

The Effect of Puppet Storytelling to Self Confidence in Elementary School Student

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Abstract

This study aimed to see whether there is an influence of storytelling puppets on elementary school children's self-confidence. The method used is Pre-experimental design with pretest-posttest One Group Design. The sampling technique used in this research is purposive sampling informant searches under the criteria set by the researchers, the subject amounted to 304 people is a 5th and 6th-grade students from elementary schools in eight elementary schools scattered in Surakarta. The independent variable in this study is the media storytelling with puppets, while the dependent variable of this study is confidence. Then for the data collection method in this study using observation, the scale of confidence and documentation. Data analysis using SPSS 16 wherein the interpretation of the data obtained using test assumptions, hypothesis testing, and reliability. The results of this study showed no effect of media storytelling with puppets on the confidence of elementary school children. However, when seen from the results of observations made by researchers, data showed that the treatment of storytelling with puppets media can bring behavioral indicators that can be in the observation and these things that can not be served by other studies. The behavior of which is the subject feels up to the task, rarely asking friends but good results, do not care about the taunts, can speak fluently, coherently and systematically, identify strengths and weaknesses.

Keywords: Confidence, Students, Storytelling

INTRODUCTION

According to Law No.20 of 2003 Article 1 on National Education System is the Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, noble character, and skills needed him, society, nation, and state (SISDIKNAS, 2003).

While the definition of learners in the National Education Constitution Act No.20 of 2003 Article 1, paragraph 4 are community members who seek to develop themselves through the education process on track level and type of education (Desmita, 2017). Then, to achieve the educational goals of students need to have a confident attitude that he was able to develop the potential (self-actualization) in him and complete the developmental tasks appropriate to their age. Because learners have the potential to both physical and psychological characteristics. Thus, need to be given guidance and assistance which refers to the level of its development.

In times of adolescent development, one important aspect of personality is confidence (Walgito in Fitr, Zola, and Ifdil, 2018). On the other hand, teenagers who lack confidence will show such behavior, can not do much, there is always a doubt in running the task, did not dare to speak if not support, shut down, tend as much as possible to avoid the situation of communications, withdraw from the environment, a little involved in activities or groups, be aggressive, defensive and revenge are considered unfair treatment (Triningtyas, 2015; Rachmat, 2005; Gunarsa, 2004; Hurlock, 1991; in Fitr, Zola and Ifdil, 2018).

But it is not an easy matter to foster a sense of confidence in the primary school students, because there are still large shame in him, nervous with peers and teachers. This is supported by the fact, that there are still many Indonesian students who lack confidence. Students will feel nervous and tense when faced with the problem (Rohayati in Rosidin, Supriatna, and Budiman, 2019). Erikson said that to achieve good learning outcomes is needed a sense of confidence is also high on elementary school children (Rosidin, Supriatna, and Budiman, 2019).

Storytelling is one of the prose in the old Malay Literature was not true - true, the story deals with the environmental community and delivered orally passed down from one captivate the generations that the next (Anggriani, 2016). The benefits of storytelling which are to assist in the formation of personal, moral, and social, channeling need imagination and fantasy, spur verbal skills, and stimulate emotional intelligence (Musfiroh in Nufus, Filiani & Dimiyati, 2016).

To do a storytelling people who do it must have high confidence because he has to interact with the audience and told an animating role. Because if someone has low self-confidence then he will be incapable of bringing the story well.

Based on the phenomenon that exists, this study aimed to see if there is the influence of the media storytelling with puppets from the leaves of the confidence 6th-grade elementary school children.

