



The Influence of Role Play Engineering And Therapy Cinema to Believe in Self-Class VIII Students in SMP Negeri 4 Pasarwajo

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Abstract:

The study aims to determine the effect of Role Playing Techniques and Cinema Therapy on the Self-Confidence of Grade VIII students at SMP Negeri 4 Pasarwajo, as well as describing students' metacognitive awareness based on student grade levels and school origin. Research is a quantitative descriptive study. Data collection techniques using the MAI questionnaire and learning management strategy questionnaire. The results of the analysis of the data that have been done, showed that there was an increase in the confidence of students of class VIII of SMP Negeri 4 Pasarwajo after being given treatments using role playing techniques and Cinema Therapy. From the results of testing the hypothesis of the experimental group in this case using the role playing technique, the value of t_{hitung} is 3.56. Medium from distribution list t aims to develop the potential of students to become human beings who believe and fear God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible. at 5% significance level, $t_{0,975}(28) = 2,05$ was obtained. So it can be concluded that the role playing technique provides an influence or can increase student confidence.

Keywords: *Role Play Engineering, Cinema Therapy, Believe Yourself*

INTRODUCTION

Education is a forum that has an important role in creating superior human resources and is able to deal with the development and advancement of science and technology that is rapidly increasing now. Thus, education today is a reflection of the basis which is the basic foundation for the intellectual life of the nation as mandated in the 1945 constitution.

National Education System Law Number. 20 of 2003 Article 3 states that "National Education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of intellectual life of the nation.

Talking about the world of education is never going to end, this is because all can not be separated from a guideline in the form of laws that refer to everyday life that humans are always faced with various problems of life, and these problems from time to time increasingly complex both it's a problem with personal, family, and other general life problems. These problems that directly lead a person to experience conflicts and obstacles in fulfilling what he hopes, can even cause pressure on individuals who are very disturbing this is due to the lack of human awareness to be able to manage their thought patterns.

According to Taylor, (2011) "without self-confidence, someone would be like an invisible, but invisible, wallpaper. Talents are left hidden, opportunities are ignored, people are skipped because they don't have the confidence to go forward ". This is supported by the statement Santrock, (2003: 336) which states that "Confidence (self-esteem) is a comprehensive evaluative dimension of self. Confidence is also called self-esteem or self-image. Confidence that arises in humans was born because there is a human being who is very difficult to try and measure how much ability to be able to develop or not in this case about the talent possessed.

In reality in the field, the confidence of eighth grade students in SMP Negeri 4 Pasarwajo is still low. This he thought in order to implement from negative to positive. One of the factors that causes students to have problems or obstacles to be able to develop more towards the maximum of which is the lack of confidence in themselves about the abilities or talents owned. this can be seen from the existence of students who still feel ashamed and afraid when participating in learning activities and do not dare to show talent in the form of abilities possessed in public. For example when the teacher gives easy questions, but the student is difficult to answer. Because he was afraid of being wrong when expressing the answers in his mind, every activity carried out at school often did not follow the activities carried out, and there were also students afraid not because of shame and fear of being wrong but more likely to fear the character of a teacher who was assessed Authoritarian in teaching. Thus this can be a problem if it is not immediately overcome, the existing talents and abilities will be hidden and unable to develop, and it is difficult to achieve the achievements as expected.

Lack of confidence in students in teaching and learning activities in schools or lack of confidence in social interaction with the school community (teachers, friends) can make students have difficulty in achieving the expected performance. For this reason, it is necessary to work out a solution that can be done to overcome these problems, namely through role playing techniques and cinema therapy techniques.

Role playing techniques and cinema therapy techniques are two of the techniques that can be done in helping students in overcoming the problems that they are facing, this technique can also help students in increasing their self-confidence. With this role playing technique and cinema therapy technique it is hoped that students can have confidence in interacting with others so that he will not experience difficulties in obtaining the achievements as expected.

RESEARCH METHODS

This research is an experimental method with a pretest-posttest control group design approach. The main characteristics of this study are (1) the research subjects used two groups, namely the experimental group and the control group, (2) the existence of pretest and posttest for the research subjects.

