

## Research Article

# Building Student Confidence through Mastery of Role Playing Technique Content

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**Received:** May 6, 2022

**Accepted:** May 20, 2022

**Published:** May 28, 2022

**Abstract:** Teaching students also have a role that is no less big than other students, as prospective teacher students are expected to have good self-confidence to be able to lead in front of the class. The purpose of this study is to achieve self-confidence in students in doing assignments in class, in accepting the risk of the actions they take, being confident when apologizing for their wrong actions and in expressing their opinions in class which are realized that this will affect the world of work later. The research method used is by experiment. The experimental method serves to find the effect of certain treatments given by researchers but under controlled conditions (Sugiono, 2014). Through this research, it was found that through content services with role playing techniques in the third semester before the service was carried out, the student's confidence in the third semester before experiencing the action was in the sufficient category, this was seen in the indicators of confidence in the ability to complete college assignments without seeing the answers of friends and colleagues. confidently admit mistakes that have been made with a value of 54% and increased to 74%.

**Keywords:** Confidence, Content Mastery Services, Role Playing Techniques.

## Introduction

Referring to the Law of the Republic of Indonesia No. 2 of 1989 concerning the National Education System article 16 paragraph 1 reads:

“Higher education is a continuation of secondary education which is held to prepare students to become members of the community who have academic and professional abilities who can apply, develop and create science, technology and the arts”.

To be able to become a member of the community referred to in the article requires good self-confidence in students, it is realized that abilities without self-confidence will certainly not get maximum results. Self-confidence is an important part for individuals to be able to survive and socialize in the environment where the individual is located. Self-confidence in individuals is influenced by many factors, both internal and external. As students in the context of pursuing education, they are expected to be able to communicate effectively, independently, actively and have high initiative so that in the future they can lead the nation.

Teaching students also have a role that is no less big than other students, as prospective teacher students are expected to have good self-confidence to be able to lead in front of the class. In his view (Sudardjo and Purnamaningsih, 2003) individuals who often feel themselves useless or low self-esteem will have great difficulty being able to express their thinking ideas, difficulty expressing ideas and thoughts in public for fear of being wrong. One technique that can be done to build student confidence is role playing, this technique is done by developing imagination that can be done in

groups. In counseling guidance, there are ten types of services (Prayitno, 2009) including orientation services, information services, placement/distribution services, content mastery services, individual counseling services, group guidance services, group counseling services, mediation service consulting services, and advocacy services. In addition, in the guidance and counseling service, there are also six types of supporting activities including instrumentation applications, data collection, case conferences, home visits, case transfer and library display. Poor self-confidence in students if they are not taken seriously will certainly hinder self-actualization and will cause new problems both in themselves and in social relationships which will certainly disrupt the student learning process.

In general, third semester students build confidence in various ways to be accepted in the university environment. They consider a tall, slender, white body, with loose hair as their main capital to be accepted in the campus environment. As they get older they begin to cover their shortcomings by applying makeup and using various camera applications to make them look attractive, not a few of them download various makeup tutorials to apply. Sources they can see directly or even through social media or YouTube. Psychologically, whether they realize it or not, it can also be considered part of student learning to build self-confidence, the process of changing behavior that they do is part of the result of interaction with their environment in meeting their life needs to be confident and accepted in their environment.

The purpose of this study is to achieve self-confidence in students in doing assignments in class, in accepting the risk of the actions they take, being confident when apologizing for their wrong actions and in expressing their opinions in class which are realized that this will affect the world of work later. Thus, the efforts made to increase student confidence, especially in the third semester, are content services using role playing techniques. Researchers in this case as academic supervisors who play a large role during college students provide guidance with content services using role playing techniques. Content services are assistance services provided to students both individually and in groups so that they master certain abilities or competencies through learning activities. In applying content services, researchers as academic supervisors have a role as counselors who uphold the principle of confidentiality so that they can look deeper into the causes of students' lack of confidence. So that when efforts to increase self-confidence carried out by researchers can take place properly and on target, this is because students have built trust with researchers and this makes it easier for guidance. This content service with role playing technique is expected to increase the confidence of female students, especially in the third semester.

## **Theoretical review**

### **Confidence**

Individual self-confidence can be seen in the ability and self-assessment of the various tasks being carried out, (Adawiyah, 2020) self-confidence includes the ability to do a job and the effectiveness of the approach used. Positive self-confidence and being able to accept one's own abilities in dealing with various things both from oneself and the surrounding environment. Self-confidence is a feeling and belief in the situation to be able to achieve success by standing on one's own efforts and developing a positive assessment for himself and his environment so that a person can appear confident and be able to face everything calmly (Angelis, 2003; McClelland (in McClelland, 2003); Fitri, Zola and Ifdil, 2018). Low self-confidence can lead to depression, suicide, anorexia nervosa, delinquency, and other adjustment problems. Very low self-confidence will certainly be directly related to learning achievement, relationships with family, or other events that make him depressed and the problems that arise begin to increase (Suhardita, 2011). Confidence is something that is believed to be successful if in the midst of failure a person does not necessarily give up but still has enthusiasm and tries to get back up (Rohayati, 2011).

