AN ATTEMPT TO DEVELOP XI MIPA STUDENTS' SELF-CONFIDENCE THROUGH GROUP PRESENTATION METHOD

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ABSTRACT

A student's self-confidence is indispensable in learning and provides a positive impact in the form of courage, activeness, and self-actualization during the teaching and learning process. In fact, the facts in the research field indicate that not all students of XI MIPA class have good self-confidence like students' courage lack in giving opinions and asking questions that are still confusing. In addition, students' lack of self-confidence is caused by several factors, either internal or external. The solution as an attempt to develop students' self-confidence is through the application of the group presentation method. The research method used is descriptive qualitative through an instrument in the form of a portfolio of Field Experience Program activities, which consists of observation sheets, observation and teaching reflections, google forms, lesson plans, presentation assessment results in the form of rubrics, and students' self-confidence questionnaires. The results indicate that applying the group presentation method is able to develop the XI MIPA students' self-confidence. Students' self-confidence can be developed through the presentation method through the stages of forming groups, dividing topics, making discussions, and group presentations. Self-confidence as the indicator that was observed after the application of the group presentation method are students who can express opinions, ask questions, and are able to adapt themselves. Suggestions for further research are that teachers can encourage students to write reflections related to the development of students' self-confidence during the learning process.

Keywords: *students' self-confidence, group presentations, the learning process*

UPAYA MENGEMBANGKAN KEPERCAYAAN DIRI SISWA KELAS XI MIPA MELALUI METODE PRESENTASI KELOMPOK

ABSTRAK

Kepercayaan diri seorang siswa sangat dibutuhkan dalam pembelajaran dan memberikan dampak positif dalam bentuk keberanian, keaktifan, dan aktualisasi diri pada saat proses belajar mengajar. Namun, fakta lapangan menunjukkan bahwa tidak semua siswa kelas XI MIPA memiliki kepercayaan diri yang baik, misalnya sikap kurang berani dalam memberikan pendapat dan menanyakan hal yang masing dibingungkan. Selain itu, kurangnya kepercayaan diri disebabkan oleh beberapa faktor baik internal maupun eksternal. Solusi yang diterapkan sebagai upaya mengembangkan kepercayaan diri siswa adalah melalui penerapan metode presentasi kelompok. Metode penelitian yang digunakan adalah kualitatif deskriptif dengan menggunakan indtrumen berupa portfolio kegiatan Program Pengalaman Lapangan yang terdiri atas lembar observasi, refleksi observasi dan mengajar, google form, RPP, hasil penilaian presentasi berupa rubrik serta angket percaya diri siswa. Hasil penelitian menunjukkan bahwa penerapan metode presentasi kelompok mampu mengembangkan kepercayaan diri siswa kelas XI MIPA. Kepercayaan diri siswa dapat dikembangkan melalui metode presentasi dengan meliputi tahapan pembentukan kelompok, pembagian topik, diskusi, dan presentasi kelompok. Indikator percaya diri yang teramati setelah penerapan metode presentasi kelompok yaitu siswa berani mengemukakan pendapat, memberikan pertanyaan, dan mampu menyesuaikan diri. Saran untuk penelitian selanjutnya adalah guru dapat mendorong siswa untuk melakukan penulisan refleksi terkait perkembangan kepercayaan diri siswa yang dialami selama pembelajaran.

Kata Kunci: kepercayaan diri siswa, presentasi kelompok, proses pembelajaran

INTRODUCTION

Education is not only aimed to increase thinking skills, but one of the processes that helps students form independent individuals and continue to have a desire to learn. Learning is defined as a form of behavior change process due to experience and training related to behavior such as knowledge, attitudes, and skills (Asrori, 2018). Learning activities have an influence on

aspects of student life, including in learning activities at school. School as a formal educational institution is able to carry out guidance, teaching and training activities aimed at helping students develop their potential in both the moral-spiritual, intellectual, emotional and social aspects sosial (Nurlaily, 2018). However, the current context of implementing learning has changed from online learning due to the pandemic, now undergoing a transitional period towards face-to-face learning. Changes in the form of learning can result in readjustments, especially students who initially followed the online learning system, now need to readjust to face-to-face learning.