1. Research design

The design used in this study is a real experiment with the model "pretest-posttest control group design".

Table 1 Research Design

K1	O1	X1	O2
K2	O3	X2	O4

Explanation:

- K1 = experimental group
- O1 = Pretest the experimental group
- O2 = Posttest of the experimental group
- K2 = Control group
- X1 = Experimental group treatment
- X2 = Treatment group control
- O3 = Pretest the control group
- O4 = Posttest control group.

2. Data collection technique

To obtain the desired data and in accordance with the objectives of the study. Then the researchers used data collection techniques through tests which were divided into two namely pre-test and post-test.

Pre-test is done to collect data about students' confidence in school before treatment. The implementation was carried out using a questionnaire while observation and interviews were supporting. A post-test was conducted to collect data about students' confidence in school after treatment. The method of data collection is the same as what was done previously in the Pre-test.

3. Data analysis technique

1. Data Normality Test

In testing data analysis, data normality test is used by using the following formula:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i} \quad \text{Sudjana (2009)}$$

Explanation:

$$X^2 = \text{chi} - \text{kuadrat}$$

$$O_i = \text{frekuensi observasi}$$

$$E_i = \text{frekuensi teoretis}$$

2. Homogeneity Test

To test the homogeneity of the data, the Bartlett test (in Riduwan 2010: 185) is used using the following:

$$x^2 = (\ln 10) (B - \sum (db) \log S_i^2)$$

Explanation:

X^2 : chi - squared

B: Barlett value

S_i^2 : Combined Variance

lon 10: original logarithm 10

3. Hypothesis testing

The hypothesis test that will be used is the t test and the t test 'with the following formula:

a. T test, formula can be used:

$$b. \quad t = \frac{x_1 - x_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad (\text{Sudjana, 2005}).$$

Explanation:

X_1 : First sample average

X_2 : Average of the second sample

S : Combined variance

n_1 : Number of first samples

n_2 : Second number of samples.

With the statistical hypothesis as follows:

$H_0: \mu_1 = \mu_2$: there is no effect of role playing techniques and cinema therapy on student confidence.

$H_1: \mu_1 \neq \mu_2$: there is an influence of role playing techniques and cinema therapy on students' self-confidence.

b. Test t', the formula can be used: $t' = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{s_1^2}{n_1}\right) + \left(\frac{s_2^2}{n_2}\right)}}$

Before conducting the test, it is first established that a statistical hypothesis will be tested:

$H_0: \mu_1 = \mu_2$: there is no difference in the effect of role playing techniques and cinema therapy on student confidence.

$H_1: \mu_1 \neq \mu_2$: there are differences in the influence of role playing techniques and cinema therapy on students' self-confidence.

RESEARCH RESULTS AND DISCUSSION

1. Testing Variable Data Normality K_1 (*Pre-Test*)

From the calculation results it was found that $\chi_{hitung}^2 = -36,82$ dan $\chi_{tabel}^2 = 5,99$.

If, $\chi_{hitung}^2 \geq \chi_{tabel}^2$, then the data is not normally distributed. Dan if, $\chi_{hitung}^2 < \chi_{tabel}^2$ then the data is normally distributed.

Based on the test of the criteria, it was found that $\chi_{hitung}^2 < \chi_{tabel}^2$, Where $-36,82 < 5,99$ so it can be concluded that the pre-test data are normally distributed.

2. Testing Variable Data Normality K_2 (*Pre-Test*)

From the calculation results it was found that $\chi_{hitung}^2 = -24,97$ dan $\chi_{tabel}^2 = 5,99$.

With testing criteria: Jika, $\chi_{hitung}^2 \geq \chi_{tabel}^2$, then the data is not normally distributed, and if $\chi_{hitung}^2 < \chi_{tabel}^2$, then the data is normally distributed.

Based on the test of the criteria, it was found that $\chi_{hitung}^2 < \chi_{tabel}^2$, where $-24,97 < 5,99$ so it can be concluded that the pre-test data are normally distributed.

