

EFFECTIVENESS OF ENGINEERING GROUP GUIDANCE SERVICES CINEMA THERAPY TO INCREASE SELF-CONFIDENCE FOR MADRASAH STUDENTS

Afghan Bai Asy Ary Rambe, Ade Chita Putri Harahap²

Islamic Education Guidance and Counseling Study Program, Faculty of Tarbiyah and Teacher Training, North Sumatra State Islamic University

¹e-mail: afghan0303203007@uinsu.ac.id

Submitted
2024-05-08

Accepted
2024-06-30

Published
2024-07-02



Abstract

One of the functions of group guidance services is to train group members' self-confidence, supported by the use of cinema therapy techniques in using film media, it can have a positive effect on clients in increasing their understanding of something, including self-confidence. This research aims to determine the effectiveness of group guidance services using cinema therapy techniques in improving the self-confidence of Madrasah students. The research method used was quantitative with a pre-experiment design of a one-group pretest and a post-test design. The population in this study were all 7th-grade students at MTs. S P.P. Amiruddiniyah had as many as 132 people, with a sample of 10 students who had low self-confidence. Data was collected using a non-test instrument in the form of a self-confidence scale. Data analysis was carried out using the Wilcoxon Signed Ranks Test. The research results show that the significance value of asymp. Sig(2-tailed) ≤ 0.05 , namely 0.005. Thus, it can be concluded that group guidance services using cinema therapy techniques are effective in increasing students' self-confidence.

Keywords: group guidance; cinema therapy; self-confidence

Abstrak

Layanan bimbingan kelompok memiliki fungsi salah satunya adalah melatih rasa kepercayaan diri anggota kelompok, dengan didukung penggunaan teknik *cinema therapy* dalam menggunakan media *film* dapat memberikan efek positif pada klien dalam menambah pemahaman mengenai sesuatu termasuk kepercayaan diri. Penelitian ini bertujuan untuk mengetahui efektivitas layanan bimbingan kelompok dengan menggunakan teknik *cinema therapy* dalam meningkatkan kepercayaan diri siswa Madrasah. Metode penelitian yang digunakan adalah kuantitatif dengan rancangan *pre-experiment* dengan desain *one group pretest posttest*. Populasi pada penelitian ini adalah seluruh siswa kelas 7 di MTs. S P.P. Amiruddiniyah sebanyak 132 orang, dengan sampel 10 siswa yang memiliki kepercayaan diri rendah. Data dikumpulkan melalui penggunaan instrumen *non-tes* berupa skala kepercayaan diri. Analisis data dilakukan menggunakan uji *Wilcoxon Signed Ranks Test*. Hasil penelitian menunjukkan bahwa nilai *signifikansi asymp. Sig(2-tailed)* \leq dari 0,05, yaitu sebesar 0,005. Dengan demikian, dapat disimpulkan bahwa layanan bimbingan kelompok dengan teknik *cinema therapy* efektif dalam meningkatkan kepercayaan diri siswa.

Kata kunci: bimbingan kelompok; *cinema therapy*; kepercayaan diri



INTRODUCTION

Lack of self-confidence is a problem that often arises in students, especially for new students, it often becomes a problem in terms of lack of self-confidence experienced due to a lack of understanding about themselves and not yet fully understanding the new environment they live in, even a lack of self-confidence. This is also experienced by old students. This is in accordance with Yulianti & Bulkani's research above regarding factors that influence a person's self-confidence. Lauster.P dalam (Ghufron & Risnawati, 2022) explains that there are several aspects of positive self-confidence, including belief in one's own abilities, optimism, the ability to be objective, and act responsibly, as well as the ability to think rationally & realistically.

This includes a strong belief in an individual's ability and potential to achieve goals and overcome challenges, independence in decision-making, the ability to make own decisions without being influenced too much by other people's opinions or opinions, having a positive self-concept shows that you have a good assessment of yourself, by seeing yourself positively and recognizing your values and strengths, not being afraid to express your opinion: This includes having a courageous attitude to express thoughts, opinions, or ideas without feeling afraid or burdened by other people's opinions (Arum et al., 2022).