In connection with changes in the implementation of learning, a Christian school in Jakarta is also experiencing a transition from an online system to face-to-face. The transition that occurred gave rise to an impact that became a problem of implementing face-to-face learning in schools. Based on field observation activities and teaching practice in class XI MIPA, a phenomenon of students' self-confidence

problems in learning was found. Table 1 is data from observations of several forms of student behavior in class XI MIPA which show a lack of student confidence in learning. During the teaching and learning process some students did not respond to the teacher's question, so it took some time to get answers from students. Then students also tend to be silent and do not dare to express their opinions even though the teacher has guided students through the questions given. The ongoing teaching and learning process shows a lack of student confidence which can be observed through a lack of courage in students. In addition, students' lack of confidence can be seen from the responses written on the introductory link that the teacher provided. Some students feel inadequate and compare themselves with other friends. This event can make some of the students tend to be silent and not respond when the teacher asks questions. Factors from within a person and the environment are a source of problems for individuals who experience self-unconfident.

Table 1. Data on Student Confidence Problems

Indicators	Facts in class XI MIPA	Data source
Dare to express your opinion	Students do not dare to give opinions directly to the teacher's questions.	Observation sheet
Dare to ask questions	Some group members had confusion in doing the practicum but did not dare to ask the teacher.	Observation sheet
Able to adapt	Not all students are able to adjust to class, for example choosing to be silent even though the teacher has asked students to interact through the questions given.	Observation reflection form
Have a positive self-concept	Some of the students' opinions about themselves: 1. Not good at getting along 2. Fear of other people's views or thoughts 3. I am thin (unconfident with her body) 4. Influenced by the environment or other people 5. Feeling slow to understand lessons and not as smart as other friends	*Google form*

Source: Portfolio (Naibaho, 2022)

Based on the problems that occur, student self-confidence can be influenced by several things such as fear, anxiety, and feelings of being

unable to actualize the abilities that exist in him. This is related to internal factors that come from a person. Research by (Rifa Safika, 2020) explains

that internal factors can include self-understanding, physical assessment, and one's life experiences. In addition, external factors that come from outside also affect students' self-confidence such as schools and also peers (Nurlaily, 2018). However, basically someone with good self-confidence can have a positive impact in the form of meaningful support such as courage, activeness, and self-actualization of students in the teaching and learning process (Fitri et al., 2018). This is inseparable from one's perspective on oneself, namely understanding oneself as a unique, valuable person and a creation of God. Correct knowledge and self-knowledge based on God's Word will strengthen one's resilience to the problems faced because of self-awareness as a creature that God loves (Pa, 2016). In this regard, Sidjib said that the existence of a teacher is expected to be called not only to transfer knowledge to students, but also to help them grow in accepting the correct self-concept in their lives (Nggebu, 2022).

Based on from students' lack of self-confidence, the teacher's role is needed to help them hone skills and initiative to realize their potential. This can be applied through the application of learning methods that support teaching and learning activities. The learning method is an attempt to implement plans that have been designed to achieve goals optimally (Djalal, 2017). Several studies have reported methods used to increase students' self-confidence such as sociodrama (Mustolifah & Buchory, 2019), think pair share (Apriliarini, 2015), digital story telling (Apdelmi et al., 2021), time token (Prili Purwani et al., 2020), and so on. However, not much has been focused on discussing efforts to develop students' self-confidence through a combination of group study and individual performances in front of the class, for example group presentations. Student confidence can be observed when making presentations in front of the class, namely when delivering presentations and interacting with group members (Amri, 2018). Learning with the presentation method can foster students' self-confidence because in the learning process it allows the emergence of various abilities such as analyzing problems, giving opinions and the ability to defend their opinions in

groups (Marpaung, 2018). Based on the explanation of the background above, the question or problem of this study is how to develop the self-confidence of class XI MIPA students through the group presentation method? The aim of the study was to describe efforts to develop students' self-confidence in class XI MIPA through the group presentation method.

