The Effectiveness of Psychodrama Technique Group Guidance to Increase High School Student's Confidence

Fatimah Febriyani[1], Agus Basuki[2]

[1] Universitas Negeri Yogyakarta, Yogyakarta, Indonesia; fatimahfebriyani29@gmail.com
[2] Universitas Negeri Yogyakarta, Yogyakarta, Indonesia; agus_basuki@uny.ac.id

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ABSTRACT

Self-confidence is an essential attribute for students as it enables them to engage in the learning process, take calculated chances, and pursue their goals without being hindered by concerns about the outcomes. There is a pressing need to implement measures aimed at enhancing students' self-confidence, as it is evident that not all students possess this attribute. The objective of this study is to assess the efficacy of psychodrama technique group supervision in enhancing students' self-confidence. The present study employs a pre-experimental approach known as the one-group pretest-posttest design. The target population for this research consists of 30 students enrolled in Class X IPS 1. The sample was taken by purposive sampling which involved 8 students. The research data was collected using a measurement scale. The results of the validity test of the students' self-confidence scale items were between 0.000-0.050 while the Cronbach's alpha reliability test was 0.807. The results show that there are several conclusions, namely: 1) the self-confidence experienced by students can increase from low to high. 2) hypothesis testing in this study using the paired sample t-test test technique, the results of the data obtained by Asymp.Sig. (2-tailed) of $0.000 < 0.05$, which means that it is significant. Psychodrama technique group guidance has been proven effective in increasing students' self-confidence because it uses psychodrama techniques in group situations where students can interact with each other. Limitations in this study require a larger sample for more accurate analysis results. Further research on self-confidence can be done to improve psychodrama techniques, primarily on the role, task and dialogue.

Corresponding Author:
Fatimah Febriyani
Universitas Negeri Yogyakarta; fatimahfebriyani29@g-mail.com

1.   INTRODUCTION

Self-confidence is an attitude and belief in one's own abilities that can play a role in motivating oneself to achieve success, which can be realized through the learning process of interaction with the

environment. Confidence can affect the learning process, individuals who are confident have confidence in their ability to be able to think positively even when individuals face problems they have never encountered before (Kiverstein et al, 2019). Self-confidence believes that one can complete various tasks or goals throughout life (Vanaja, 2017). Confidence as a person's belief in all the strengths and weaknesses they have and that belief makes them feel capable of achieving goals in life (Octaviyana, Firman, & Daharnis, 2017).

Confidence comes because of a positive mindset within students (Putri, 2021). In achieving goals or ideals, students need to have self-confidence because in its development, it cannot just happen but there must be an effort, so that it can realize the potential it has become real. Provision of self-confidence that will shape students to be optimistic and confident in themselves (Herman, Marjohan, & Zamratul, 2018). In addition, people who have self-confidence can change those who usually do not dare to face anything. With this self-confidence, individuals become more confident and able to face or do something. Sometimes all it takes to change an individual's life forever is just one thought, when thinking like a confident person, Priyanggasari, Rizkan & Bestari, 2019). Self-confidence will certainly come from individual awareness that has determination when doing anything, to achieve the expected goals (Lukman & Nirwana, 2020).

Variations in the level of self-confidence of a student who acts as a subject of personal characteristics are certainly different when doing something, because within him lies different beliefs and abilities. Students who have high self-confidence will be able to make positive statements about themselves, self-esteem, and be able to pursue expectations that are likely to succeed (Octaviyana, Firman, & Daharnis, 2017). When students' self-confidence is in the high category, it needs to be maintained and further enhanced, given that positive attitudes and self-confidence make it easier to develop positive judgments, both to themselves and to the environment or to the situation being faced (Haeruman et al, 2017). Students with a high level of self-confidence have advantages by optimizing their various abilities besides that their weaknesses can be turned into motivation to optimize their strengths. Students who have high self-confidence are able to accept their own weaknesses while being prepared to have different views from individuals who have low self-confidence (Puad & Desa, 2020).

