EFFORTS TO INCREASE STUDENTS' SELF-CONFIDENCE THROUGH THEATER LEARNING IN ELEMENTARY SCHOOL

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Abstract

Gunung Jaya State Elementary School has problems caused by low self-confidence of students. This is because students do not dare to come forward to present their learning outcomes. Students tend to tease each other, feel embarrassed, afraid of being teased, and worried about making mistakes. This study aims to describe the implementation of theater learning and identify how theater learning can improve the self-confidence of students at Gunung Jaya State Elementary School. The research method used is Classroom Action Research (CAR) which consists of two cycles. The instruments used include observation, teacher and student observation sheets, pre-tests in the form of performance and documentation. The research subjects were 30 people in class III B of Gunung Jaya State Elementary School. Data processing was in the form of qualitative data and quantitative data. The results of the pre-cycle study showed that 3 out of 30 managed to achieve the MCC score. In cycle I, there were 17 out of 30 students, around 56.6% had self-confidence with an average score of 57.7, the results of teacher observations in cycle I reached an average score of 80, and the student observation score was 69.74. In cycle II with an average value of 81.6. The results of teacher observations reached a value of 88.21, and student observations reached 80.31. It can be concluded that the implementation of theater learning in elementary schools can improve the character of student self-confidence both individually and classically.
Keywords: Self-confidence; Theater Learning; Performance

Abstrak

SD Negeri Gunung Jaya memiliki permasalahan yang dilatar belakangi oleh rendahnya karakter percaya diri peserta didik. Hal ini disebabkan peserta didik tidak berani tampil kedepan untuk mempresentasikan hasil belajarnya. Peserta didik cenderung saling mengejek antar teman, merasa malu, takut diejek, dan khawatir membuat kesalahan. Penelitian ini bertujuan untuk mendeskripsikan pelaksanaan pembelajaran teater dan mengidentifikasi bagaimana pembelajaran teater dapat meningkatkan karakter percaya diri peserta didik di SD Negeri Gunung Jaya. Metode penelitian yang digunakan adalah Penelitian Tindakan Kelas (PTK) yang terdiri dari dua siklus. Instrumen yang dipakai mencakup observasi, lembar observasi guru dan peserta didik, pre-test berbentuk unjuk kerja dan dokumentasi. Subjek penelitian kelas III B SD Negeri Gunung Jaya berjumlah 30 orang. Pengolahan data berupa data kualitatif dan data kuantitatif. Hasil penelitian pra siklus menunjukkan 3 dari 30 yang berhasil mencapai nilai KKM. Pada siklus I terdapat 17 dari 30 jumlah peserta didik sekitar 56,6% memiliki rasa percaya diri dengan nilai rata-rata 57,7 hasil observasi guru di siklus I mencapai nilai rata-rata 80, dan nilai observasi peserta didik 69,74. Di siklus II dengan nilai rata-rata 81,6. Hasil observasi guru mencapai nilai 88,21, dan observasi peserta didik mencapai 80,31. Dapat disimpulkan bahwa pelaksanaan pembelajaran teater di sekolah dasar dapat meningkatkan karrakter percaya diri peserta didik baik secara individu maupun klasikal.
Kata Kunci: Kepercayaan diri; Pembelajaran Teater; Unjuk Kerja

Introduction

Character education is an important aspect in forming a quality personality. Character education which involves the development of moral values, ethics, positive attitudes and high self-confidence is the hope for modern society in facing an era that continues to progress and develop (Rozak, 2018). Education that takes place on an ongoing basis is designed and developed to produce the desired generation (Basuki, 2019). This is in line with the views of Anisyah et al., (2023) who state that character education can form individuals who have integrity and are able to make positive contributions, especially for students. Character education is able to form students' habits and commendable behavior, both in worship and as good citizens, able to interact with other people and the environment, consistent and also an example set by educators.

A person's character can be interpreted as moral and mental quality or strength. Character education must be designed regularly and contextually to produce human individuals who are able to think critically because education must be a force for building character. This is in line with (Kurniawati et al., 2022) stating that the role of educational institutions is also expected to be more active and have new things in the learning process. Students are expected to have great personalities, high self-confidence and if applied in everyday life, skills and knowledge will not be misused to harm themselves or others (Hariandi et al., 2023).