LITERATURE REVIEW
Student's Self-confidence

Self-confidence is part of self-image that influences aspects of human life. (Taylor, 2013) states that trust is a belief in one's ability to display a behavior to achieve a certain target. Self-confidence is a form of positive action regarding one's ability to develop positive evaluations for oneself and the environment so that one is able to be optimistic, responsible and think rationally in dealing with certain situations (Yulianto et al., 2020). (Ramadhani & Putrianti, 2017) also explained that each student must be able to build a positive self-image, which includes feelings, attitudes, behavior, and one's own activities. Based on the explanation above, it can be understood that self-confidence is a form of positive attitude and belief in one's abilities, including when students go through the learning process in class. Learning will be much more effective if each student can be confident while participating in a series of learning such as questions and answers, discussions, and sharing of understanding. Effective learning means a learning process that involves the participation and appreciation of students (Junaedi, 2019). Effective learning brings a process of change to a person both in the realm of knowledge, behavior and psychomotor and one of the aspects in it is the response of students both in asking questions and giving opinions (Yusuf, 2017). The effectiveness of learning can be seen from the willingness of students to actualize themselves through participating in answering questions and believing in their abilities.

Confidence is very important in aspects of life because it can encourage a person to progress for the better. (Perdana, 2018) argues that self-confidence will foster good mental conditions and give strong confidence in oneself

to do or do something. Good self-confidence provides a variety of positive benefits for personal growth and interaction with others. Interaction or social behavior related to other people such as teachers and peers will bring positive meaning and shaping one's personality (Asmara, 2018). Confidence in this case can form a person with a positive personality in all aspects of life. Here are some expert opinions regarding confidence indicators. (Lukman & Nirwana, 2020) explain that people who are confident able to adapt to new environments, mingle easily, and are more confident and able to do things (Lukman & Nirwana, 2020). Then have the courage to express opinions, and calmness in self-control (Azmi et al., 2021). Confidence means having confidence in one's own abilities, acting independently in making decisions, having a positive self-concept, and having the courage to express opinions (Ningsih & Warmi, 2021). Therefore, the student's self-confidence indicators used in this study were 1) dare to express opinions 2) dare to ask questions 3) able to adapt in a new environment 4) have a positive self-concept.

Group Presentation Method

The learning method is a set of components that have been optimally combined to carry out the quality of learning (Sueni, 2019). In line with this, it is explained that the learning method is a method, steps, sequence or procedure that is focused on achieving learning objectives (Kusnadi, 2018). Teachers can choose learning methods to equip students to gain understanding and support optimal achievement of learning objectives (Ulfa, 2018). Based on the above, it can be understood that the learning method is one of the teaching components used by teachers to equip students, both in terms of teaching and conveying material to students in class.

One method that can be used in learning is group presentations. Presentation is one of the activities carried out to convey ideas or information both orally and in writing to achieve certain goals (Amalia & Uswatun, 2019). Group presentations as an activity that can train students to explain material in front of the class, express opinions orally, and train them to respect the opinions of others (Wahyuningsih, 2017). Forms of accountability for the results of each group's work can be included in group presentation activities which can be included in group presentation activities. Presentations can build cooperation between students, self-confidence, responsibility and improve the quality of students' attitudes in responding to situations that are happening in their environment (Novita, 2019). Based on the explanation above, group presentations can be used to involve students evenly to discuss with colleagues and present the results obtained with confidence.

The implementation of the group presentation method includes several stages in its application. The steps taken in group presentations are forming groups, discussing presentation topics, compiling presentation materials, presenting before other friends, and conducting questions and answers and discussions (Widayanti, 2015). After the group is formed, students will then carry out discussions with their colleagues. (Diana, 2021) explains the stages in group work, namely conveying goals and providing learning motivation, presenting information, mobilizing students into study groups, guiding groups. Based on the opinions of the experts above, the stages of group presentations applied in this study included forming groups, dividing topics, discussions, and group presentations.