Self-confidence is an aspect that every person or individual must have. This certainty allows individuals to take action without experiencing undue anxiety and feel unhindered in carrying out activities they like, be responsible for their actions, be warm, and polite when carrying out interactions, and have self-motivation to achieve achievements (Widoyoko, 2019). Meanwhile, according to Walgito (Rais, 2022) explains self-confidence is a key element in an individual's personality during adolescence. This is because the ability to develop one's potential is very dependent on a person's level of self-confidence. Lauster in (Amri, 2018) explains that self-confidence is an attitude and belief in one's own abilities that allows a person to act without feeling worried, anxious or excessive pressure. Individuals who have self-confidence

are able to take actions according to their wishes and are responsible for those actions (Hulukati, 2016).

Initial observations made by the author, there are students and students at Madrasah who experience characteristics of low levels of self-confidence, characterized by a mindset that tends to be negative and a rejection of responsibility, as well as being afraid to form opinions, based on the problems experienced by female madrasah students regarding with self-confidence, such as when madrasah students or students have their turn to be tasked with conveying something in front of their friends, they often feel anxious, embarrassed, and reluctant to express their opinions, in fact they don't want to appear even though they have the potential to do so. If students experience this condition of lack of self-confidence for a long time, it will disrupt their developmental tasks and learning activities at school, therefore there is a need for psychological service assistance from the school. One way to increase students' self-confidence is through guidance and counseling services. given by the guidance and counseling teacher at school.

Advice It is the responsibility of teachers to mentor or help pupils who require services. Within the field of guidance and counseling, a range of services are offered, such as informational orientation, placement and distribution, mastery of learning materials or content, individual and group counseling, advocacy, mediation, and consultancy (Nasution & Abdillah, 2019). In the context of counseling guidance, one of the services that plays a role in helping overcome self- confidence problems is group guidance. This service aims to increase students' self- confidence by providing support in group situations. Group tutoring involves sharing information and discussing a variety of topics, including education, career, personal life, and social interactions. Thus, this service helps individuals gain a deeper understanding of themselves and increase their self- confidence. (Hartanti, 2022). This is in line with Elida's statement in (Harahap, 2021) regarding with One of the main functions of group guidance services is to help individuals understand themselves well. In addition, these services are also intended to help individuals develop a



distinctive self-identity and increase self-acceptance, self- confidence and self-esteem. In implementing group guidance, things that can support optimality in helping resolve problems that want to be resolved in group guidance services regarding self-confidence can be supported by cinema therapy techniques.

The cinema therapy technique functions as an additional therapeutic method used to treat various health problems, including medical and psychological illnesses, as well as assisting in life management efforts. This approach was developed and introduced by Gary Solomon. Cinema therapy involves the use of films as a therapeutic tool to achieve certain goals and produce positive effects on clients or students involved in the therapy process (Hadriani, 2019). Cinema therapy is an approach that uses films intending to have a positive impact on individuals. A psychology professor at the Community College of Southern Nevada has confirmed that. This method can be used to overcome various problems such as motivation, interpersonal relationships, depression, and self-confidence. However, acute mental disorders are not included (Allen & Krebs, 2007). Solomon also said cinema therapy has been an effective intervention for adults, teenagers, and children. by watching films and discussing them, both clients and therapists can access content that is meaningful for the therapeutic process, including learning and understanding (Hidayat, 2018). The cinematherapy approach can play a role in increasing students' self-confidence. by motivating and inspiring self-confidence by showing films or short videos that can trigger student or client self-confidence (Munawaroh, 2022). From the existing description, the author assumes that group guidance services, one of the functions of group guidance, is that it can train individuals to express opinions and train self-confidence, and is supported by the use of cinema therapy techniques in using film media which aims to be therapeutic and can have a good effect on clients or students in increasing their understanding of something, is an effective way to increase the self-confidence of madrasah students.