In the world of education, learning methods are needed that aim to optimize the development of a person's abilities. Suwardani (2020) stated that education in Indonesia tends to prioritize left brain functions (cognitive abilities) compared to right brain functions (empathy, emotions and desires). Education should be able to balance these two things and create people who are both intellectual and moral. Character education is an effort to instill commendable behavior. Character education is also a solution to moral decline. Agree with (Harahap et al., 2023) that character education aims to help students understand the moral values that apply in everyday life such as honesty, cooperation, fairness, empathy and self-confidence.

The character of self-confidence is an important indicator in developing the character of students in elementary school. Self-confidence is an attitude of being confident in one's abilities and seeing oneself as a complete individual, based on self-concept. Ningsih & Warmi, (2021) stated that indicators of self-confidence include: 1) Belief in one's own abilities; (2) Act independently in making decisions; (3) Have a positive self-concept; and (4) Dare to express opinions. Being confident means having a good opinion of yourself.

Theater is the art of playing using imagination, imagination, language, or pretending to act according to the desired character, so theater is closely related to acting. Syarifudin et al., revealed that in playing a role, a person must be able to act out various characters according to the requested script (Budianti & Permata, 2017). Character mastery can be achieved through regular body training. Mansurdin (2020) also stated that theater arts combine all fields of art ranging from dance, music, acting, visuals, even multimedia. Apart from that, facial expressions can show sadness, the mouth can be used to scream, and the hands can be used to dance, so that the script can be acted out (Marlia, 2022). Theater learning is strongly connected to the formation of confident character in each student.

Theater Arts plays a role in developing students' creative imagination and expression. This subject can provide opportunities for students to increase their interest, talent and knowledge about theater. Theater subjects can also be carried out in talent arts performance events as well as knowledge about theater which can be carried out in arts performance events in elementary schools. According to Apriyanti & Hidayat (2019) theater arts can foster students' creativity by conveying moral messages in a fun way in every drama or theater performance.

Theater activities help students develop creativity in their work, allowing them to express themselves through acting.

Research that focuses on increasing students' self-confidence has been carried out by many previous researchers. First, research conducted by Syafi'i et al., (2022) examined theater arts in studios. The findings in this research are different from previous studies, namely research to grow elementary school age children's self-confidence using physical exercise methods in a studio. The result was that elementary school age children's self-confidence was due to mutual teasing between friends, embarrassment, and being lazy about practicing. Second, Norita Febrianti et al., (2023) also conducted similar research using the role-playing method, stating that the results of the role-playing method could increase self-confidence. Self-confidence increased from 62.95% to 74.80%. Third, Santosa (2018) shows that the use of role playing methods can increase students' self-confidence in focusing on social studies learning. Meanwhile, Rachman et al., (2019) researched that the application of role playing methods in thematic learning can increase students' self-confidence by using *role playing* which makes learning active and can hone students' self-confident abilities.

Gunung Jaya State Elementary School also has almost the same problem, namely the lack of self-confident character in its students. This can be seen when in class students do not dare to come forward to present their learning results. Students tend to make fun of each other among their friends rather than themselves appearing, in the end they feel embarrassed, and are afraid of being ridiculed, and lack self-confidence and worry about making mistakes when speaking. Even though speaking skills are very important, as stated by Guru et al., (2023) that good communication skills can convey ideas, thoughts and feelings that are easy to understand. Low speaking skills and self-confidence can cause students' low ability to solve problems (Damayanti et al., 2023). Therefore, this problem needs to be addressed, one of which is through theater learning. Theater learning will direct students to act out scenes according to the script that has been prepared. Apart from that, this learning can encourage students' creativity, activeness and self-confidence, both in class, school and in the environment where they live.

Different from previous studies, this research uses the Classroom Action Research method with a performance approach in theater learning in elementary schools to increase self-confident character, an innovation that combines art, character education and interdisciplinary learning. This approach provides students with rich and varied experiences, which not only enrich their knowledge but also strengthen their self-confidence in a variety of learning contexts. This research aims to describe the implementation of theater learning and identify how theater learning can improve the self-confident character of class III B students at Gunung Jaya State Elementary School.

