Exploring the integrating potentials of role playing with YouTube in building student's self confidence

T Lestari*, E H Mulyana, I Nurzaman, G Gandana, E Apriyaningsih
Universitas Pendidikan Indonesia, Bandung, Indonesia

*trilestari@upi.edu

Abstract. Self Confidence become a fundamental requirement for an increase in an individual's career, of course, this applies to student’s role-playing effective technique to increase self-confidence, but it is still limited to integrate with social media. Though the survey in 2018 claimed 85% of young adults like to access information about academic and non-academic from platform YouTube. Finding these opportunities, researchers explored the technique of role playing and integrate social media to build self-confidence YouTube students. This study was conducted during 8 meetings of the 40 students at a university in Indonesia in one of the courses. To measure the success of the treatments used Award observation assessment sheet and post-test to determine changes in the level of self-confidence of students. Before given treatment do pre-test and is known to many as 19 people or 47.5% of the students still have low self-confidence. After administering treatment increased significantly by 52.5% from the pre-test. there was an increase in all aspects of self-confidence, that self-love is increased to 94%, self-understanding 95%, clear purpose in life 83%, positive thinking 84%, communication 85% specificity 81%, grooming 86%, and control feelings of 92% to an average of student self-confidence increased to 87.5%.

1. Introduction
Self Confidence become a fundamental requirement for the improvement of an individual's career, of course, this applies to students [1], the confidence to support the individual to interact with the world, acquire skills, be personally powerful, and have a clear purpose in life [2], so that students can be directed to have self Confidence is optimal in every lecture. But the reality of a preliminary study at a university in Indonesia found the data 68% of students still have low self-confidence. Based on data from the pilot study, researchers assume that the student is still low Self Confidence must change to be more confident, because it could be from students who are not confident this influence other students in the learning process in the classroom.

Learning techniques are widely used in lectures to facilitate the delivery of material to the students [3,4], but rarely explores techniques for the development of self-confidence. As some studies suggest techniques that can be used to build self-confidence techniques such as hypnotherapy, meditation techniques, and techniques Role Playing [5,7].

Effective role-playing techniques to improve self-confidence, one of them the confidence to communicate [8]. Role play technique is already widely used to increase confidence and some are integrating with knowledge of teaching and learning and Students' Speaking Skills and Affective Involvement [9,10]. But it is still limited to integrate it on social media, in particular the use of social media in higher education [11]. Efforts to improve self-confidence through social media is already done
by some researchers, but it has developed for students is limited [12]. Yet there is a strong correlation between social media with confidence and a positive impact both for active and passive users [13,14].

Today, students have been digitally oriented in their daily activities and to obtain the latest information. YouTube, Facebook, and Twitter are the most popular social media be used to meet the digital needs [15,16]. Duverger and Steffes states, half the time the students used to view the content of academic and non-academic context, especially from YouTube [17]. This is supported by data survey in 2018 that revealed YouTube as the most popular platform by 85% among young people [18].

A study revealed a positive perception of the students about the benefits of the YouTube video for learning in the classroom and use YouTube to speak ability [19,20]. Additionally, YouTube can affect the personality of students to identify themselves with YouTubers [21,22]. Most YouTube used to develop communication skills, Traffic analyzing the performance arts, studying music production, to improve EFL reading comprehension, to build knowledge and build memories, to evaluate the value of education in the teaching of writing [23-28].

Finding these opportunities, the researchers got the idea to explore the collaborative solution-based role-playing techniques with social media YouTube, considering students are very fond of applying social media, especially YouTube [29]. Integration paying with YouTube role not only facilitate the learning of self-confidence but also provides a variety YouTube storyline can be played, there were 65,000 videos are uploaded to YouTube each day [30]. Results playing a role that has been done by the student can be uploaded to YouTube so as to make the students accustomed to perform confidently in public. As Bandura's theory, the most effective direct experience to develop self-confidence [31].