Developing Student Confidence through Group Presentation Method

Developing student self-confidence is not only based on the internal factor of individual, but is also influenced by external factors such as the existence of teachers, the environment, facilities and infrastructure, and the methods used in teaching (Vandini, 2015). The existence of the teacher plays a role in designing learning and providing guidance related to class activities, for example in making presentations. The teacher is a teacher as well as a psychological educator who plays a role in helping students face and overcome problems related to behavior, the ability to adapt and develop their personality as a whole (Setyaji, 2021). Supervising teachers can provide information to students so they can

increase their confidence in public speaking and become more confident in their abilities (Nora & Irawan Suntoro, 2017). It can be concluded that the existence of the teacher influences the student learning process through each planned series of activities.

Before making a presentation, the teacher first divides students into several groups. The purpose of forming groups is so that students can work together with other friends and generate excitement in learning (Sigit & Aisjah, 2013). In addition, students are also increasingly trained in expressing opinions and freely interacting with group mates. In groups students can build cooperation, contribute the results of their respective thoughts to achieve common goals within the group (Utami & Appulembang, 2022). Thus, together students will contribute in exchanging ideas and understanding, and train themselves to be confident. Each student will jointly complement each other and show a cooperative attitude. The attitude of students who actively exchange ideas and discuss in groups will further form self-confidence. Students are required to complete problem solving through the topics that have been given to each group. Thus, students get the opportunity to participate in speaking and giving opinions according to their respective abilities, practicing a sense of responsibility for obtaining decisions or discussion results (Hadija et al., 2018).

Student presentation groups are formed heterogeneously or randomly selected by the teacher. The selection of heterogeneous group members aims to provide opportunities for students to support each other, improve relationships and interactions even with different characters (Purba, 2016). Groups that are formed heterogeneously can encourage students to try to complement each other and learn to build good communication. Then, students will also be trained to give opinions in groups regarding the topics discussed. Through the division of tasks to be discussed together by each group, it can make students more confident in the learning process. Students also need their colleagues in the process so that with good acceptance in groups students will be more confident and become more active. The results of the study show that a series of activities in group presentations can improve students' skills in building cooperation, responsibility, and self-confidence (Fauzi, 2021). Discussion activities further encourage direct student involvement so that they can further hone their confidence during discussions. Then the presentation activities will facilitate students in conveying group results to classmates and trying to answer questions during the question and answer session. This is supported by research which reports that when carrying out class presentations, students can be trained to show confidence in presenting the results of group discussions (Asfaroh & Hidayati, 2014). The process of presenting students by involving a question and answer session will encourage the presenter group to defend their opinion and ask other groups to provide feedback. This not only trains students to have a confident attitude, but also requires class members to be more active.

REASERCH METHOD

The method used in this research was descriptive qualitative. The qualitative descriptive method is a research method based on real or natural conditions using inductive data analysis and the results focus more on meaning (Sugiyono, 2019). This method was used to discuss a research problem, then elaborated in an analysis to obtain conclusions according to the research objectives (Roosinda et al., 2021). Moreover, this method emphasizes the process of seeing facts, reality, and events that occur through descriptive field observations (Semiawan, 2010). This research was conducted at a Christian high school in Jakarta through the Field Experience Program which was held from 25 July to 25 August 2022. The subjects in this study were all 11 students in class XI MIPA, consisting of 5 male students. and 6 female students.

The method of collecting data in this study was to use non-test techniques based on portfolio data during the implementation of the Field Experience Program which included observation sheets, observation and teaching reflection, google forms, lesson plans, presentation assessment results in the form of rubrics and questionnaires. The group presentation assessment rubric includes several

aspects, namely the completeness of the contents of the presentation material, preparation of the material, presentation skills, and group performance. Rubrics are used to determine the development of students' self-confidence and understanding in ongoing learning. During a series of learning processes, the teacher observes student performance according to the theoretical basis regarding indicators of self-confidence.