RESEARCH METHODS

This study uses quantitative research with the pre-experiment approach and the design of One Group Pre-test Post-test Design. Pendektan Pre-experiment is the kind of research that has not yet implemented in earnest (Sugiyono, 2013). In this study, there was no control group so that there will be external variables that can influence to shape the dependent variable. Based on this design will know how effective storytelling affects the confidence of elementary school children. Therefore, the researchers gave the test early or pre-tests and a final test or post-test. Lines of inquiry used by researchers are as follows:



Picture 1. Flow Research

Information:

1. Pre-Test
Initial tests before treatment is given, measurements using a scale of confidence for ± 10 minutes,
2. Treatment
Treatment in the form of storytelling with puppets media of cassava leaves for ± 25 minutes.
3. Post-Test
The final test after the treatment is given, measurements using a scale of confidence for ± 10 minutes

The chronology of the research started from the provision of a pre-test using a scale of confidence for ± 10 minutes. Then go on treatment for ± 25 to begin the manufacture of puppets made from cassava leaves in the experimental group for ± 10 minutes, children were instructed to work out how to make puppets from leaves sinking as exemplified by the researcher. Researchers gave examples of how storytelling using puppets from cassava leaves in front of students. Then each child in the group was asked to tell a story with puppets that have been made for ± 15 minutes. During treatment lasts researchers conducted observations with reference to the observation sheet that contains behavioral indicators such as the subject was able to perform the task, rarely asking friends but good results, do not care about the taunts, can speak fluently, coherently and systematically, identify strengths and weaknesses, happy or cheerful facial expression when it managed to do something and bold move forward. The last stage is the provision of post-test confidence that the same scale with the pre-test, but the item number encrypted during ± 10 minutes.

The sampling technique used in this research is purposive sampling informant searches under the criteria set by the researchers. The number of subjects in this study were 304 students in eight elementary schools in Surakarta namely SD N 2 Blulukon, SD N Soropadan, SD N Karangasem, SD N 2 Gonilan, SD N 2 Pabelan, SD N Gajahan, SD N 1 Gonilan, and MIM Gonilan with a duration of approximately 1 hour in a day. The independent variable in this study is media storytelling with puppets. While the dependent variable of this study is confidence. Then for the data collection method in this study using observation, scale, and documentation.

Measuring instrument

The scale of measurement used in this study is the scale Confidence model Likert scale using some of the questions to measure the behavior of individuals to respond to the 5 point option on each of the questions is, strongly agree, agree, not deciding, disagree, and strongly disagree (Likert in Budiaji, 2013). Likert Scale used to measure attitudes, opinions, and perceptions of a person or group of people on social (Sugiyono, 2013). Besides, researchers adopted the scale of Ambarini Widjaya's thesis entitled The Relationship Between Confidence with Social Adjustment Class X In SMA Negeri 3 Bantul. Then we get the scale that has been through a validation stage with expert judgment. Expert Judgment is a condition in which the validity of the content can not be expressed numerically, but approval must go through the testing phase of the contents of measuring instruments agreed scored by a competent appraiser (Anwar, 2009). In this study, the instrument was reconstructed based on the aspects to be measured and subsequently consulted with experts in the field so that the scale can be used for elementary school children. The expert is Dr. Dra. Wiwien Dinar Pratisti, M.Si., Psychologist as lecturers in this study.

Data Analysis

After all the data is collected, the data were analyzed using SPSS version 16 wherein the interpretation of the data obtained using the assumption in the form of normality and homogeneity test, with significance in terms of normality test $p > 0.05$ and homogeneity of $p > 0.05$. Test the hypothesis using parametric if data is normal and homogeneous, but if one of the data is not normal or not homogeneous use nonparametric with the terms of significance ≤ 0.05 . This research can be said to be influential if H_a H_o accepted and rejected, and vice versa if this study did not affect then H_o is accepted and H_a rejected.

RESULTS AND DISCUSSION

Data Analysis Results

Based on the results of data analysis using SPSS 16, normality seen from Table Test of normality to the Kolmogorov-Smirnov column and on the tables Test of homogeneity of variance.

Table 1. Test results of normality and homogeneity

Test Of normality							
CONFIDENCE	PRE POST	Kolmogorov-Smirnov			Shapiro-Wilk		
		statistics	df	Sig.	statistics	df	Sig.
	PRE		.119	167	.000	.958	167
POST		.081	167	.000	.958	167	.011

a. Significance Lilliefors Correction

Test Of homogeneity of variance					
		Levene Statistic	DF1	DF2	Sig.
CONFIDENCE	Based on Mean	9976	1	332	.002
	Based on Median	9688	1	332	.002
	Based on median and with adjusted df	9688	1	314 334	.002
	Based on the trimmed mean	10 304	1	332	.001

From the results of significant (Sig.) Of 0.000 ($p > 0.05$), so the data is not normal can be seen that the homogeneity that is not homogeneous can be seen from the results of a significant (Sig.) In the column Based on Mean of 0.002 ($p > 0, 05$), because the data is not normal and is not homogeneous, so the significance of using non-parametric testing.

