

THE EFFECTIVENESS OF CLASSICAL GUIDANCE THROUGH CINEMATHERAPY TECHNIQUES TO INCREASE SELF-CONFIDENCE OF STUDENTS IN CLASS VIII OF SMP NEGERI 1 SAMARINDA IN THE ACADEMIC YEAR 2024/2025

The Effectiveness of Classical Guidance Through Cinematherapy Techniques to Increase Self-Confidence of Class VIII Students of SMP Negeri 1 Samarinda in the 2024/2025 Academic Year

Ma'shum Sasmito Jati ^{1a} (*) Yasintha Sari Pratiwi ^{2b} Muhaimin Abdillah ^{3c}

Faculty of Guidance and Counseling, Mulawarman University, Samarinda

^a maksumsasmito123@gmail.com

^b yasintha@fkip.unmul.ac.id

(*) Corresponding Author
0812 2996 650

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Abstract

The purpose of this study was to determine the effectiveness of classical guidance through cinematherapy techniques on students' self-confidence. This type of research is quantitative by using experimental research method with the research design used is pre-experimental design with one group pretest-posttest design type. The instrument used in this study was a self-confidence scale with a Likert model. The population in this study were all 8th grade students of SMP Negeri 1 Samarinda. The sample used was 30 students with a sampling technique in the form of purposive sampling. The data analysis technique used was parametric statistics paired t test. Classical guidance services cinematherapy technique was carried out as many as 4 meetings. The results showed that the tcount value was greater than the ttable value, so it could be concluded that Ha was accepted and H0 was rejected. The pretest average score is 91.7 and the posttest average score is 113.5 so that classical guidance through cinematherapy techniques is effective for increasing student confidence. Classical guidance through cinematherapy technique can be one of the strategies to increase students' self-confidence.

INTRODUCTION

Adolescence is marked by physical and psychological changes that begin with physiological changes such as emotional irritability, turbulence, and anger. These changes sometimes make teenagers feel dissatisfied with their condition and often cause teenagers to experience a state of lack of self-confidence according to Hurlock. for that in the process of maturity, teenagers face various challenges and try to get through them. Psychologically, if teenagers who are less confident in themselves feel that their attitudes, behaviors, and achievements are not enough to fulfill their developmental roles, they will experience feelings of inferiority, which in turn will lead to low levels of self-confidence (Sukmawati, 2023) .

Self-confidence is a very important aspect for individuals to be able to develop their abilities. If an individual has good self-confidence, then the individual will be able to develop their abilities optimally. However, if the individual has low self-confidence, then the individual tends to be withdrawn, easily frustrated when facing difficulties, awkward in dealing with people, and has difficulty accepting the reality of themselves. (Aristiani, 2016) . With confidence when going in front of the class, it can increase students' courage in answering questions. In addition, it can improve

good communication, have assertiveness, have good self-appearance, and be able to control feelings.

In the field, there are still many students who have low levels of self-confidence, this can be indicated by: students who still lack the skills to interact with their peers, do not have the courage to express their opinions, many students often cheat, and do not have confidence in their potential (Widiyanti et al., 2023). The impact of low self-confidence can appear, among others, such as feelings of complaining easily, feelings of despair and feeling like they have failed (Silvia et al., 2022). As with the discovery of various problems covering various fields and one of them is the personal field related to the problems of students who have low self-confidence.

Based on the results of a preliminary study conducted by researchers on September 14, 2023 through a needs assessment in the form of a Problem Revealing Tool (AUM). The AUM that researchers have distributed to class VIII-J at SMP Negeri 1 Samarinda contains items that indicate problems related to self-confidence, namely item number 088, namely low self-esteem or lack of self-confidence as many as 14 out of 30 students.

Classical guidance services are one of the basic guidance services designed by counselors to make direct contact with students on a scheduled basis, in the form of class discussion activities, questions and answers, and direct practice that can make students active and creative in participating in the activities provided according to (Rosidah, 2017). Classical guidance can help students adjust, make decisions for their own lives, be able to adapt in their groups, be able to increase self-confidence, self-concept, and be able to receive support and provide support to their friends.