Whereas someone with low self-confidence or loss of self-confidence, has negative feelings about himself, also has weak confidence in his abilities and has inaccurate knowledge of the contents of the capacities that exist within himself (Neviyarni, & Monnalisza, 2018). If there are students who tend to avoid interactions with peers or are less able to interact with their environment, this shows the characteristics of low self-confidence (Bakhtiar, Minarni, & Gunawan, 2019). Insecure people tend to depend too much on the approval of others for all that is good about their decisions.

Based on research conducted by (Hasanah 2017) the results of the percentage of students' self-confidence on average show results in the moderate category of 74%, students' self-confidence in the moderate category causes them to become less independent in doing academic assignments. Furthermore, from the results of the study (Fitri, Zola & Ifdil 2018) student self-confidence is in the low category, namely 23.04%. Then the results of the study (Neviyarni & Monnalisza, 2018) describe adolescent self-confidence in general in the moderate category with a percentage of 45%. Based on some of the research results presented, it can be seen that students' self-confidence is in the medium category, even in the low category.

The low self-confidence of students is influenced by two factors, namely internal factors and external factors. One of the internal factors is genes and temperament. Some of these things form the self-confidence that is built into a person's brain at birth (Markwey & Ampel, 2018). Furthermore, other internal factors that affect self-confidence, namely life experiences, a number of individual experiences can cause feelings of being completely unsure of oneself or even feeling worthless (Andayani & Amir, 2018). Factors from parenting style or the way a person is treated in the family can affect long after childhood (Markwey & Ampel, 2018.

Low self-confidence is also experienced by several students at SMA Negeri 1 Gamping, Yogyakarta. Based on the results of interviews through Guidance and Counseling teachers at SMA Negeri 1 Gamping,

Yogyakarta on July 12 2021, many students still have low self-confidence. The data provided by guidance and counseling teachers is around 65% low student self-confidence, 32% self-confidence moderate students and 25% high student self-confidence, reinforced by the results of conducting interviews with several students on July 15, 2021. This can be seen from the presence of several students who looked doubtful when speaking in front of the class, were silent when the teacher appointed them to come forward in front of the class, and were afraid to express opinions or responses when discussing in groups, it was during this group discussion that some tended to be silent and passive. This situation is caused by low self-confidence in students.

According to a study of phenomena that occur in the field and some presentations of research results, students at SMA Negeri 1 Gamping need to increase self-confidence because in reality self-confidence is not owned by all students. If the obstacles experienced by these students cannot be resolved, the impact arising from the lack of self-confidence of students cannot get out of their comfort zone (Simorangkir, 2017). Another impact that will also be felt by people who are not confident is the difficulty in communicating with other people or being constrained in social interaction, feeling inferior or insecure, which if left untreated can interfere with a person's mental health (Roysmanto, 2018). Because, if the guidance and counseling teacher does not provide services that are in accordance with the needs of student problems,

Confidence in high school students can be increased through group counseling services using psychodrama techniques. According to Priyanggasari, Rizkan, Deska Bestari's research, the intervention suggested that psychodrama on all subjects of the study group was very beneficial for group members, namely that it could increase their self-confidence and with psychodrama, subjects could practice how to express opinions in the forum (Priyanggasari, Rizkan & Bestari, 2019). Confidence is an important part of speaking skills, because it can provide encouragement, courage and stimulation to students. Therefore, if students have high self-confidence, they will achieve the best performance in fluent speaking skills (Roysmanto, 2018). Based on the classification that has been described, a study was conducted that aimed to determind the level of effectiveness of the psychodrama technique in group guidance services to increase student self-confidence.