Table 2. The results Calculation Mann-Whitney U test

Ranks				
	PR ...	N	mean Rank	Sum of Ranks
CONFIDENCE	PRE	167	169.09	28238.00
	POST	167	165.91	27707.00
	Total	334		

Test Statistics	
	CONFIDENCE
Mann-Whitney U	13679.000
Wilcoxon W	27707.000
Z	-.303
Asymp. Sig. (2-tailed)	.762

a. Grouping Variable: PRE POST

Hypothesis testing using the Mann-Whitney U can be seen that the significance level Asymp. Sig (2-Tailed) of 0.762 ($p < 0.05$) showed that storytelling does not affect the self-esteem enhancement in 6th grade.

Observations

Based on observations on the SD N Bluluk, data showed that three students feel able to do the task with the initials RLAE, APA and ARA, whereas for behavioral rarely asked but good results are the students with the initials RDC, JSS, and ARA. Behavior does not care about the taunts JSS initials appear on the subject and the RKP. To conduct can speak fluently, coherently and systematically initials RDC appears on the subject. On the behavior of the advantages and disadvantages can arise at 8 students initials RDC, DPNA, ERW, AYR, DWS, RP, APA, and NWP. Behavior facial expression happy/cheerful when it managed to do something to appear as much as 3 students initials ESEA, DWS, APA.

Furthermore, the observation on the SD N Soropadan, data showed that the behavior was able to perform tasks that appear in the subject initials ARDP, SMAA, US, and NAMN. To conduct rarely asked but the results are good friends not appear in all subjects. Subsequent behavior, that does not care about the taunts initials appear on the subject SMAA, US, and ARDP. Furthermore, to be able to speak fluently behavior, coherently and systematically appear only on one subject, that subject SMAA initials. Behavior identifies strengths and weaknesses berinisialANM appear on the subject. Behavioral expression happy/cheerful when it succeeded in doing something that initials appear on the subject of US and NAMN. Other behaviors that emerged in these observations are a bold step forward, whose initials appear on the subject of DHS, SMAA, ANM.

The results of observations on SDN Karangasem, data showed that two students feel able to do the work that appears in the subject of the initials AMP and NFP. To conduct does not matter against taunts and recognize the advantages and disadvantages appear only on the subject of the initials AMP. As for the behavior rarely asked his friend but good results can speak fluently, coherently and systematically and behavior facial expressions happy/cheerful when it managed to do something does not appear at all.

The results of the observations on the SD N 2 Gonilan, there is one student with the initials ABS feel able to do the task. At behavior rarely asked his friend but good results did not appear. Behavior does not care about the taunts and can speak fluently, coherently and systematically appear only on the subject of the initials ANP. In recognizing the advantages and disadvantages of behavior emerge on the subject initials ABS, ANP, and ASA. Perlaku facial expression happy/cheerful when it succeeded in doing something appeared on the subject AAS, IHZ, ABS, ANR, CKP, VRD, ANS, ANP, ASA, MM, RNA, JZA, RMI, AHMI, ABP, IM, BIK, AAK, GAW, DWA.