Research methods

The method applied in this research is Classroom Action Research (CAR) with a performance approach in theater learning. This research model uses a design from Kemmis and McTaggart (1988) consisting of four stages, namely planning, implementation, observation and reflection. This classroom action research aims to solve real problems that occur in a class. The planning stage means planning changes, acting and observing the process and consequences of these changes. The implementation and observation stages were carried out simultaneously to facilitate research. This research takes place repeatedly and continuously (spiral), with the hope of improvement or achieving better results.

The research was conducted at Gunung Jaya State Elementary School with the research subjects being 30 students in class III B. The author first conducted field observations on April 22-25 2024, so that he understood the problems in the field. The time for conducting the research occurred from May to June 2024. In the process of implementing this learning, students were divided into five groups, each consisting of six people consisting of men and women. This research was carried out by the researcher himself, with the principal, teachers and colleagues acting as collaborators and observers.

The stages and instruments used in the research process include: 1) Pre-research stage, identifying schools and classes to be researched, submitting approval to the school, observing learning practices, identifying problems, conducting initial interviews, involving school principals and teachers, preparing instruments non-tests in the form of performance, namely theater scripts, preparing research proposals and seminar proposals; 2) At the action planning stage, the researcher prepared a lesson plan and performance instrument sheet in the form of a script adapted to theme II in thematic learning about the benefits of plants for human life. The researcher also explained the RPP and research instruments and expert validation sheets to the supervisor, tested the instruments in the pre-cycle and prepared documentation. 3) Researchers act as teachers and use lesson plans that have been prepared previously; 4) Observation stage, observing and assessing students' attitudes (process assessment) and the teacher's method of learning in the classroom according to the instruments that have been determined; 5) In the reflection stage, the researcher analyzes the results of observations during the learning process in the cycle and carries out tests to identify the learning outcomes of individual students.

The self-confidence indicators used are based on Ningsih & Warmi (2021) which include: 1) Belief in one's own abilities; (2) Act independently in making decisions; (3) Have a positive self-concept; and (4) Dare to express opinions. Each indicator is worth 25 points. Meanwhile, indicators in teacher observation are measured from initial activities, core activities, starting from mastery of material, systematic presentation, application of methods, use of media, performance, providing motivation and closing. Meanwhile, students' observations are measured from their appearance, during dialogue, acting independently in blocking during dialogue, being responsible for the chosen character, helping friends during practice, and having the courage to give opinions.

The research results were then analyzed using quantitative and qualitative methods. Quantitative data was obtained with the help of Microsoft Excel to calculate the results for each indicator. Meanwhile, quantitative methods are used to interpret the data that has been obtained. Students are declared complete if their total score reaches 70. Meanwhile, learning theater arts is considered capable of increasing self-confidence if 80% of students or more successfully enter the complete category. If the value of Cycle I and the percentage of completion do not meet the established integrity standards, then the research continues to Cycle II with different treatment so that completion can be achieved.

Results and Discussion

At the pre-cycle stage, assessments are carried out to measure students' level of self-confidence. This stage is an initial evaluation before the research begins. At this stage, students are given a script from a theme book and asked to carry out a simple dialogue without being given any treatment by the researcher. Students seemed confused when assigning roles because the number of dialogues was limited. Apart from that, they still seem embarrassed

when speaking and feel awkward appearing in front of the class. Pre-Cycle Results are presented in Table 1.

Table 1. Pre-Cycle Score

Confidence Indicator	Average Pre-Cycle Score
Indicator 1	57,7
Indicator 2	57,8
Indicator 3	60,1
Indicator 4	54,6
Average Total Score	57,7

Based on the analysis of Pre-Cycle data in Table 1, the average value of the four indicators is 57.7 , which is included in the poor category. This shows that many students do not meet the MCC scores. The lowest score obtained during *the pre-test* was 44, while the highest score was 71. At this stage, only 3 out of 30 class III B students managed to achieve the MCC score. The results from the Pre-Cycle are used as a reference for the Cycle I stage.

The theater script in Cycle I is used as a learning tool to increase students' self-confidence. One teaching strategy to increase students' interest is by presenting various different characters. The next action in Cycle I is to use dialogue that is easy for students to understand. At the first meeting, each group practiced reading the script, imagining, concentrating together and discussing to determine their respective roles. The meeting between the two teachers provides examples for practicing intonation, expressions and body movements which are then carried out with the group. In the third meeting, each group practiced performing scenes according to the script, including arranging positions to avoid *blocking* during dialogue and scene changes. In the fourth meeting, each group carries out a performance according to the sequence, using costumes and the necessary props.