### **Content Mastery Service**

Content service is one of the services in guidance and counseling to help students master certain content related to competence or habits towards something useful in life both at home in the family,

school, and community in accordance with intelligent character and self-potential (Prayitno, 2014, p. p. 149). In its implementation, content mastery services can be carried out classically, using models and approaches in learning (Wetnawati and Sukmawati, 2019). Content mastery services can help students master various aspects of content in an integrated manner. In learning content mastery helps students so that students are able to understand and develop good study attitudes and habits, skills and learning materials that are in accordance with the speed and difficulty that are useful in life and development (Mugiarso, 2004). One of the models that can be used to improve questioning skills is mastery of content. Mastery services help students both individually and in groups towards certain mastery which consists of 5 stages including: delivery, exploration, interpretation, coaching and assessment stages (Deliani, Prayitno, Yusuf and Jamna, 2018).

### **Role Playing Technique**

Role playing is a counseling technique that develops the imagination and appreciation of group members and clients, depending on what is being played. Development in imagination is done by playing characters who live or inanimate objects and live them (Herlina, 2016). Role playing is very helpful for providing benefits to students in order to determine how and when to respond to feedback in learning given to students (Dharmayanti, 2013).

### **Research methodology**

The research method used is by experiment. The experimental method serves to find the effect of certain treatments given by researchers but under controlled conditions (Sugiono, 2014). In this study, researchers used pre-experiments. Pre experiment with the type of one group pretest and posttest design. In this design, the measurement stages were carried out twice until the results were found on changes in behavior in the students studied. In the first stage (pre-test) researchers observed and assessed student behavior before experiencing content service actions with role playing techniques. In the second stage (posttest) the researchers conducted observations, interviews, assessments and evaluations after experiencing the first action. The research design is as follows:

Information:

O1: Pretest

X: Action (implementation of content services using role playing technique)

O2: Post test

O1 x O2

### **Results and Discussion**

Content services provided to students on an ongoing basis will help students to develop themselves. Based on the findings of his research (Flostari, Rangka and Rahmania, 2018) found that students' learning skills before being given content mastery services were in the medium category. This is in accordance with the findings obtained by the researcher, considering that there are still students who have the quality of learning skills in the low or poor category, after being provided with mastery content services, the quality of student learning skills increases. Based on the results of the study, it was found that the pre-test data were as follows:

**Table 1. Average Initial Self-Confidence Pre Test Results per Indicator**

No	Indicator	Percent	Criteria
1	Confidence in the ability to complete college assignments, dare to admit mistakes that have been made to friends and lecturers.	54%	Enough
2	Cultivate an optimistic attitude to come on time for lectures, able to work on assignments both independently and in groups.	54%	Enough
3	Recognizing your own strengths and weaknesses.	43%	Enough
4	Willing to present the assignments that have been made in front of the class.	47%	Enough

Through learning activities, the subject matter that must be mastered by students is discussed by the lecturer with students, practicing various skills, doing various tasks so that students carry out learning activities in order to understand and master the subject matter. Skill is the ability to perform a certain task that is obtained by practicing continuously, because skills do not come automatically but are programmed through continuous practice. If it is associated with the meaning of learning, then learning skills are skills that are obtained by a person through a continuous training process and include aspects of optimizing how to learn both in the cognitive, affective and psychomotor domains.

**Table 2. Results of the Percentage of Scores Based on the Confidence Indicators of Semester III Students Before and After Getting Treatment**

No	Indicator	Pretest		Posttest		%
		%	Criteria	%	Criteria	Enhancement
1	Confidence in the ability to complete college assignments, dare to admit mistakes that have been made to friends and lecturers.	54%	Enough	74%	Good	20%
2	Cultivate an optimistic attitude to come on time for lectures, able to work on assignments both independently and in groups.	54%	Enough	81%	Good	27%
3	Recognizing your own strengths and weaknesses.	43%	Enough	65%	Quite Good	22%
4	Willing to present the assignments that have been made in front of the class.	47%	Enough	71%	Good	24%

The treatment given by the researcher was five meetings. At each meeting, the researcher provided material related to each indicator of self-confidence, namely confidence in the ability to complete college assignments without seeing friends' answers, being confident in admitting mistakes that have been made and fostering an optimistic attitude so as not to be late for class, being able to do the task with confidence in one's own abilities, understand the shortcomings and accept with joy, confident that by apologizing in advance will improve the situation. After giving treatment and calculating the percentage, each indicator shows an increase of 20%-27%. The following describes the increase in each indicator of self-confidence.

Through this research, it was found that through content services with role playing techniques in the third semester before the service was carried out, the student's confidence in the third semester before experiencing the action was in the sufficient category, this was seen in the indicators of confidence in the ability to complete college assignments without seeing the answers of friends and colleagues. Confidently admit mistakes that have been made with a value of 54% and increased to 74%. While the indicators foster an optimistic attitude so that they are not late for class, are able to do assignments with confidence in their own abilities, understand shortcomings and accept with joy, believe that by apologizing first will improve the situation from 54% to 81%. After experiencing content service actions with role playing techniques, third semester students experienced a significant increase in self-confidence. It can be concluded that the efforts made to increase self-confidence through content services with role playing techniques can significantly increase student confidence.

**Conclusion**

The provision of content mastery services with role playing techniques helps third semester students to practice directly the attitudes, abilities and skills related to self-confidence. Thus the third semester students need to get treatment in the form of providing role playing technique content mastery services because the content mastery service function is a development function so it is hoped that

the third semester student's confidence can increase, not only in the low category, but also in the medium category can also increase.

**Conflicts of interest:** There is no conflict of interest of any kind.

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**Citation:** Esther Rela Intarti. 2022. Building Student Confidence through Mastery of Role Playing Technique Content. *International Journal of Recent Innovations in Academic Research*, 6(5): 32-36.

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