2. METHOD

The research method used in this research is quantitative with a pre-experimental design or experiment. This research method was used to test the effectiveness of the psychodrama technique group guidance in increasing school students' self-confidence. In general, the method used does not have a control group and the sample used by the researcher is not randomly selected. The design form used is the one-group pretest-posttest design. This can be described as follows:

$$O1 \longrightarrow \text{Perlakuan (X)} \longrightarrow O2$$
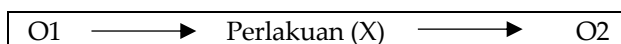
Keterangan:
O1   : Pretest value (before being given treatment)
X   : Treat
O2   : Posttest value (after being given treatment)

The population of this study was students of class X IPS 1 SMA N 1 Gamping, Yogyakarta. The sampling technique used in this study was purposive sampling with data source sampling techniques, which means that samples from the population used will be adjusted to certain criteria. The sample in this study consisted of 8 students who were students of class X IPS 1. The data collection instrument used consisted of (1) a student self-confidence questionnaire (2) observation sheets, observation (3) self-reflection. The first instrument is a self-confidence questionnaire which refers to aspects of low self-confidence, including: Confidence, confidence in one's own abilities, social skills, optimism. These aspects

are interpreted based on the attitude scale instrument from Likert. The self-confidence questionnaire has answer choices consisting of very appropriate, appropriate, less appropriate, and inappropriate. Furthermore, in the second instrument, the observation sheet is given to observe in the process of giving treatment or low self-confidence intervention with psychodrama technique group guidance, in the third instrument, namely the counselee's self-reflection sheet which is used to find out the experience that the counselee gets during the counseling process with treatment or treatment which are given. This self-reflection sheet contains several things, namely: experiences gained at counseling meetings, obstacles or obstacles encountered during the counseling process.

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The data analysis technique used in this study is by conducting a prerequisite test before the data is analyzed, namely by testing the normality aiming to find out whether the data obtained from the research results is normally distributed or not (Santoso, 2021). Testing the normality of the data was carried out using the Shapiro Wilk technique because the number of respondents was less than 50 respondents. The main analysis in this study was to test the research hypothesis using the Paired Sample T-Test with the help of the SPSS version 24.00 program, the paired sample t test is a method or method used to test two paired samples. and has the goal of knowing whether the two will have significantly different averages or not (Santoso, 2021).

3. FINDINGS AND DISCUSSION

3.1. Research Results

The results of the research that has been carried out contain the results of before and after being given an intervention or treatment. Before giving the intervention to the experimental group, a pretest will be given to find out the level of student confidence. The implementation of the self-confidence scale pretest was given to two classes, namely class X IPS 1 with a total of 30 students and X IPS 2 with a total of 29 students, so the total number given for the pretest was 59 students. From the data obtained, it will then be categorized using the pretest frequency of high school students' self-confidence. Before the different test is carried out, the research data is tested for normality first. The test results are as follows: the results of the pretest normality test state the value of Asymp. Sig. (2-tailed) of 0.657 and the posttest results stated the value of Asymp. Sig. (2-tailed) of 0.569. Based on the pretest and posttest data, the Asymp. Sig. (2-tailed) > 0.05 and the Shapiro Wilk (W) value below 1.97 indicates that the two data are

normally distributed. Based on these results, it can be concluded that the pretest and posttest data used in this study were normally distributed, as can be seen in the table below.

Table 1. Normality Shapiro Wilk Test

Self-Confidence	Shapiro Wilk (W)	Significance (p)	Note
Pretest	0,945	0,657	Normal
Posttest	0,936	0,569	Normal

The pretest results of the self-confidence scale in the experimental group showed that students who were in the low self-confidence category had 1 class with low scores compared to another class, namely class X IPS 1. From class X IPS 1 there were 8 students out of 30 students as seen from the pretest results have low self-confidence. After knowing the results of the low self-confidence scale pretest, the subject will be given treatment by providing psychodrama technique group guidance services to increase student self-confidence. Giving treatment as many as three meetings with three service implementation plans that have been prepared.

The posttest results of the experimental group's self-confidence scale showed a significant increase, group members from the initial results were categorized as having low self-confidence and now have experienced an increase or improvement and can be categorized as having good self-confidence in the score range (100-120). From the results of the pretest and posttest of the experimental group will be presented in the table below.