Classical guidance as a strategy in BK services, The purpose of classical guidance is to provide assistance to students in achieving independence, helping to develop themselves completely and optimally in terms of personal, social, learning, and career by achieving balance in thoughts, feelings, and behavior (Widiyanti et al., 2023). Classical guidance services are not teaching activities or delivering subject matter as subjects designed in the education curriculum in schools, but rather designing an activity that utilizes group dynamics that can foster independent competencies to achieve optimal development in the fields of learning, personal, social and career.

One of the techniques that can be used in classical guidance is the cinematherapy technique. According to (Khoiriyati & Amalia, 2019) cinematherapy is a method of using films to give a positive effect on clients. Problems that can be overcome using cinematherapy are motivation, relationships, depression, self-confidence, and so on. However, it does not include acute mental disorders. When watching a film, individuals feel like they are experiencing for themselves what the characters in the story feel. Through the symbols that are usually in the film, the subconscious then tries to communicate with the conscious mind. Although films are used as a therapeutic medium, they do not actually solve previous problems, but on the other hand, films help individuals to understand previously unsolved problems that may have influenced their perspective on life.

Kartikasari (2015:6) stated that the cinematherapy technique is one of the solutions that is considered to be able to help increase students' self-confidence, because classical guidance using the cinematherapy technique is a type of guidance and counseling service by providing or showing films that can inspire students which can ultimately increase their self-confidence. Aufar (2021:5) stated that film media is a fun learning medium because students will be more interested in using audio-visual media in learning. Films are used as a learning medium for students because films can show a real picture of a problem. Cinematherapy techniques can be an alternative that can be used to increase students' self-confidence. This is supported by the opinion of Hadriani (2019:9) who stated that cinematherapy has a great influence on students' self-confidence, because cinematherapy is a technique for growing a person's self-confidence by using films to have a positive influence in increasing self-confidence.

The research to be studied is supported by previous or relevant research, namely research from Mella Rahmadani in 2020 entitled "The Effect of Classical Guidance with

Cinematherapy Techniques on Increasing Self-Confidence of Class VII Students of SMPN 3 Pariangan" where the results of the relevant research show that self-confidence can be increased by using classical guidance services through cinematherapy techniques for students. different from other research by Nujwari Palupi et al., in 2019 entitled "The Effectiveness of Using Guidance and Counseling Media in Classical Guidance Services to Increase Self-Confidence of Class VIII Students of SMP Stella Matutina Salatiga in the 2018/2019 Academic Year", where the results of the study showed that self-confidence could not be increased significantly. Therefore, the author wants to prove from these two relevant studies at once to determine the effectiveness of classical guidance through cinematherapy techniques to increase student self-confidence.

Based on the description above, the writing of this journal is focused on the effectiveness of classical guidance through cinematherapy techniques to increase students' self-confidence. Then there are questions that must be answered in this journal, namely how effective is classical guidance through cinematherapy techniques to increase students' self-confidence.

METHOD

This type of research is quantitative using experimental research methods. Experimental methods are used to determine the influence/effectiveness of independent variables (Classical Guidance Cinematherapy Technique) on dependent variables (Self-Confidence). The research design used is *pre-experimental with one group pretest-posttest design type*. This design measures variables twice before and after treatment is given to one experimental group, so that the results of the treatment can be known more accurately (Sugiyono, 2021). The pretest and posttest results are then compared to determine the effectiveness of the treatment, because there is a comparison between the initial and final conditions after the treatment is given. This research design can be seen in the following table.

Pre-test	Treatment	Post-test
O1	X	O2

Table 1. One group pretest-posttest
 Source: (Sugiyono, 2021)

Information :
 O1: Value before treatment
 O2 : Value after treatment
 X : Treatment

This study used class VIII consisting of 30 students as the population. The sampling technique used was purposive sampling, which means sampling based on certain considerations. The sample of this study was class VIII H consisting of 30 students, who would be used as an experimental group for the provision of classical guidance services through cinematherapy techniques to increase self-confidence.

This study uses a data collection technique in the form of a self-confidence scale. The measurement technique used is pretest and posttest. The pretest is conducted with the aim of measuring the initial condition of students before being given treatment, while the posttest is conducted to measure the final condition of students after being given treatment. The initial test is conducted before the treatment is given and the final test is conducted after the students are given treatment. The final test aims to determine whether there is an increase or decrease in self-confidence before and after the provision of treatment in the form of classical guidance services using cinematherapy techniques.

