih Ceria have already demonstrated self-confidence. For children who appear shy during activities, especially when asked questions by the teacher, the teacher will provide assistance and support. This allows the child to respond without feeling pressured to answer immediately, giving them time to respond with a louder voice. Support from the teacher's role is needed to boost the child's self-confidence and develop into an individual who has confidence in doing something (Aurelia et al., 2024). Children also demonstrate the ability to wait for their friends and respect their opinions.

This research offers a novel approach by exploring the transition activities in early childhood education (ECE) and their impact on children's self-confidence. This aspect is crucial, as it contributes to the development of social skills, a key factor in forming children's school readiness.

The impact of this study is based on the theory that self-confidence is important for children because it makes them believe in their own abilities, not anxious about doing everything they desire and able to be responsible for the actions taken, warm and behave politely. Self-confidence is important in taking action or facing problems and being able to take responsibility for the actions taken. In a field setting, teachers can implement habits or learning methods that encourage students to be confident in their abilities, maintain an optimistic attitude, be objective, responsible, and behave rationally and realistically. This can impact the child's self-confidence and build six foundational skills that can help children be ready for school to undergo the transition activities when entering elementary school.

This research demonstrates that implementing habituation of six foundational skills as part of the transition movement from pre-school to elementary school can enhance students' school readiness, particularly by developing one aspect of social skills: children's self-confidence.

Limitations of the study
This study has several limitations that should be noted in relation to analyzing children's self-confidence in transition activities from pre-school to kindergarten school. The findings are more descriptive of individual development and cannot be generalized to the entire population of the class with varying characteristics and family backgrounds. Additionally, the limited duration of the study is a challenge in observing the in-depth progression of children's self-confidence. The process of habituation and self-confidence requires an extended period to yield more significant and stable results. Therefore, this study provides only an initial overview of the subject's self-confidence within a specific timeframe without measuring the long-term impact of the habituation implemented by the teacher.

Conclusion

Based on the results of this study, it can be concluded that the transition activities from early childhood education (PAUD) to elementary school (SD) through the habituation of instilling six foundational skills have a positive impact on children's self-confidence. The impact of the transition activities from Early Childhood Education (PAUD) to Elementary School (SD) on the aspect of children's self-confidence is evident from the children's attitudes, which show that they are confident in their abilities, not easily influenced by peers, exhibit optimism by liking challenges and not easily giving up, are objective in expressing their opinions and respecting others' opinions, and are rational and realistic in showing curiosity and problem-solving abilities. The transition activities from early childhood education (PAUD) to elementary school help children develop other school readiness aspects, such as the understanding of positive learning and self-care. The transition activities from early childhood education (PAUD) to elementary school (SD) through

the instillation of six habitual skills build a solid foundation of essential abilities that children need for their future learning.

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