The use of scripts as a learning tool to increase the enthusiasm of elementary school students in participating in the theater learning process, especially in the lower grades. Theater learning in elementary schools should be considered as educational theater arts, not just drama training (Gustiawan & Mayar, 2023). This is an initial introduction for students to performing arts that directly involves students. It can be concluded that the use of scripts (performances) in theater learning can train students' speaking skills and self-confidence, as well as develop self-confidence, creativity, cooperation and empathy.

Table 2. Cycle I Results

Description	Achievement
Maximum score	100
Minimum score	50
Highest score	85
Class average	71,8
Number of students who passed	17
Number of students who did not pass	13

Overall, Table 2 shows the results of the Cycle I values for each self-confidence indicator. Based on the results of the students in Cycle I of the first meeting, there were seven students who completed it, measured when the students were practicing theater. This number increased by four people compared to the pre-cycle. The small number of Class III B students who complete is caused by a lack of motivation. Many students are still passive and appear shy and

do not dare to express emotions through body movements. Apart from that, when singing and dancing, many students don't remember the lyrics of the songs being sung and there are lots of distracting sounds from outside.

At the second meeting, the number of students who successfully completed increased to nine. Students' motivation begins to increase, they begin to dare to express themselves with body movements and songs. The results of the third meeting were obtained with 12 students who completed it. The students looked enthusiastic and active when carrying out dialogue and making body movements. Self-confidence appears when you are able to adapt to the situation you are facing. This is in line with the opinion of Humaida et al., (2022) who also stated that growing self-confidence cannot be done in a short time, which is why each cycle consists of four meetings. The results of the fourth meeting were obtained with 17 students completing. At this stage, many students begin to believe in their own abilities and are able to express themselves when dialoguing and interacting with other characters. Other students show active involvement and have a positive self-view, although in general, the learning process is still controlled by the teacher.
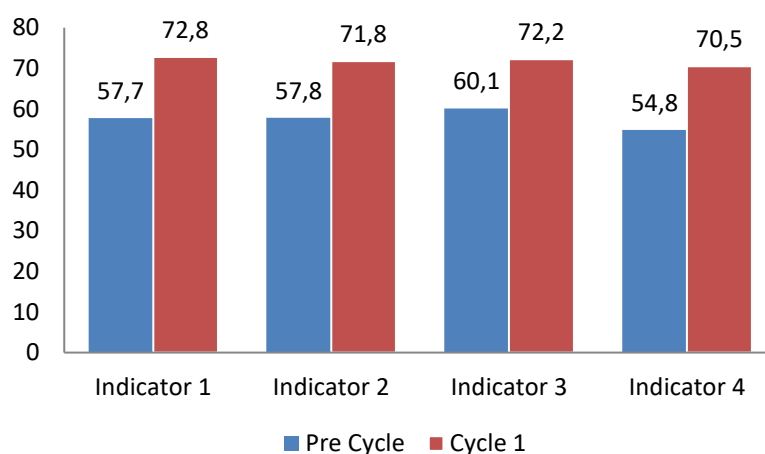

Figure 1. Research Results Pre-Cycle and Cycle I

Figure 1 shows a comparison of the average scores for each indicator during Pre-Cycle and Cycle I. Overall, there was an increase in students' scores from Pre-Cycle, where the initial average score was 50 and the highest ai score reached 85. In Cycle I, there were additional 14 students met the MCC, so of the total class III students, there were still 13 people who had not reached the MCC. The average class score in Cycle I was 71.8 which was included in the good category.

Table 3. Observation Results

No	Indicator	Cycle I
1	Teacher Observation	80
2	Student Observation	69.74

Even though there was an improvement in Cycle I, the results were not completely satisfactory because there were still students who had not achieved the minimum score. These findings are based on the results of observations made by researchers, as shown in Table 3. Teacher observations show an overall average score of 80, with good categories given to aspects such as initial learning activities, core activities, mastery of the material, way of presenting the material, application, methods, use of media, appearance and providing motivation to students. Meanwhile, observations of students produced an average score of 69.74, which shows the

adequate category in terms of student activities during learning. Therefore, it is important to understand students' learning styles so that teachers can adapt teaching methods to their needs and try to meet these learning needs (Zagoto et al., 2019).