Table 2. Output Paired Sample T-Tes

Self-Confidence	N	Mean	Difference Mean	Std. Deviation	Std. Error Mean	T	Sig. (2-tailed)
Pretest	8	29.37	35.63	10.32248	3.64955	9.761	.000
Posttest		65.00					

The average value of the level of confidence for the pretest group was 29.37 while for the posttest group was 65.00. The difference in mean respondents experienced an increase in self-confidence score of 35.63 after giving the intervention with a high increase in self-confidence classification. Based on the results of the paired T-Test, it is known that the value of t = 9.761 and the sig 2-tailed value is 0.000 <0.05. Data analysis in testing the hypothesis in this study used the Paired sample t-test technique. This technique was used to test two paired samples with the aim of knowing whether the two of them had a real average and whether there were differences or not (Santoso, 2015). Hypothesis testing aims to test the effectiveness of the psychodrama technique of group counseling to increase self-confidence.

H0: there is no significant difference between the pretest and posttest for increasing self-confidence with the guidance of the psychodrama technique group
H1: there is a significant difference between the pretest and posttest and there is effectiveness in increasing self-confidence with the guidance of the psychodrama technique group

From the results of the Paired t-test it is known that the value of t = 9,761 and the Asymp value. Sig. 2- tailed is equal to (0.000 <0.05) which shows that the scale of the self-confidence aspect has experienced a significant increase, which means that the provision of group guidance services using psychodrama techniques has an effect on increasing student self-confidence. The average student is known to experience an increase in self-confidence score of 35.63 after the intervention of psychodrama technique group guidance services. The contribution of the psychodrama technique group guidance service intervention to self-confidence was given through three interventions.

This is in accordance with the results of the univariate posttest data analysis which shows that students who have self-confidence are in the high category where the increase that occurs mostly changes students' self-confidence to the high category (87.5%). The results of the T test also showed that

the contribution of psychodrama technique group counseling service interventions carried out in three stages increased self-confidence by 12.2%.

3.2 Discussion

Based on the results of the average self-confidence obtained from the pretest and posttest in the experimental group which showed an increase, seen from changes in attitudes and behavior of students in each implementation of service delivery and seen from the results before giving treatment which had a pretest score of 29.37 and after being given treatment has a posttest score of 65.00. Based on these results, it can be concluded that group guidance services using psychodrama techniques are effective for students' self-confidence.

Group guidance with psychodrama techniques can increase student self-confidence, whereas psychodrama itself is a role-playing technique in a group where each group member can be a healing agent for one another (Rahmadani, 2021). Psychodrama provides an opportunity for people to see personal life from a different perspective after the personal life is dramatized and played out by strangers who are in the same group. This psychodrama technique also helps students dare to appear and speak in public. The existence of staging psychodrama scenarios makes students continue to be trained to perform so that they develop self-confidence that was previously invisible. In addition, through the roles that students play, there is a lot of learning and discussion that occurs, both in terms of communication, grammar,

Increasing student self-confidence through group guidance interventions using psychodrama techniques certainly cannot be separated from each process. The process that students go through in each meeting provides their own insight because it raises several themes related to self-confidence, such as communication and association or interaction with peers. The themes given are of course, relevant to everyday life so that students can practice quickly. In addition, the willingness of students who are serious about playing psychodrama roles is one of the factors in increasing self-confidence.

4. CONCLUSION

Based on the results of the research that was carried out on 8 high school students, the average score in the pretest was 29.37 and the posttest average score was 65.00. Then there is a difference in the average value of 35.63. The value of t = 9.761 is obtained and the sig 2-tailed value is 0.000 <0.05 which indicates that the hypothesis is accepted because the coefficient value is less than (<) 0.05. It can be concluded that group guidance using psychodrama techniques can increase students' self-confidence. In the future, from the continuation of the results of this study, what can be done is to use a longer duration of group guidance service sessions with psychodrama techniques to get more optimal results.

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