Education is an important effort in developing individual potential to achieve quality human resources. However, various problems arise in the education process, especially related to low self-confidence of students. Internal

factors such as physical condition, life experience, self-concept, and self-esteem, as well as external factors such as social and work environments, affect students' self-confidence. Students who have low self-confidence often feel anxious, embarrassed, and reluctant to express their opinions, especially in new social situations. This is exacerbated by a lack of self-understanding and new environments, which reduces motivation and participation in teaching and learning activities. In addition, limited guidance and counseling services in schools add to the complexity of this problem, because students do not get the help they need to overcome self-confidence problems and reach their maximum potential. The use of cinematherapy techniques as a method to increase students' self-confidence has also not been widely applied, even though this technique has great potential benefits. In this context, the role of guidance and counseling teachers is very important, but unfortunately it is still not optimal in providing effective services. Therefore, efforts are needed to improve the quality of education, more effective guidance and counseling services, and the application of innovative therapy techniques such as cinematherapy to help students develop better self-confidence, understand themselves, and adapt to their social environment. Thus, students can reach their maximum potential and contribute positively to society.

Several previous studies have conducted a lot of research on guidance and counseling with a cinematherapy approach, including: (Isna and Winingsi 2022) stated that there was a difference in self-confidence between students before and after being given assisted film media group guidance, with a t count of 1.854, while the t table was 0.703 / α 5%. Then (Susilaningsih 2018) also stated the same thing that guidance and counseling activities with a cinematherapy approach can increase self-confidence, in the results of her study the t count was 1.854, while the t table was 0.703 / α 5%.

Furthermore (Putriani and Handayani 2023) stated that group guidance services with Cinema Therapy media are effective in increasing students' Self-efficacy which has a significant difference, as seen from the results of the t -test calculation and the average pretest post-test results. (Saputri, Suhendri, and Ajie



2023) also stated that there is an effectiveness of group guidance using cinema therapy techniques to increase the self-efficacy of class VIII students of SMP Negeri 34 Semarang with an increase of 7%. The results of the self-efficacy of the experimental group obtained an average percentage value of 89% in the very good category. The results of the self-efficacy of the control group obtained an average percentage value of 82% in the very good category. This means that students can face problems very well, students have very good self-confidence, students can view problems as challenges very well, students can be optimistic very well, and students like to look for new situations very well.

In contrast to the above studies, this study integrates two methods, namely group guidance and cinema therapy, to improve the self-confidence of Madrasah students. This combination is a new and innovative approach, especially in the context of religious-based Madrasah education. This study specifically targets students who show symptoms of low self-confidence, providing more targeted solutions that are in accordance with their needs. The cinema therapy approach adopted in this study involves the use of film as a therapeutic tool, which can trigger self-reflection and a deeper understanding of oneself and the environment.

METHOD

The method used in this research is a quantitative research method with a pre-experiment model using a one-group pretest post-test design. According to Sugiyono (2022) pre-experimental design is a design that includes one group or class that is given pre- and post-tests. where the concept of a pre-experiment design with a one-group pretest-posttest design can be explained in the following table:

Table 1 One Group Pretest-Posttest Design

Pretest	Treatment	Posttest
O^1	X	O^2

Note: O^1 is pretest value (before treatment or treatment); O^2 is post test score after receiving treatment or treatment); X is treatment given to the subject.

Table 2 Research Instrument Grid

No.	Indicator	Aspect trust self
1	Self confidence	Positive attitude towards himself
2	Optimism	Good outlook on what is happening
3	Objective	Look at something with truth
4	Responsibility	Accept the consequences
5	Rational and realistic	Use rational thinking and in accordance with reality

Source: (Rahayu 2013)

The author has created an instrument that will be used as a measuring tool to determine students' level of self-confidence in the form of a self-confidence scale. Based on recapitulation calculations of the validity test results of the self-confidence scale data using Microsoft Excel and the SPSS program. The results of distributing instruments 50 students of 7th grade at MTs Aljam'iyatul Washliyah on Jl. Ismailiyah Medan, shows the results of 30 statement items, with 24 valid statement items. It can be seen that the r table value at the 5% significance level is 0.2787, which means that an item can be said to be valid if the calculated r is > than the r table. Then, in the reliability test using the SPSS program, Cronbrach alpha data was obtained with a value of 0.759, where if the Cronbach Alpha value is greater than 0.05 (0.759 > 0.05) then the self-confidence scale can be said to be reliable.