The learning method applied by researchers in Cycle I is evaluated individually, where students will continue to learn, so that they have an attitude of confidence in their own abilities, act independently in making decisions, have a positive self-concept, and dare to express opinions (Lestari, dan Yudhanegara in Ningsih & Warmi, (2021). However, the method applied in Cycle I has many shortcomings because it is still focused on the teacher and requires follow-up to Cycle II. Cycle II applies different learning methods. Each meeting will require each group to wear live costumes and use props, to familiarize the players with the conditions when performing and in the fourth meeting there will be additional spectators from other classes.

At the first meeting of Cycle II, planning was carried out where at each meeting the students practiced wearing costumes, the implementation was carried out by the students wearing costumes at every meeting, so that students could see improvement every day. So that student activities are included in the good category. Each group works together to help other members practice expressions and remind each other if someone has forgotten. At the second meeting, the average percentage score remained in the good category and there was an (Purwani et al., 2020). Students who look active during learning, each group can communicate well, collaborate, are willing to work together to practice to appear unified. Therefore, theater education is very important to implement at elementary school age because it has a positive impact on students' spiritual and social attitudes. (Maiti & Bidinger, 2020).

At the third meeting, it was obtained that the average activity of students in the good category for each group looked active during dialogue without *blocking* , the students made body movements according to their roles and appeared unified when singing. At the fourth meeting, the average student activity was in the very good category, with each group showing good collaboration, appropriate body expressions when dialogue and singing as well as good intonation and dialogue. This is very influential in wearing costumes and the audience, the students look active and enthusiastic during the performance. In this way, theater learning is very influential in increasing students' creativity and confidence in learning. Confident character education can strengthen a positive attitude towards oneself so that one is able to face challenges more confidently in everyday life.

Learning theater arts in elementary school can improve the self-confident character of students who study it. Theater arts are also seen as education and not just drama (Gustiawan & Mayar, 2023). This can provide students with an initial introduction to the world of performing arts that involves students' creativity, and provides opportunities for students to express emotions, increase self-confidence, and hone social skills (Novriadi et al., 2023) . Through this theater learning, students learn to participate in preparation, rehearsal and performance with friends. This can also help students learn to appreciate each individual's contribution, resolve differences of opinion, and achieve common goals. This skill is very important in students' lives, where the ability to work in a team is needed (Arofi & Dewi, 2022). Therefore, teachers must design activities that support the learning methods to be taught.

Table 4. Cycle II Results

Description	Achievement
Maximum Score	100
Minimum Score	73
Highest score	90
Class average	81,6
Number of students who passed	30
Number of students who did not pass	-

Based on Table 4 regarding the overall scores in Cycle II, there is a significant increase in scores. The smallest score achieved in Cycle II was 73, which is included in the good category because the Minimum Completeness Criteria (MCC) in assessing theater learning is 70. The highest score obtained was 90, so that all 30 students had fulfilled the MCC, meaning that the students had completely completed it. The average class score obtained was 81.6 in the very good category, and the average indicator score in Cycle II was 82, also in the very good category. Thus, there is no need to continue to the next cycle because in Cycle II all students have fulfilled the MCC and shown significant improvement. The following is a diagram of the results from Pre-Cycle to Cycle II data.
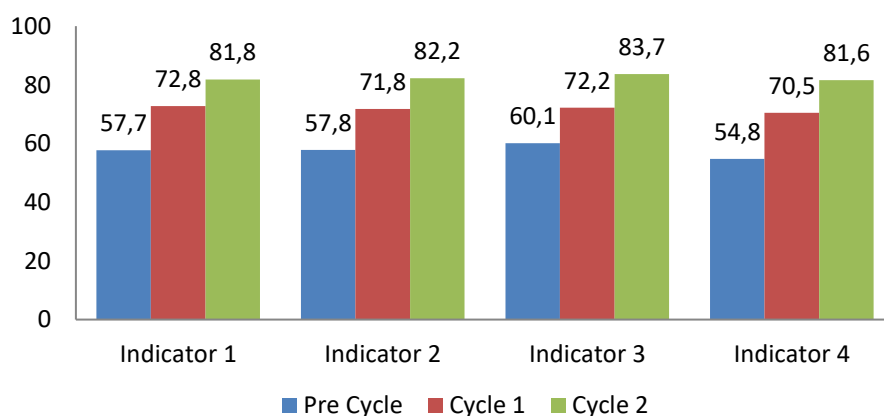