RESULTS AND DISCUSSION

Table 2 showed the application of the group presentation method in class XI MIPA. In carrying out the class XI MIPA presentation, the teacher divided 11 students into three groups with different topics. Two groups consist of 4 students and one group consists of 3 students. Before the day of the discussion, the teacher first explains the assessment rubric regarding the presentation to be carried out. This can help students in discussing and completing the topics of each group. The student groups are formed heterogeneously, with the aim that students can get to know each other and explore the potential and creativity in the group. Members of heterogeneous group discussions are able to increase student learning activities, express their opinions freely, contribute thoughts in solving problems and get used to listening to other people's opinions even if they differ from their own (Muhakim, 2021). Groups that have been formed can be used to optimize the work on assignments or topics that have been given by the teacher. The development of students' self-confidence after applying the group presentation method can be seen in Table 3.

Table 2. Data on the Implementation of Group Presentation Method

Stages of group presentation method	Facts in class XI MIPA	Data Source
Heterogeneous group formation	The teacher divided students into three heterogeneous groups	Teaching reflection, Lesson plan 1 & 2
Division of group tasks	The teacher divided the topic to be discussed by each group. Each group got a different topic.	Lesson plan 2
Group discussion	Students discuss topics to be discussed in groups while preparing material to be presented. Discussion activities carried out with the supervision of the teacher.	Lesson plan 1 and 2
Group presentation	Each group conducted a presentation in the order determined by the teacher	Lesson plan 1 and 4

Source: Portfolio (Naibaho, 2022)

Table 3. Data on the development of students' self-confidence after applying the group presentation method

Indicators	Facts in class XI MIPA	Data source
Dare to express your opinion	Student responses in teaching and learning activities are increasingly active and become part of positive developments related to their self-confidence. Then through self-development questionnaires that were distributed by the teacher after participating in the entire learning series, all students agreed that they were more responsive in participating in learning.	Teaching reflection form for each teaching session on 2nd lesson plan, questionnair

		e sheet
Dare to ask questions	In the presentation question and answer session which covered the topic of plant organs, some students were increasingly encouraged to ask questions regarding the various forms of tissue found in these plant organs. This shows that some students are increasingly motivated to ask questions when they have confusion.	Teaching reflection on 4th lesson plan
Able to adapt	Ten out of eleven students agreed that they could adapt themselves during learning activities	questionnaire sheet
Have a positive self-concept	It cannot be seen clearly in the learning process because it requires continuous time and a personal approach to review students' self-concept more deeply.	-

Source: Portfolio (Naibaho, 2022)

DISCUSSIONS

In implementing the teaching and learning process, it is very necessary to have confidence in each student. Confidence can influence attitudes, thoughts and also awareness of the potential that students have. Having high self-confidence will help achieve better achievements and learning outcomes (Aristiani, 2016). In this case students can experience a process of change within themselves that is not only related to learning outcomes, but also to the behavior and attitudes of students such as liveliness, courage and self-actualization in the teaching and learning process. In this regard, the implementation of solutions to overcome the problem of student self-confidence through group presentations in class XI MIPA can slowly bring about a better student self-confidence.

In the first indicator, student self-confidence can be developed starting from being involved in group discussions that have already been formed. Each student can train cooperation and demand communication with peers by conveying ideas or thoughts respectively. Students' self-confidence in carrying out discussion activities can be seen getting better through direct teacher observation during their discussions. The formation of discussion groups can provide space for students to interact with others, exchange opinions and develop self-confidence. Students can express their opinions freely and listen to the opinions of others even though there are differences with their own opinions (Muhakim, 2020). However, it cannot be denied that in the application of discussions, there were students who were not active in group work so that they required the teacher's attention. The solution implemented by the teacher in this case was to come to the table of each group to ask about the progress of the discussion and direct them. This was intended so that students can slowly adjust to the group and build cooperation.