2. Method
This study was conducted during 8 meetings of the 40 students at a university in Indonesia in one of the courses. Before given treatment do pre-test and is known to many as 19 people or 47.5% of the students still have low self-confidence. As for the pre-test results are detailed in Table 1.
Table 1. Average confidence pre test results per aspects.

| No. | Musty                | Percentage Score (%) | Criteria |
|-----|----------------------|----------------------|----------|
| 1   | Love Yourself        | 45                   | Low      |
| 2   | Understanding of Self| 43                   | Low      |
| 3   | Life Purpose clear   | 54                   | High     |
| 4   | Positive thinking    | 53                   | High     |
| 5   | Communication        | 50                   | High     |
| 6   | Firmness             | 29                   | Low      |
| 7   | Appearance           | 41                   | Low      |
| 8   | Feelings Control     | 54                   | High     |
|     | Average              | 46.125               | Low      |

The table is based on four aspects unknown student confidence is still low, the characteristic aspects of love, self-understanding, firmness and appearance with the percentage of 45%, 43%, 29% and 41%. Four other aspects, a clear purpose in life, positive thinking, communication, and control the feelings despite achieving high criteria still a chance to be improved through the provision of treatment to be more optimal. To measure the success of the treatments used Award observation assessment sheet and post-test to determine changes in the level of self-confidence of students.

3. Result and discussion
Role playing diekplorasi and diintegrasika with youtube through modification guidelines semester of a course of learning. Treatment was given eight meetings, with the division of the group to play a role in accordance with the scenario obtained from youtube.

![Figure 2. Search scenario role play on youtube.](image_url)

During the administration of treatment, the groove Role Playing recorded and the tape posted to YouTube to allow students to reflect on themselves.
Figure 3. Role playing in learning activities.

Figure 4. Results of role playing recordings uploaded to youtube.

Through the provision of treatment increase significantly. As for changes in the level of self-confidence of students can be seen from the result of post-test follows.

Table 2. Frequency distribution confidence post student test results.

| Score      | Results Respondents |
|------------|----------------------|
|            | Total | Total |
| 0-50%      | 0     | 0     | Low   |
| 51% - 100% | 40    | 100.0 | High  |
| Total      | 40    | 100.0 |

Table 2 shows has been an increase in self-confidence of students by 52.5% from the pre-test. So, it can be said that the role-playing effective learning model to improve the self-confidence of students. As described in detail in the following table.
Table 3. Average confidence students post test results per aspects.

| No. | Aspect                | Results Respondents | Percentage | Percentage |
|-----|-----------------------|---------------------|------------|------------|
|     |                       |                     | Score (%)  | Score (%)  |
| 1   | Love Yourself         | 94                  | High       |            |
| 2   | Understanding of Self | 95                  | High       |            |
| 3   | Life Purpose clear    | 83                  | High       |            |
| 4   | Positive thinking     | 84                  | High       |            |
| 5   | Communication         | 85                  | High       |            |
| 6   | Firmness              | 81                  | High       |            |
| 7   | Appearance            | 86                  | High       |            |
| 8   | Feelings Control      | 92                  | High       |            |
|     | Average               | 87.5                | High       |            |

Table 3 conveniently indicates there has been increased on all aspects of self-confidence, that self-love is increased to 94%, self-understanding 95%, clear purpose in life 83%, positive thinking 84%, communication 85% specificity 81%, grooming 86%, and control feelings of 92% to an average of student self-confidence increased to 87.5%

Therefore, made guidebook contains guidelines for the semester learning and daily learning that has been modified in accordance with an eight aspect of self-confidence and the material on the subject in order to facilitate the application of role playing that has been integrated with YouTube in everyday teaching in college.

4. Conclusion
Integration role playing with youtube can be applied to learning in the classroom, on a variety of subjects. Will be more conducive to the nature of the lecturers were pleasant and acts as a facilitator in guiding the activities play a role inside and outside the classroom. So that the potential of self-confidence of students will continue to thrive.

References
[1] Hoiles W, Aprem A and Krishnamurthy V 2016 Engagement dynamics and sensitivity analysis of YouTube videos arXiv preprint arXiv:1611.00687
[2] C Craig 2007 Creating Confidence: A handbook for professionals working with young people (The Center for Confidence and Well-being)
[3] Dunlosky J et al. 2013 Improving Students’ Learning With Effective Learning Techniques: Promising Directions From Cognitive and Educational Psychology Psychological Science in the Public Interest 14 (1) 4-58
[4] Yee K 2018 Interactive Techniques (Creative Commons BY-NC-SA)
[5] Cfaude C J 1998 Hypnotherapy: A Technique in Building Positive Self-Esteem (Thesis: University of South Africa)
[6] Singh T and Kaur P 2008 Effect of Meditation on SelfConfidence of Student Teachers in Relation to Gender and Religion Journal of Exercise Science and Physiotherapy 4 (1) 35-43
[7] Jenkins P and Gibson T 1999 An exercise in critical thinking using role-playing Nurse Educ 24 (6) 11-14
[8] A Kurniawati 2013 Improving The Self-Confidence In Speaking Practice by Using Role-Play
Technique for The Eight Grade Students of SMP Muhammadiyah 3 Yogyakarta (Thesis: Yogyakarta State University)