The research was conducted at MTs SPP Amiruddiniyah school which was carried out from February to March, located in Purwosari, Bandar Tinggi village, Kec. Bilahulu, Kab., Labuhanbatu. The population in this study were all 7th (seventh) grade students at MTs SPP Amiruddiniyah, totaling 132 (one hundred and thirty-two) students, with a sample size of 10 people taken using purposive sampling techniques namely students who have self-confidence. confidence is low. (Priadana, 2021) states that purposive sampling is drawing samples from a population determined by the researcher based on specific criteria set by the researcher. The data collection technique used in this research uses a self-confidence scale. In the context of this study, this self-confidence scale is used to assess students' level of self-confidence. Data



analysis was carried out using the Wilcoxon Signed Ranks Test, with support from SPSS statistical software.

RESULTS AND DISCUSSION

The results of research that has been carried out on pretests collected by researchers using a self-confidence scale show that students' self-confidence data is in the low category. These results can be seen from the table below:

Table 3 Pretest Frequency Distribution Of Pretest Self-Confidence Categories

Category	Score	Pretest	
		F	%
Very High	101-120	0	0%
High	82-100	0	0%
Currently	63-81	0	0%
Low	44-62	10	100%
Very Low	24-43	0	0%
Amount		10	100%

The table shows that before receiving group guidance services using cinema therapy techniques, students' self-confidence was in the low category with a presentation of 100%, consisting of 10 (ten) students. The research then continued by providing treatment in the form of group guidance services using cinema therapy techniques for 6 (six) meetings, with the aim of increasing students' level of self-confidence. After the treatment was carried out, the researcher again measured the students' level of self-confidence using the same scale to assess the increase in self-confidence.

Table 4 Posttest Frequency Distribution of Posttest Self-Confidence Categories

Category	Score	Posttest	
		F	%
Very High	101-120	4	40%
High	82-100	6	60%
Currently	63-81	0	0%
Low	44-62	0	0%
Very Low	24-43	0	0%
Amount		10	100%

The table data shows that there was a significant increase in the level of self- confidence of students after group guidance treatment using cinema therapy techniques was carried out. Of the total number of 10 students, 6 of them were in the "high" category with a presentation of 60%, while the other 4 students were in the "very high" category with a presentation of 40%.

To overcome the problem of low self-confidence, researchers conducted a study by conducting a treatment to increase students' low self-confidence by providing group guidance services using cinema therapy techniques to increase students' self-confidence. With group guidance services using cinema therapy techniques, it can help students who have low self-confidence to increase so that this service can be used to increase their level of self-confidence. student (Al-Halik & Rakasiwi, 2020) stated in their research that group guidance services using sociodrama techniques also produce changes that are triggered by several factors, such as participation, activeness in activities, the ability to appreciate feelings, interest in certain topics, and the ability to respect opinions. others. This means that group tutoring services can help train students in increasing their self-confidence. The findings of earlier studies, which demonstrated an increase in students' self-confidence levels as seen by the rise in frequency, after treatment in the form of group guidance services utilizing cinema therapy techniques, can also be used to support this. According to the research, four students fell into the "very high" category for self-confidence, and six other students fell into the "high" category. Next, data analysis was carried out using the Wilcoxon Signed Ranks Test with the help of the SPSS program. The test results can be seen in the table below:

Table 5 Wilcoxon Single Rank Test Results

	Posttest-pretest
Z	-2,809 ^b
Asymp. Sig. (2-tailed)	,005

The table shows the results of the Wilcoxon Signed Ranks Test with asymp significance values. Sig(2-tailed) is 0.005 (\bar{y}) from the specified



significance level, namely (0.05). This shows that the alternative hypothesis (Ha) can be accepted. In other words, these results indicate that group guidance services using cinema therapy techniques effectively increase students' self-confidence.