The results of observations on the SD N 2 Pabelan, emerging behavior could feel the task in subjects with initials MHS, KDP, RA, RHZ, CCI, OVAN and SACN. The behavior is rarely asked his friend but good results did not appear. Behavior does not care about the taunts appeared on the subject with the initials RHZ. Behavior can speak fluently, coherently and systematically with the initials appeared on the subject and SACN RHZ. In recognizing the advantages and disadvantages of behavior does not appear. Behavior facial expression happy/cheerful when it succeeded in doing something just to appear on the subject with the initials AIN. Other behavior that appears easy to talk to and a lot of moves appears in the subject with the initials SBPA, a lot of moving and not easily calm appeared on the subject with the initials MRA, boisterous behavior and walk around appear on the subject with the initials NHS,

The results of observations on the SD N Gajahan, emerging behaviors feel could do the work on the subject by the initials SB, SAW, FLTD, and NSM. The behavior is rarely asked his friend but good results appear on the subject with the initials ECA, SB, SAW, and NSM. Behavior does not care about the taunts who appeared on the subject of the initials A, NKD, SAW, NSM and

RM. Behavior can speak fluently, coherently and systematically initials appear on the subject NKD, SB, SAW, FTLD and NSM. Behavior recognize the advantages and disadvantages initials appear on the subject NKD, SAW, FTLD, NSM, and RM. Behavioral expression happy/cheerful when it succeeded in doing something that the initials appeared on the subject SAW, FTLD, NSM, and RM. Appears another behavior that is going to tell the future are subject initials appear at NKD and FTLD.

The results of observations of the SD N 1 Gonilan, appeared Behavior feel can do the work on the subject by the initials A, ARD, FAFU, and HMS. The behavior is rarely asked his friend but a good result by the initials appeared on the subject of the ISO, ARD, AAS, ISN, and SU. Behavior does not care about the taunt's initials appear on the subject ARD, FAFU, HMS, HIS, and AAS. Behavior can speak fluently, coherently and systematically initials appear on the subject of HNA, HNS, HIS, and AAS. Behavior can recognize the advantages and disadvantages appear on the subject with the initials ARD, HNS, HIS, and AAS. Behavioral expression happy/cheerful when it managed to do something with the initials appeared on the subject VIY, HNA, FAFU, STY, HNS, HIS, and AAS. Other behavior that appears to move forward initials appearing on the subject ARD, FAFU, HIS, and AAS.

At MIM Gonilan, emerging behavior could feel the task in subjects with initials HEMR, APCF, IEM, RH. Perliku rarely asked but good results appear on subject A, MFAA, E. Behavior does not care about the taunts appeared on the subject with the initials FR and MAS. Behavior can speak fluently, coherently and systematically appear on the subject with the initials FR, MSP, TN, and BCV. Behavior recognizes the advantages and disadvantages appear on the subject HEMR initials, FR, MSP, TN, NAS, BCV, ARR and MFP. Behavioral expression happy/cheerful when it succeeded in doing something KKZ initials appear on the subject, APCF, IEM, RH, A, NAS, and BCV.

Discussion

Komara (2016) revealed the factors that influence self-confidence are internal factors and external factors. Internal factors include one's self-concept, namely an individual's awareness of the circumstances which has a major influence in determining his behavior. This self-concept is formed based on the perspective of an attitude towards someone and based on experience of the family environment. This confidence will arise and develop by the awareness of beliefs and the ability to accept and understand others as mutually supportive interactions, both family or in relationships with the social environment. In this case self-confidence will arise based based on cognition or perception of a thing, which can be changed if there are examples or role models in raising confidence. So, why this research is inadequate to provide self-confidence in children due to the absence of modeling in raising confidence, researchers only provide facilities in doing storytelling.

Based on Hypothesis Testing Table 2 Calculation results using the Mann Whitney U, can be seen there is a decrease of the mean pre-test to post-test that is not too significantly, 169.09 to 165.91, this is because the pre-test and post-test are at the same range, thus it can be said that the interventions provided to students are not strong enough to bring all the behavioral indicators of confidence. Among the behaviors that appear are the subject was able to perform the task, rarely asking friends but good results, do not care about the taunts, can speak fluently, coherently and systematically, identify strengths and weaknesses, facial expression happy or cheerful when it succeeded in doing something and courage to move forward. Thus, this study is said to be normal if not statistically significant. Additionally, in making the subject, researchers have limitations on

