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SELF-CONFIDENCE OF GRADE V ELEMENTARY SCHOOL STUDENTS IN LEARNING USING THE ROLE-PLAYING MODEL

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Abstract

Based on the results of observations of fifth grade students of SDN Bima Kota Cirebon, several problems were found such as most students were still shy when asked to come forward to the front of the class, lack of enthusiasm in the learning process, and not on time for submitting questions. In addition, students were nervous when performing in front of the class, students who did not ask questions after the teacher explained the subject matter, students who were silent when the teacher asked questions, students who were hesitant in expressing opinions in front of the class, students who looked anxious when the teacher gave quizzes/questions, and hesitated if the teacher referred students to come forward. Whereas a confident character will make individuals feel optimistic and able to make adjustments to their social environment. This study aims to determine how students' self-confidence in learning using the role-playing model. This research was conducted at SDN Bima Cirebon City with a total of 15 students per session. This research is descriptive qualitative research and the data collection technique used is a questionnaire about student self-confidence in thematic learning. The results showed that students showed their identity in the learning process and were able to understand the material presented by the teacher. In addition, learning with the role-playing model, students' confidence level will be better.

Keywords: Self-Confidence, Role-Playing, Learning

INTRODUCTION

Learning is interpreted as a process of behavior change as a result of individual interaction with the environment. The process of changing behavior can occur in various conditions based on explanations from educational and psychological experts. Changes in behavior towards learning outcomes are continuous, functional, positive, active, and directed. Meanwhile, success in the learning and learning process can be seen through the level of success in achieving educational goals (Dasopang, M. D., 2017).

Self-confidence is one of the factors that affect student learning outcomes. Distrust of one's own abilities leads to a lack of awareness of the character of self-confidence so that one cannot develop oneself and do more in other things that can make a change in the progress

of the nation. Further, this will lead students to possess a spirit of cooperation and respect towards others (Solissa, EM., Et al., 2024). Instilling the character of self-confidence is very important because self-confidence is an aspect that greatly affects the personality of students. Students who are academically intelligent but lack confidence will also have an impact on their learning performance in class. In other words, students who have good self-confidence also have an impact on good learning outcomes (Agustyaningrum and Suryantini, 2016). Therefore, it is necessary to understand that the quality of knowledge needs corresponds directly to the achievement of self-quality (Hayati, AA., et al., 2019). The results of research from Khairiah, et al. (2015) also show a relationship between self-confidence and learning outcomes. In other words, if self-confidence is high, the learning outcomes obtained are also high, and vice versa.

Self-confidence is defined differently in psychological literature. According to Rohmah, J., (2018) self-confidence is a mental or psychological state of a person who is able to evaluate himself as a whole and provide strong confidence in his ability to take action to achieve his desires. So that self-confidence will make individuals feel optimistic and able to make adjustments to their social environment.

Thus, self-confidence is one of the important aspects that needs to be possessed in a person who has a belief in his abilities. So as to create an optimistic and responsible personality. However, not all individuals have good self-confidence because shyness, reluctance and insecurity are one of the obstacles in the learning process in elementary schools, especially for thematic learning outcomes which are in line with the results of research by Tanjung, Z., & Amelia, S. (2017) found that there are students who are shy or afraid to express their opinions. One of the things that causes this condition is that the opinions they convey are afraid of being rejected or scorned by others.

Based on the observation of fifth grade students at SDN Bima Kota Cirebon, it was found that some students were still shy/nervous when asked to come forward to the front of the class, lack of enthusiasm in the teaching and learning process, not on time to collect the questions the teacher gave on the board, lack of confidence when expressing opinions in class. Another thing is also seen when the teacher gives an explanation of the subject matter but students do not ask questions or vice versa students are just silent when the teacher asks questions, and students look anxious. Even though the teacher has developed self-confidence, learning motivation, and good learning independence to students through the steps of the learning process.