The second indicator is about courage in asking questions, the teacher directs students to present the results of group discussions to other group members. The presentation of the results of the discussion is inseparable from the assessment rubric that has been described previously by covering several aspects including self-confidence. With a rubric, students can be encouraged to present the results of the discussion properly according to the assessment aspects contained in it. Rubrics with clear guidelines can be used to provide assessments to students (Suwarno & Aeni, 2021). In this regard, students are able to present material confidently and try to answer any questions that arise from other groups. Group presentations provide an opportunity for students to hone confidence through explaining material related to topics in turn, then other groups provide responses or questions (Agustyaningrum, 2015). With the application of group presentation solutions, the problem of student self-confidence has begun to be resolved, namely students can be more active in answering and asking questions if there is confusion on the

topics that have been described. Each question that arose also encouraged each presenter member to work together to provide answers to the questions asked. Students' self-confidence can be increasingly seen when making presentations in front of the class, namely when delivering presentations and interacting with presentation members (Amri, 2018).

The third indicator is students' ability to adapt. Students can be more able to adjust themselves in class through group presentation solutions that have been implemented. Students are jointly required to be able to take part in a series of learning activities, starting from the preparation of material, discussions, to presentations in front of the class. The result obtained is that each group can complete its responsibilities in accordance with a predetermined time. The ability to relate to other people in the group during assignments is a factor that shapes student adjustment (Oetomo et al., 2017). One form of student self-confidence is doing assignments well and on time. In this regard, all groups have been able to build relationships with group members and are ready to carry out presentations well (Pranoto, 2016).

However, in Table 3 there is one indicator that has not been fully seen during the learning process, namely the positive self-concept. This is because a person needs a prolonged process to clearly assess his self-concept. That is, self-confidence that is influenced by internal factors requires a process of knowing oneself. Self-confidence as a form of belief and hope is not formed instantly but requires certain processes within the person to form self-confidence (Apdelmi et al., 2021b) Click or tap here to enter text.In addition, a positive self-concept needs to be built with a positive understanding or perspective of oneself. Self-concept is a result of the process of knowing oneself, both from physical appearance to non-physical aspects such as knowledge, understanding, and one's behavior (Kartono, 2018). This shows that self-concept is built not in a short time but requires a prolonged learning process.

Thus, the application of the group presentation method in face-to-face teaching practice can overcome student self-confidence

problems that occur. Every series of activities and interactions between teachers and students and between fellow students of class XI MIPA can show progress in students, namely in terms of exploring their own potential, establishing communication through the delivery of opinions, to teamwork in completing assignments given by the teacher. The teacher provides opportunities for students to ask questions, develop their skills, and gain confidence in group activities. As a result, students' self-confidence is growing through their respective involvement in discussions and presentations. Question and answer activities, discussions in presentation activities have a positive impact on student self-confidence.

Carrying out the role of an educator, the teacher needs to be aware of the existence of students as creations that are in the same image and like God so that students are valuable, have different characters and abilities, including in the aspect of self-confidence. Teachers need to help students get to know themselves, their abilities or potential through true knowledge of God through learning in the classroom (Berkhof & Van Til, 2004). Therefore, if students are grateful for every aspect that exists in themselves as a manifestation of God's grace, then slowly students will see themselves as valuable and unique individuals. Students can train themselves not to focus on comparing themselves to others, but to see every aspect that can be developed in themselves during the teaching and learning process. Therefore, the application of the group presentation method is a form of teacher effort in helping students develop self-confidence through each series of activities contained in every stages.

CONCLUSIONS AND RECOMMENDATION

Based on the explanation above, it can be concluded that the application of the group presentation method was able to develop the self-confidence of class XI MIPA students through the stages of forming heterogeneous groups, dividing assignments, discussions, and group presentations. Each stage has relevance and contribution to developing students' self-confidence. This can be clearly observed through three of the four indicators of self-confidence, namely students who dare to express opinions,

dare to ask questions, and are able to adapt themselves in learning activities. Suggestions for further research is, if possible, teachers can encourage students to write reflections related to the development of self-confidence experienced during learning.

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