This study uses a Likert scale which is used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena (Sugiyono, 2021). The Likert scale used consists of 4 points, namely very often (SS), often (S), rarely (JR), never (TP). The validity test was carried out before the pretest and posttest were given. This test aims to measure the validity of the instrument. The instrument is declared valid if the significance value is greater

than a (0.05). All valid data are tested for reliability to determine the consistency of the measurement results. The instrument is reliable if the reliability coefficient value r alpha is more than r table.

RESULTS AND DISCUSSION

The Effectiveness of Classical Guidance Through Cinematherapy Techniques to Increase Self-Confidence of Class VIII Students of SMP Negeri 1 Samarinda in the 2024/2025 Academic Year

This research was conducted at SMP Negeri 1 Samarinda, located at Jalan Drs. H. Anang Hasyim, Samarinda City. The purpose of this study was to determine the effectiveness of classical guidance through cinematherapy techniques to increase the self-confidence of grade VIII students of SMP Negeri 1 Samarinda. The research was conducted with 7 meetings, which began with an initial measurement (pretest) then treatment was carried out in the form of classical guidance services using cinematherapy techniques for 4 meetings with each topic covering self-confidence, the importance of being an optimistic person, being an objective person, and being a responsible and rational person. the next meeting is the final measurement (posttest) and termination followed by evaluation and follow-up to students.

The analysis of the effectiveness of classical guidance through cinematherapy techniques to increase the self-confidence of class VIII students of SMP Negeri 1 Samarinda in the 2024/2025 academic year was carried out using a normality test to determine whether the sample data was normally distributed. After that, a hypothesis test (T-test) was carried out to determine the influence of each variable partially. Statistical analysis using SPSS version 22.

Table 2. Normality Test Results

	Kolmogorov-Smirnov			Shapiro Wilk		
	Statistics	Df	Sig.	Statistics	df.	Sig.
Pretest Results	.111	30	.200	.978	30	.766
Posttest Results	.117	30	.200	.959	30	.288

Based on the table above, it can be seen that both pretest data in this study have a sig value > 0.05 . Pretest data has a significance value of 0.766 and posttest data has a significance value of 0.288. Thus, it can be concluded that all data are normally distributed or meet the assumption of normality.

Table 3. T-Test Results

	Mean	Std. deviation	Paired differences		T	Df	Sig.(2-tailed)	
			Std.error mean	95% confidence interval of the difference				
				Lower				Upper
Pretest-posttest	-21,800	14,080	2,571	-27,057	-16,543	-8,481	29	.000

Based on the table above, it can be seen that the t value is -8.481 with a significance of 0.000 which means $0.000 < 0.05$. The significance value < 0.05 so that it can be concluded that H_a is accepted and H_0 is rejected, So it can be concluded that there is a difference in self-confidence before and after the provision of treatment through classical guidance services using cinematherapy techniques.

Table 4. Comparison Values of Pretest and Posttest

Pretest	Posttest
91.7	113.5

Based on the results of the pretest calculation of 30 students, it is known that the average pretest score is 97.7 and after being given classical guidance treatment using cinematherapy techniques for 4 meetings, the average posttest score of students increased to 113.5. Classical guidance services through cinematherapy techniques provide an effective influence in increasing students' self-confidence, which is indicated by students understanding self-confidence, the benefits of self-confidence, and the steps to becoming confident students. This can be seen from the results of LKPD and process evaluation in each service.

Table 5. Comparison of Self-Confidence Aspects from Pretest and Posttest Results

Aspect	Pretest Results	Percent	Posttest Results	Percent
Self-confidence	745	51%	952	66%
Optimistic	548	57%	672	70%
Objective	508	60%	631	75%
Responsible	581	61%	666	69%
Rational	364	51%	472	66%

Based on the results of the pretest and posttest, the self-confidence aspect increased overall after being given treatment. This can be seen from the results of the pretest and posttest which showed that the self-confidence aspect increased from 51 percent to 66 percent, the optimistic aspect from 57 percent to 70 percent, the objective aspect from 60 percent to 75 percent, the responsible aspect from 61 percent to 69 percent, the rational aspect from 51 percent to 66 percent. The objective aspect became the aspect that increased most significantly with an increase of 15 percent.