Regarding this matter, educators should have the ability to create and utilize creative and innovative learning innovations to capture students' attention (Kurniawan, DT., et al., 2019). An effort to increase student confidence in learning, for example by choosing and using strategies, methods and learning models that are relevant to student conditions. One of the learning models that can be used to overcome the problem of low student confidence in learning mathematics is by using the Role-Playing model. The Role-Playing model is a series of activities that emphasize the ability to work together, communicate and interpret an event. So that students can foster self-confidence in learning. As the results of research by Santosa, P.M., (2018) Learning using role play increases students' self-confidence.

According to Halifah, S. (2020) through role-playing, children can develop their imagination and ability to interact with others in a social context, so role-playing actually covers all the skills that children have, not just communication skills and those skills are developed. The level of imagination, sociability, concentration, and perseverance of

children when role-playing with other children. These skills train students to have self-confidence.

Based on the description above, we are interested in conducting research on "Self-Confidence of Grade V Elementary School Students in Learning Using the Role-Playing Model" and aims to determine students' self-confidence in the learning process using the role-playing model in grade V students of SDN Bima Cirebon City.

LITERATURE REVIEW

Self-Confidence

According to Rohmah, J., (2018) self-confidence is a mental or psychological state of a person who is able to evaluate himself as a whole and provide strong confidence in his ability to take action to achieve his desires. So that self-confidence will make individuals feel optimistic and able to make adjustments to their social environment. Thus, self-confidence is one of the important aspects that needs to be possessed in a person who has a belief in his abilities. So as to create an optimistic and responsible personality.

According to Pangestu, R. A., & Sutirna, S. (2021). four indicators of self-confidence, namely believe in one's own abilities, act independently in making decisions, have a positive self-concept and dare to express opinions. Meanwhile, the self-confidence referred to in this study includes (1) students are not afraid of teacher cues, (2) completing tasks independently, (3) daring to express opinions in front of the class, (4) actively learning, and (5) happy to interact with friends.

The Rol-Playing Model

The role-play learning model is one of the social learning models, which is a learning model that requires students to play characters in the form of simple stories. In other words, a learning model where students are asked to represent the characters of a material or event, which is outlined in the form of a simple story designed by the teacher (Barokati, 2023). According to Uno & Hamzah (Barokati, 2023) the steps of applying the role-playing learning model are as follows.

- a. Preparation or warm-up
- b. Selecting players (participants)
- c. Setting the stage (classroom)
- d. Preparing observers
- e. Playing the role
- f. Discussion and evaluation
- g. Second discussion and evaluation
- h. Experience sharing and conclusion.

METHOD

This research is descriptive research is research that uses certain methods to describe a phenomenon, situation, or event. Descriptive research is not limited to data collection and compilation issues, but also includes analysis and interpretation of the meaning of the data. Also, including the type of descriptive research is a follow-up study (Pirmanto, D., et al., 2016).

The research instrument used was a questionnaire about self-confidence. The questionnaire is arranged with two answer options: "Agree" and "Disagree" which amounted to 10

statements and consisted of five indicators. The indicators in question are (1) students are not afraid of teacher cues, (2) completing tasks independently, (3) daring to express opinions in front of the class, (4) actively learning, and (5) happy to interact with friends.

The subjects of this study were 5th grade students of SDN Bima, Cirebon City, totaling 30 people. Academic year 2020/2021.