Variable Data Normality Testing (*Post-Test*)

Pengujian Normalitas Data Variabel K_1 (*Post-Test*)

From the calculation results it was found that $\chi_{hitung}^2 = -39,79$ dan $\chi_{tabel}^2 = 5,99$. With testing criteria:

If, $\chi_{hitung}^2 \geq \chi_{tabel}^2$, then the data is not normally distributed, and if $\chi_{hitung}^2 < \chi_{tabel}^2$, then the data is normally distributed.

Based on the test of the criteria, it was found that $\chi_{hitung}^2 < \chi_{tabel}^2$, where $-39,79 < 5,99$, so it can be concluded that the pre-test data are normally distributed.

Pengujian Normalitas Data Variabel K₂ (Post-Test)

From the calculation results it was found that $\chi_{hitung}^2 = -8,22$ dan $\chi_{tabel}^2 = 5,99$. With testing criteria:

If, $\chi_{hitung}^2 \geq \chi_{tabel}^2$, then the data is not normally distributed, and if $\chi_{hitung}^2 < \chi_{tabel}^2$, then the data is normally distributed.

Based on the test of the criteria, it was found that $\chi_{hitung}^2 < \chi_{tabel}^2$, where, $-8,22 < 5,99$, so it can be concluded that the pre-test data are normally distributed.

Homogeneity Testing Data

1. Homogeneity Testing Data K₁

From the calculation results obtained price χ^2 count for $-0,04$. At a real level $\alpha=0,05$ was obtained $\chi^2(1-0,05)(5-1)=\chi^2(0,95)(4)=9,49$. It turns out that the price of chi-square is smaller than the chi-square of the list. So it can be concluded that the data variable O₁ (Pre-Test) and O₂ variable (Post-Test) has a population variance that is HOMOGEN.

2. Homogeneity Testing K₂ Data

From the calculation results obtained price χ^2 count for $0,48$. At a real level $\alpha=0,05$. was obtained $\chi^2(1-0,05)(5-1)=\chi^2(0,95)(4)=9,49$. It turns out that the price of chi-square is smaller than the chi-square of the list. So it can be concluded that the data variable O₃ (Pre-Test) and O₄ variable (Post-Test) has a population variance that is HOMOGEN.

Hypothesis test

1. Hypothesis Testing K₁

From the calculation results obtained price t_{hitung} amounted to $3,56$. Medium from distribution list t at the 5% level was obtained $t_{0,975}(28) = 2,05$. Apparently the price t_{hitung} obtain another price, or price t_{hitung} is outside the reception area H_0 , so it can be concluded that H_0 was rejected and accepted H_1 . This means that the hypothesis of a role playing technique influences self-esteem. For details, it can be seen in the curve as follows:

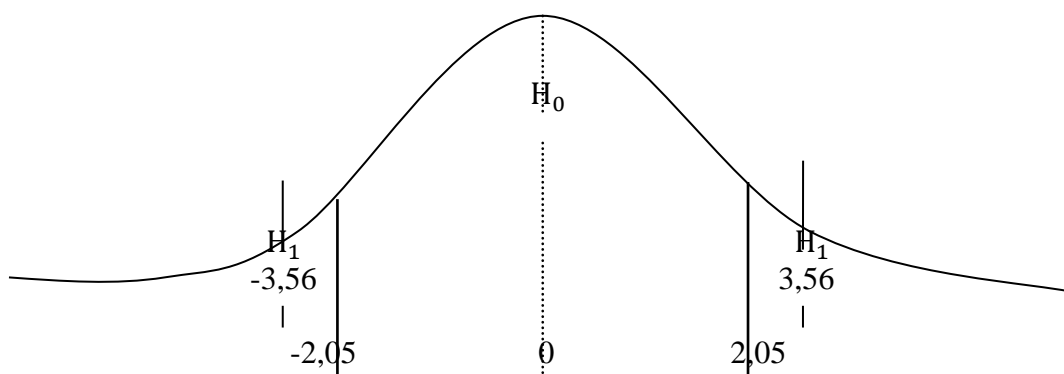


Figure 1. Hypothesis Acceptance and Rejection Curves

From the calculation results, the price of t_{hitung} is $-6,78$. While from the t distribution list at the 5% level of significance, $t_{0,975}(28) = 2,05$ was obtained. It turns out that the price of t_{hitung} obtained another price, or the price of t_{hitung} was outside the area of receipt of H_0 , so it can be

concluded that H_0 was rejected and accepted H_1 . This means that the hypothesis of the cinema therapy technique influences self-esteem. For details, it can be seen in the curve as follows:

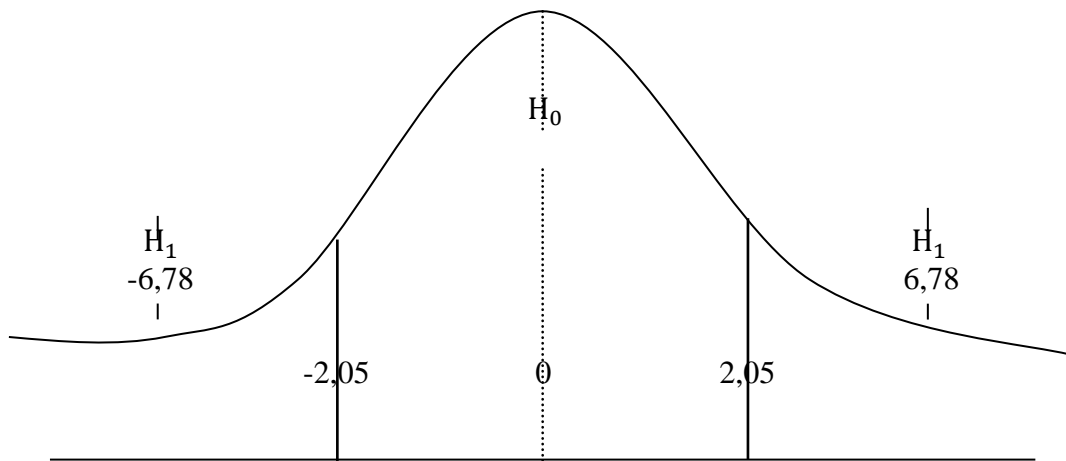


Figure 2. Hypothesis Acceptance and Rejection Curves

Differences in the Effects of Role Playing Techniques and Cinema Therapy

In this test a comparison was made between the post-test results achieved from the experimental group (Role Playing Techniques) and the control group (Cinema Therapy).

From the calculation results obtained t_{count} of 6.67. While from the list of distribution of t at the 5% level of significance obtained $t_{(0,975)} = 2.13$. It turns out that the price of t_{hitung} obtained another price, or the price of t_{hitung} was already outside the receiving area of H_0 , so it can be concluded that H_0 was rejected and accepted H_1 . This means that hypothetical role playing techniques and cinema therapy have different effects on self-confidence received. For details, it can be seen in the curve as follows.

Untuk jelasnya dapat dilihat dalam kurva sebagai berikut :

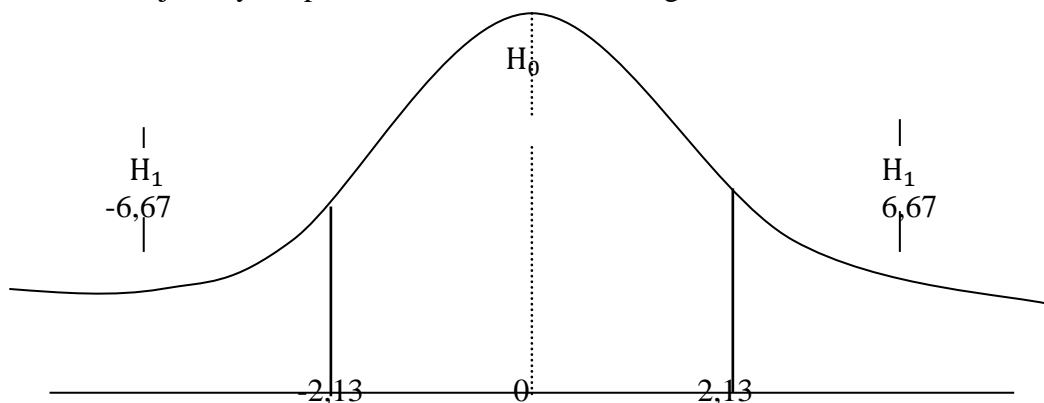


Figure 3. Hypothesis Acceptance and Rejection Curves

The curve shows the differences in the influence of role playing techniques and cinema therapy.