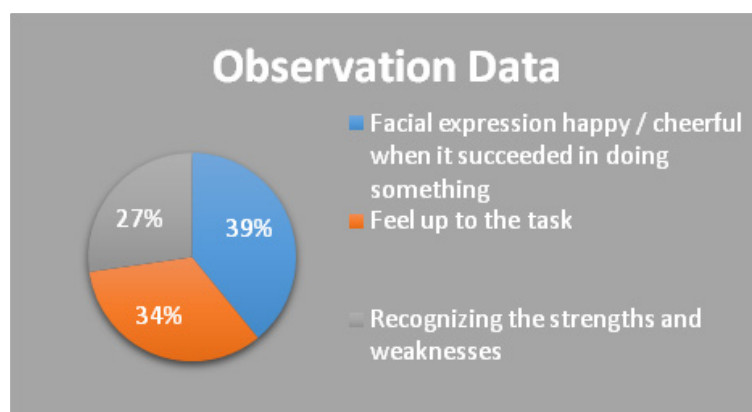
the absence of choice of subject or random sampling as well as the study of the subject factor when post-test carried out not long after the pre-test and in this study is also no control group. However, the treatment given can bring some confidence behavioral indicators such as the table below:

Table 3, Behavior Indicators Confidence

No.	Behavior that appears	amount	Percentage (%)
1	Feel up to the task	37	22%
2	Rarely asked his friend but good results	15	9%
3	Do not care about the taunts	22	13%
4	Can speak fluently, coherently and systematically	17	10%
5	Recognizing the strengths and weaknesses	30	17%
6	Facial expression happy/cheerful when it succeeded in doing something	43	25%
7	Come forward	7	4%

Based on the qualitative data we have obtained from observations of students in eight elementary schools during the treatment took place, indicate certain behaviors that have been set based on the research aspects of the variable confidence. Most emerging behavior is happy or cheerful facial expression which when managed to do something as many as 43 students Subsequently, a second behavior that often arises is feeling up to the task as many as 37 students, the behavior of the advantages and disadvantages appear to recognize as many as 30 students. On the behavior is not concerned about the taunts who appeared as many as 22 students. Then in behavior can speak fluently, coherently and systematically emerge as many as 17 students. The behavior is rarely asked but the results are good friends appear as many as 15 people with percent. Last, come forward behavior appears as many as 7 students. Despite the statistics showed no significant results, but this proves that as long as the treatment lasts there are behaviors that have not been ably dictated by existing statistics.

From the above data we can take some of the behaviors that often arise during the treatment media storytelling with puppets take place, as follows:



Pie Chart 1. Behaviors often appear

Based on the above diagram, we can see that most emerging behavior is happy facial expression / cheerful when it managed to do something with a percentage of 25%. The second behavior that often arises is the behavior feel can perform a task with a percentage of 22%. Last behavior that often arises is to identify the advantages and disadvantages of 17%.

In fact, there are still many Indonesian students who lack confidence. Students will feel nervous and tense when faced with the problem (Rohayati in Rosidin, Supriatna, and Budiman, 2019). While in this study the treatment given by the investigators as not to burden the subject so that they can bring confidence indicator behavior. Accordingly, the research we have done to support previous research conducted by Delfia Ikhlasyiah Rahman, Nurdinah Hanifah, and Maulana in 2016 with the title of Use Methods Role-Playing Technique Storytelling to Improve Comprehension and Character Confident in Creative Diversity Ethnic Groups and Culture in Indonesia, which revealed that the technique of storytelling influential in building confidence significantly. The support we provide is if in this study we were able to bring confidence indicator behavior that can be observed and not in previous research.

CONCLUSIONS AND SUGGESTIONS

Based on the results of research and hypothesis testing that has been done, it can be seen that there is no influence of the media storytelling with puppets from cassava leaves to the confidence of the 6th-grade elementary school children significantly. However, when seen from the results of observations conducted by researchers, data showed that the treatment of storytelling with puppets media can bring behavioral indicators that can be in the observation and these things that can not be served by other studies.

In research Furthermore, researchers are expected to be more selective in elections subject to consideration of the categorization of variables, in this case, include low category, sufficient and high confidence. Then, researchers should pay more attention to the subject and include a randomized control group for comparison.

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