[9] Ramón J et al. 2010 Using Role Playing in The Integration of Knowledge in the Teaching-Learning Process in Nursing: Assessment of Students Texto contexto Enferm, Florianópolis, Out-Dec 19 (4) 618-26

[10] Sirisrimangkorn L and Suwanthep J 2013 The Effects of Integrated Drama-Based Role Play and Student Teams Achievement Division (STAD) on Students’ Speaking Skills and Affective Involvement Scenario 2

[11] Greenwood G 2012 Examining the presence of social media on university websites Journal of College Admission 24-28

[12] Ducharme P et al. 2015 Building Confidence in an Evidence-Based Through During Field Education Field Scholar 5 (1)

[13] Jan M et al. 2017 Impact of Social Media on Self-Esteem European Scientific Journal 2017 edition August 13 (23) 1857-7881

[14] Rahma K et al. 2016 Users’ Activities on Social Media as indicators of Self-Esteem: A Case Study in Oman IBIMA Publishing Journal of Internet Social Networking and Virtual Communities 12

[15] McCormick J G, Holland S and Szydlo L R 2010 Experiential Learning 2.0: Incorporating YouTube in leisure studies Schol: A Journal of Leisure Studies and Recreation Education 25 74-78

[16] Lyons D 2012 Photo Shop Newsweek 12 9

[17] Duverger P and Steffes E M 2012 Using YouTube videos as a primer to Affect academic content retention Metropolitan Universities 23 (2) 51-66

[18] Anderson M and Jiang J 2018 Teens, Social Media & Technology [Online] Retrieved From http://www.pewinternet.org/2018/05/31/teens-social-media-technology-2018/

[19] Jackman W M and Roberts P 2014 Students’ Perspectives on YouTube Video Usage as an E-Resource in the University Classroom Journal of Educational Technology Systems 42 (3) 273-296

[20] Balbay S and Kilis S 2017 Students’ Perceptions of the use of a YouTube channel specifically designed for an Academic Speaking Skills Course Eurasian Journal of Applied Linguistics 3 (2) 235-251

[21] Media D 2015 Acumen report: Youth Video Diet

[22] Hamid N A et al. 2015 Facebook, YouTube and Instagram: Exploring Their Effects on the Undergraduate Students’ Personality Traits The Journal of Social Media in Society 4 (2) 138-165

[23] Bastos A and Ramos A 2009 YouTube for learning English as a foreign language: critical thinking, communicative skills. In EDULEARN09 Conference pp. 2087-2092 IATED

[24] Monkhouse H and Forbes A M 2015 The Use of YouTube to Improve Students’ Acuity and Analytic Skills in Discussion of Issues in Music Performance Literacy Information and Computer Education Journal 6 (3) 1964-1970

[25] Monkhouse H et al. 2015 Music Performance, Information and Computer Literacy Education Journal (Licej) 6 (3)

[26] Primary Y et al. 2017 YouTube validating Learning Factors Affecting Performance (ICITDA)

[27] Hayikaleng N et al. 2016 Using Youtube To Improve EFL Reading Comprehension Among Vocational Students Proceedings of ICECRS 391-398

[28] Buzzetto N et al. 2015 Student Attitudes Towards The Integration Of YouTube In Online, Hybrid, And Web-Assisted Courses: An Examination Of The Impact Of Course Modality On Perception MERLOT Journal of Online Learning and Teaching 11 (1)

[29] Olasin G 2017 An evaluation of educational values of YouTube videos for academic writing The African Journal of Information Systems 9 (4)

[30] Westenberg W M 2016 Influence of YouTubers on Teenagers (Thesis: University of Twente)
[31] Pajares F 2015 *Overview of social cognitive theory and of self-efficacy* Retrieved from: http://www.des.emory.edu/mfp/eff.html.