Discussion

Based on the results of the research that has been carried out, it can be seen that classical guidance services with cinematherapy techniques are effective in increasing students' self-confidence. This can be seen based on the results of the pretest and posttest of the self-confidence scale that has been distributed and changes in students as seen through the results of the student worksheets (LKPD) that have been filled in. Based on the results of the distribution of the pretest conducted on class VIII H students of SMP Negeri 1 in the 2024/2025 academic year with a total of 30 students, it was found that 6 students were included in the category of having low self-confidence, while 24 other students were in the category of having moderate self-confidence.

Based on the results of the data, if students' low self-confidence is left unchecked, it will hinder students' development in achieving optimal development. This is in line with the opinion of (Tresna et al., 2022) which states that low levels of self-confidence are indicated by students who do not yet have the ability to interact, do not have the courage to express their opinions and many students often cheat on assignments or exams because they do not yet have confidence in their abilities.

Referring to the problem, the researcher conducted a study in the form of classical guidance services through cinematherapy techniques for 4 meetings with topics in accordance with aspects of self-confidence including belief in one's own abilities, optimistic, objective, responsible and rational. After being given treatment, a final understanding was carried out in the form of a post-test which aims to determine the level of student self-confidence. After being given treatment in the form of classical guidance with cinematherapy techniques. the pre-test and post-test results were known. The pre-test results from class VIII H which were the research samples showed an average value of 91.7 before being given treatment in the form of classical guidance services through cinematherapy techniques and after being given treatment, the post-test measurement was carried out again showing an average value of 113.5 post-test. Then based on the hypothesis test that had been carried out in the t-test analysis, the sig. value was obtained. (2-tailed) obtained a result of 0.000. which means $0.000 < 0.05$, then according to the basis for making decisions using

the Paired Sample Test, it can be concluded that there is a difference in the average value between the pre-test and post-test values, which means that classical guidance services through cinematherapy techniques are effective in increasing students' self-confidence.

Classical guidance services through cinematherapy techniques can increase self-confidence because classical guidance can help students adjust, be able to make decisions, and be able to increase self-confidence, especially since the nature of classical guidance is prevention, providing understanding and development to students in personal and social aspects. This is reinforced by Yulianingsih (2023:5) classical guidance as a strategy in BK services aims to launch service activities that develop students' potential or achieve their development tasks (concerning physical, emotional, intellectual, social and moral spiritual aspects) so that they can achieve educational goals, coupled with the existence of cinematherapy techniques, students are more interested in participating in the service delivery process because film media is a fun learning medium for students so that it can inspire students to increase self-confidence. This is in line with what Aufar (2021:5) said, stating that film media is a fun learning medium, because students will be more interested if they use audio-visual media in learning.

The results of this study are in line with the opinion of Kartikasari (2015:6) who stated that guidance through cinematherapy techniques is one solution that is considered to be able to help increase students' self-confidence, because classical guidance using cinematherapy techniques is one type of guidance and counseling service by providing or showing films that can inspire students which can ultimately increase self-confidence. Strengthened by Hadriani (2019:9) who stated that cinematherapy has a great influence on students' self-confidence, because cinematherapy is one technique for growing a person's self-confidence by using films to have a positive influence in increasing self-confidence.

CLOSING

Based on the results of the research that has been conducted regarding the effectiveness of classical guidance through *cinematherapy techniques* to increase the self-confidence of class VIII students of SMP Negeri 1 Samarinda in the 2024/2025 academic year, the researcher draws the following conclusions: The implementation of the research at SMP Negeri 1 Samarinda was carried out in 7 meetings, namely starting with the provision of a pretest, then providing treatment through classical guidance services using *cinematherapy techniques* for 4 meetings and then ending with a posttest followed by termination and follow-up. Based on the results of data analysis and discussion of the research that has been carried out, it can be concluded that classical guidance services through cinematherapy techniques are effective in increasing students' self-confidence, which is proven through hypothesis testing that H_0 is accepted and H_a is rejected and there is an increase in the score results between the pretest and posttest.

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