The results of the pretest carried out showed that 10 (ten) students had low self-confidence. Pretest data shows that students' lack of self-confidence can be seen from several aspects, including students' lack of confidence in their abilities, lack of inner optimism, lack of a sense of objectivity, namely a lack of a positive way of looking at the problems they face, as well as being responsible. This is in line with the opinion of (Amri, 2018) which explains several aspects of self-confidence, including self-belief and ability, which refers to a person's positive attitude towards himself with a clear understanding of his actions.

The pretest results obtained show that the rational and realistic aspects are the lowest aspects in measuring students' self-confidence scale scores, so they will make students feel less confident and even dare not do something. This is in line with the opinion (Harahap et al., 2023) that people with high self-confidence should be braver. in facing challenges and being objective in facing obstacles that occur to him, however if someone with low self-confidence will always avoid problems that come his way so that it can limit his efforts in facing a challenge. Meanwhile, the highest result refers to the aspect of self-confidence, where self-confidence is a positive attitude towards oneself with confidence in oneself in what one has done or will do (Harahap, 2018) stating that people with high self-confidence will believe in their abilities to be able to solve the tasks at hand, even if the task is a difficult task, the individual will be able to adjust the level of difficulty to their abilities. Apart from guidance and counseling teachers who can develop a sense of self- confidence, students also need support from the environment, according to (Sari & Yendi, 2018) there are factors that can influence students' self-confidence also found in their environment, what is meant by this environment is the family environment. This is also in accordance with the opinion (Sestiani & Muhid, 2022) that social

support can enable someone to grow their self-confidence and also enable someone to actively develop their own ideas in achieving their goals.

Research conducted previously show that guidance counseling cinematherapy effective in increase self-confidence. For example, Isna and Winingsi, (2022) stated that there is difference trust self between student before And after given guidance assisted film media group, with t count amounted to 1.854, while the t table amounting to 0.703/ ts 5%. Then Susilaningsih, (2018) aslo state the same thing that activity guidance counseling with approach cinematherapy can increase trust self, inside results the research is t count amounted to 1,854, meanwhile ttable amounting to 0.703/ ts 5%.

Furthermore Putriani and Handayani (2023) state that service guidance group with Cinema Therapy media effective For increase the Self Efficacy of students who have significant differences, seen from results calculation t test and average pretest posttest results. Saputri, Suhendri, and Ajie, (2023) also state that there is effectiveness guidance group cinema therapy techniques for increase efficacy self student class VIII of SMP Negeri 34 Semarang with enhancement by 7%. Results efficacy self group experiment, obtained average value of percentage by 89% in category very good. Results efficacy self group control, obtained average value of percentage by 82% in category very Good. This matter means that student own ability face problem with very OK, students own believe very self OK, students can looking problem as challenge with very OK, students can behave optimistic with very OK, and student Like look for situation new with very good.

Guidance group with using cinema therapy can increase understanding about behavior prosocial student. Research conducted on students of SMP N 2 Menganti Gresik showed that guidance group with can use film media increase understanding about behavior prosocial student class VIII (Sulistiyowati and Setiawati 2016). Besides that, research Also show that guidance counseling cinematherapy effective in increase efficacy self career student. Research conducted find that guidance group Cinema Therapy techniques can increase efficacy self career student. With thus, guidance counseling cinematherapy can



become Wrong One alternative effective in increase trust self and behavior prosocial student.

Results study This disclose that before get service guidance group with technique cinematherapy, tenth students who become subject studies show level trust low self. However, after follow the program during six meeting, happened significant improvement in level trust self they. Out of a total of ten students, six of them reach level trust high self, temporary four student other reach very level tall. Analysis statistics with using the Wilcoxon Signed Ranks Test shows that difference This is significant in a way statistics ($Z = -2.809$, $p = 0.005$), confirms that technique cinematherapy effective in increase trust self student. Results This consistent with linking theories trust self with attitude positive to self Alone And ability For overcome challenge. Recommendation from study This recommend use service guidance group with technique cinematherapy as possible strategy applied in increase trust self students in the environment education. Studies more carry on can done For deepen effect period long from intervention This And explore ways For strengthen results positive This in context more education wide.