Figure 2. Indicator Score for Students' Self-Confidence

Based on data analysis of indicator values from pre-Cycle, Cycle I and Cycle II, there is a significant increase. Assessments from indicators 1 to indicator 4 show satisfactory results and are in accordance with the research objectives, namely increasing students' self-confidence through theater learning in elementary schools.

Table 5. Observation Results Cycle II

No	Indicator	Cycle I
1	Teacher Observation	88.21
2	Student Observation	80.31

This is in accordance with the results of observations made by researchers on teachers and students to ensure evidence and identify aspects that need to be improved, as shown in Table 5. In Cycle II, the average teacher observation score was 88.21, which is in the very good category. Both in terms of mastery of the material, how to present the material, application of methods, use of media, appearance, and providing motivation to students. Apart from that, researchers also observed students, who obtained an average score of 80.31, including the very good category, seen from activity, liveliness, appearance, *blocking adjustments* during dialogue, collaboration, responsibility, helping each other and courage to express opinions during the

training process. to the performance. The students looked very enthusiastic when the teacher explained material about theater learning, which was a new experience for them.

The students' response when the teacher explained about the new script that was distributed to the students was very enthusiastic and looked enthusiastic about getting the script. The students also felt happy because they had a new experience of learning while moving where several characters with different characters appeared in the script with songs and songs added dance movements. This has been proven to increase the self-confident character of students in elementary school. Character education which involves the development of moral values, positive attitude ethics and self-confidence is a great hope for students in facing the ever-developing era (Anisyah et al., 2023).

Therefore, teachers must provide education that can create a generation that is intellectually intelligent and has a positive and confident attitude. In this context, teachers are required to have learning methods that can develop students' character by providing examples of scenes and dances that make students enthusiastic about doing them. The role of teachers and students has a very big influence on the learning process. The lack of understanding in learning is caused by several factors, one of which is the minimal role of teachers during learning, at the elementary school level.(Yestiani & Zahwa, 2020)

The role of teachers is very important in learning, especially at the elementary school level. Teachers do not only provide verbal explanations because this does not involve students (Prawiyogi et al., 2022). Teachers must provide direct learning experiences by providing opportunities to discover self-concept (Rachman et al., 2019). In Cycle II, the method applied was different from Cycle I, where each group was required to wear costumes and use props at each meeting to familiarize themselves with the conditions when performing. Apart from that, at the fourth meeting, there will be additional spectators from other classes. This method has proven effective in increasing students' self-confident character through theater learning, which has a positive impact on their abilities in the classroom. After the performances in Cycle I and Cycle II, it was seen that students became more active in learning, socializing with friends and daring to appear in front of many people.

Conclusion

Based on this research, it can be concluded that theater learning in elementary schools can increase the self-confidence of class III B students as follows:

1. In the implementation of theater learning, students at the first meeting carry out activities such as reading scripts, sharpening their imagination, increasing concentration, and discussing to determine their respective roles. At the second meeting, the researcher who acted as a teacher gave examples of intonation, expression and body movement exercises which were then practiced with the group. The third meeting was filled with scene rehearsals according to the script, including arranging positions to avoid *blocking* during dialogue and scene changes. At the fourth meeting each group did;

2. Increasing the character of confidence with a performance approach has proven to be effective in increasing the character of students' self-confidence. This approach integrates art and character education which provides diverse experiences for students. Not only does it enrich knowledge, but it strengthens self-confidence in various learning situations in the classroom. Based on pre-cycle data, only 3 out of 30 students achieved scores above the MCC. In the first cycle, 17 out of 30 students or

around 56.5% showed an increase in self-confidence with an average score of 57.7, while teacher observations achieved an average score of 80 and student observations 69.74. In the second cycle the average value was 81.6. The results of teacher observations reached a score of 88.21, and student observations reached 80.31. It can be concluded that theater learning in elementary schools is effective in increasing students' self-confident character.

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