RESULT AND DISCUSSION

The research, which aims to determine students' self-confidence in the thematic learning process using the role-playing model in grade V students of SDN Bima, Cirebon City, was conducted alternately, with a total of 15 students per session. This situation occurred due to the covid-19 pandemic that had not yet ended. Based on the data of the self-confidence questionnaire given to fifth grade students of SDN Bima, Cirebon city in thematic learning using the role-playing model, among others:

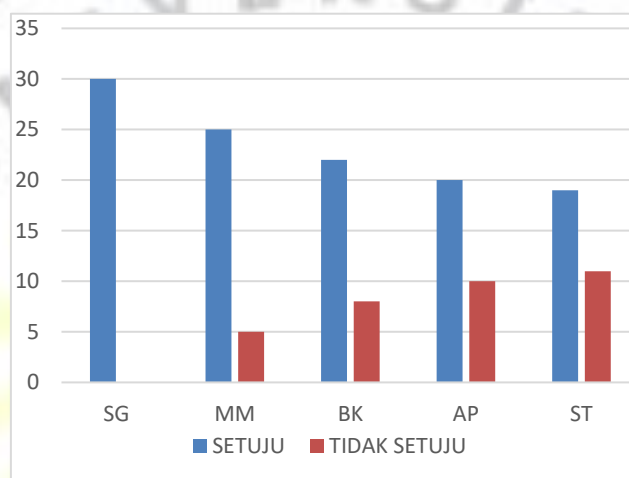


Figure 1. Self-confidence of fifth grade students of SDN Bima Cirebon City in thematic learning using the role-playing model

Description:

SG : Students who are not afraid of being appointed by the teacher

MM: Doing assignments independently

BK : Dare to argue in front of the class

AP : Active in learning

ST : Likes to initiate interactions with friends

In the figure above, the most agreed data or 100% of students were found during the learning process that students were not afraid of being appointed by the teacher. Meanwhile, 83.3% of students worked on assignments independently, 73.3% of students dared to argue in front of the class, 66.67% of students were active in learning, and 60% of students liked to initiate interactions with friends. If averaged, the result is 76.67%, it can be concluded that almost all fifth-grade students of SDN Bima Kota Cirebon have self-confidence. According to Pangestu, R. A., & Sutirna, S. (2021) the questionnaire criteria that are in the position between 75% and 100% have an interpretation of almost entirely.

Thematic learning using role playing creates a pleasant learning atmosphere that makes students more enthusiastic and enthusiastic in participating in the learning process. The

teacher has placed himself as an educator in the learning process who functions as a facilitator and motivator in learning which will make learning more meaningful. Students also look active, serious and confident in following all stages of the learning process.

Based on the description above, it is explained that with the correct application of the role-playing model, the level of student confidence will be better. Students are not only recipients of information, but the learning process is student-centered. This is in accordance with the results of Barokati's research (2023) found that role playing can provide a stimulus so that students can understand the lesson.

Self-confidence has the following benefits (Zaman, B., 2021):

1. Increases life motivation,
2. Reduces feelings of inferiority,
3. Improves performance,
4. Eliminates fears that hinder success,
5. Not giving up easily when failing,
6. Reduce and eliminate feelings of depression and frustration.
7. Increase charisma and authority,
8. Reduce feelings of worry and fear.

Doubt is an attitude that should be abandoned, as the following hadits explains (HR. Tirmidzi, An-Nasa'i. Tirmidzi said that this hadith is hasan shahih).

"Leave what you doubt and take what you do not doubt."

Such an attitude can lead to feelings of weakness or helplessness. In fact, Allah Ta'ala gives benefits to humans in the form of different thoughts compared to other living things. According to Sukeriyadi, M. and Barni, M. (2023), the possibilities that exist in humans are instinctual (emotional) potential and intellectual potential, (physical) potential, religious (spiritual) potential.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Based on the results of the study, it can be concluded that 100% of students are students who are not afraid of being appointed by the teacher during the learning process. While students do the task independently by 83.3%, students dare to argue in front of the class by 73.3%, students are active in learning by 66.67%, and students like to start interactions with friends by 60%. If averaged, the result is 76.67%, it can be concluded that almost all fifth-grade students of SDN Bima Kota Cirebon have self-confidence.

Recommendation

Based on the results of the study, we recommend that teachers need to increase students' initiative when they start interacting both in discussion activities and sharing experiences.

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