CONCLUSION

Statistical analysis using the Wilcoxon Signed Ranks Test showed a significant difference between the pretest and posttest results, with a Z value = -2.809 and $p < 0.05$. The conclusion of this study is that group guidance with cinematherapy techniques is effective in increasing students' self-confidence. This intervention proves that students who initially had low self-confidence can experience significant improvements after receiving this treatment. This study suggests the use of cinematherapy techniques as an innovative and effective approach in guidance and counseling services in schools, especially to overcome self-confidence problems. Film media has been proven to be able to motivate students and increase their self-confidence, which has a positive impact on personal and academic development. Therefore, it is recommended to further develop the application of cinematherapy techniques in educational environments to help students optimize their potential to the maximum.

BIBLIOGRAPHY

- Afifah, A., Hamida, D., & Burhani, I. (2019). Studi Komparasi Tingkat Kepercayaan Diri (Self Confidence) Siswa Antara Kelas Homogen dengan Kelas Heterogen di Sekolah Menengah Atas. *Happiness: Journal of Psychology and Islamic Science*, 3, 44–47.
- Al-Halik, A.-H., & Rakasiwi, N. (2020). Efektifitas Bimbingan Kelompok Teknik Sociodrama Untuk Meningkatkan Kepercayaan Diri Siswa. *CONSILIUM*, 7(1).
- Al-Mahasneh, Omar M. K., Mohammad N. M. Ayasrah, Shima M. S. Yahyaa, Raed A. Al-Kriemeen, and Ali S. Al-Swalha. 2020. “Favorite Methods of Teaching and Evaluation among Students in University Colleges.” *International Journal of Education and Practice* 8(2):365–78. doi: 10.18488/journal.61.2020.82.365.378
- Amri, S. (2018a). Pengaruh Kepercayaan Diri (*Self Confidence*) Berbasis Ekstrakurikuler Pramuka Terhadap Prestasi Belajar Matematika Siswa SMA Negeri 6 Kota Bengkulu. *Jurnal Pendidikan Matematika Raflesia*, 3(2), 156–170.
- Amri, S. (2018b). Pengaruh Kepercayaan Diri (*Self Confidence*) Berbasis Ekstrakurikuler Pramuka Terhadap Prestasi Belajar Matematika Siswa Sma Negeri 6 Kota Bengkulu. *Jurnal Pendidikan Matematika Raflesia*, 3(2), 156–168.
- Arum, A. E., Khumaedi, M., & Susilaningsih, E. (2022). Pengembangan Instrumen Penilaian Domain Afektif (Sikap) Kepercayaan Diri Pada Siswa. *Jurnal Basicedu*, 6(3), 5467–5474.
- Ghufron, M. N., & Risnawati, R. (2022). *Teori-Teori Psikologi*. Jogjakarta: AR-RUZZ MEDIA.
- Hadriani, H. (2019). *Pengaruh Bimbingan Kelompok Teknik Cinema Therapy dalam Peningkatan self Confidense Siswa Kelas VIII SMP Negeri 10 Palopo*. Doctoral dissertation, INSTITUT AGAMA ISLAM NEGERI PALOPO.