DISCUSSION

Based on the results of the analysis of the data that has been done, it shows that there is an increase in the confidence of the eighth grade students of SMP Negeri 4 Pasarwajo after being treated using role playing techniques and Cinema Therapy.

From the results of testing the hypothesis of the experimental group in this case using the role playing technique, the value of t_{hitung} is 3.56. While from the t distribution list at the 5%

level of significance, $t_{0,975} (28) = 2,05$ was obtained. Thus it can be concluded that the role playing technique provides an influence or can increase student confidence.

Through role playing techniques, students are required to be able to perform certain roles in accordance with the problems being experienced. Role playing techniques also provide students with some intelligence including emotional intelligence. With emotional intelligence students become individuals who are able to make decisions and have the ability to learn from experience and confidence. This explanation is in line with the opinion of Mulyasa (2005) that "role play lies in the emotional involvement of the actors and observers in the problem situation that is actually faced. Through role playing activities in learning, students are expected to be able to explore their feelings, gain insight into their attitudes, values, and perceptions, develop skills and attitudes in solving the problems they face, and explore the core of the problem being portrayed in various ways.

Furthermore, the results of calculations from the control group in this case using the technique of cinema therapy, the value of t_{hitung} was -6.78. While from the t distribution list at the 5% level of significance, $t_{0,975} (28) = 2,05$ was obtained. The results of this calculation also conclude that cinema therapy techniques have an effect or can increase students' confidence because cinema therapy has an effect that can stimulate students' reasoning by seeing a film that is personal forming that can spur students to develop through the response of a cinema therapy shown. At least what the student sees is one big part of being able to apply what he sees into his mind and mind. Thus students are able to implement it through personal training so as not to feel embarrassed and afraid of facing their routines related to their activities at school or outside school. As Olivia (2010) points out, "many films can change one's life path also in the face of ups and downs of life. besides books, music, and art, film therapy is another addition to helping someone achieve their goals and overcome their emotional problems".

Once it is known that both of these techniques have an effect on increasing student confidence, the next thing to do is look at the differences in influence between the two techniques. Based on the results of calculations that have been made, the t_{hitung} is 6.67. While from the list of distribution of t at the 5% level of significance obtained $t_{(0,975)} = 2.13$. Based on the results of data analysis that has been done, it shows that there is a difference in influence between the Role Playing technique and the Cinema Therapy technique on student confidence. Judging from the results of calculations that have been done, thus it can be seen that from both techniques it turns out that the role playing technique has a more significant influence than the Cinema Therapy technique.

Self confidence has an important role in developing someone as expected. With confidence a person can control himself in every situation experienced by that person. confidence gives enormous benefits to everyone, especially students. With the confidence, students are able to appear confident anywhere and can even achieve the achievements as expected. As stated by Surya (2007) that "it is undeniable that children who do not have confidence will hamper the development of intellectual achievement, skills and independence of children, children become incompetent in everything, children do not have the courage to actualize all abilities they have".

Regarding self-confidence, students of class VIII in this study are known to still have low self-confidence. This can be seen from the presence of students who still feel ashamed and afraid when participating in learning activities and do not dare to show talent in the form of abilities possessed in public. Initial test results (pre-test) showed that students still have low self-confidence. With the role playing techniques and Cinema Therapy can help students improve their confidence. Because in the implementation, students are required to appear confident in public.

CONCLUSIONS

Based on the results of data analysis and hypothesis testing that has been done, the following conclusions can be drawn:

1. The hypothesis that reads "there is an influence of role playing techniques on students' self-confidence is accepted, or role playing techniques can help students to increase their confidence.
2. The hypothesis that reads "there is an influence of cinema therapy techniques on students' self-confidence can be accepted, or Cinema Therapy techniques can help students to increase self-confidence.
3. Role playing techniques and Cinema Therapy have different effects on increasing student confidence. Role playing techniques have a more significant influence than Cinema Therapy techniques.

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