- Harahap, A. C. P. (2021). *Prosedur Kelompok Dalam Konseling*. Yogyakarta: Mirra Buana Media.
- Harahap, A. C. P et al.,(2023). Studi Kasus Siswa Yang Kehilangan Motivasi Diri Terhadap Karir Dan Pekerjaan Di Masa Depan Di SMAS Budi Satriya. *Widya Balina: Jurnal Ilmiah Ilmu Pendidikan Dan Ekonomi*, 8(1).
- Harahap, A. C. P., S, N., & Daharnis. (2018). Hubungan Antara *Self Efficacy* Dan Dukungan Sosial Orangtua Dengan *Self Regulated Learning* Serta Implikasinya Terhadap Bimbingan Dan Konseling. *JURNAL ANSIRU PAI*, 3(1).
- Hartanti, J. (2022). *Bimbingan Kelompok*. Tulungagung: UD DUTA SABLON.
- Hidayat, D. R. (2018). *Konseling Di Sekolah: Pendekatan-Pendekatan Kontemporer*. Prenadamedia Group.
- Hulukati, W. (2016). *Pengembangan Diri Siswa Sma*. Gorontalo: Ideas Publishing.
- Isna, Nely Mazidah, and Evi Winingsi. 2022. “Efektivitas Bimbingan Kelompok Teknik Cinema Therapy Untuk Meningkatkan Efikasi Diri Karir Siswa.” *Jurnal BK UNESA* 13(1):760–71.
- Kumara, A. R. (2017). *Bimbingan Kelompok*. Universitas Ahmad Dahlan.
- Munawaroh. (2022). *Penyajian Cinema Therapy Untuk Meningkatkan Kepercayaan Diri*. Doctoral dissertation, Uin Sunan Kalijaga Yogyakarta.
- Nasution, H. S., & Abdillah, A. (2019). *Bimbingan Konseling: Konsep, Teori Dan Aplikasinya*. Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI).
- Priadana, M. S., & Sunarsi, D. (2021). *Metode penelitian kuantitatif*. Tangerang: Pascal Book.
- Putriani, Wulan, and Arri Handayani. (2023). “Efektivitas Layanan Bimbingan Kelompok Dengan Media Cynema Theraphy Untuk Mingkatkan Self Efficacy Siswa.” *Metta Jurnal Penelitian Multidisiplin Ilmu* 2(4):2141–48.
- Rais, M. R. (2022). Kepercayaan Diri (*Self Confidence*) Dan Perkembangannya Pada Remaja. *Al-Irsyad: Jurnal Pendidikan Dan Konseling*, 12(1), 40–47.

- Saputri, Fedrina Aysia Dewi, Suhendri, and G. Rohastono Ajie. 2023. "Efektivitas Bimbingan Kelompok Teknik Cinema Therapy Untuk Meningkatkan Efikasi Diri Siswa Kelas VIII SMP Negeri 34 Semarang." *Jurnal Pendidikan Dan Konseling*, 5(2), 398–409.
- Sari, I. P., & Yendi, F. M. (2018). Peran Konselor Dalam Meningkatkan Kepercayaan Diri Siswa Disabilitas Fisik. *Schoulid: Indonesian Journal Of School Counseling*, 3(3).
- Sestiani, R. A., & Muhid, A. (2022). Pentingnya Dukungan Sosial Terhadap Kepercayaan Diri Penyintas *Bullying*: Literature review. *Tematik*, 3(2).
- Sugiyono. 2022. *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif, R&D*. Cetakan ke. Bandung: Alfabeta
- Sulistyowati, Endah, and Denok Setiawati. 2016. "Pemanfaatan Cinema Therapy Dalam Bimbingan Kelompok Untuk Pemahaman Tentang Meningkatkan Perilaku Prosocial Siswa Kelas Viii Di Smp Negeri 2 Menganti." *Jurnal BK UNESA* 1–10.
- Susilaningsih, Chaterina Yeni. 2018. "Efektivitas Layanan Bimbingan Kelompok Berbantuan Media Film Untuk Meningkatkan Kepercayaan Diri Siswa Sman 2 Mejayan Kabupaten Madiun." *Jurnal Lentera Pendidikan Pusat Penelitian LPPM UM METRO* 3(1):26–36.
- Widoyoko, R. (2019). Faktor Percaya Diri Dalam Pembelajaran Keterampilan Berbicara. *Prakerta (Jurnal Penelitian Bahasa, Sastra Dan Pengajaran Bahasa Indonesia)*, 1(2), 210–217.
- Yulianti, Y., & Bulkani, B. (2018). Studi Kasus Faktor Penyebab *Low-Self Confidence* Pada Siswa Kelas 1/4 Mutawasit Arunsat Vitaya School Saiburi, Pattani, Thailand Selatan. *Suluh: Jurnal Bimbingan Dan Konseling*, 4(1), 35–39.