

ABSTRACT

The Effectiveness of Group Guidance Services Using *Role Playing* Techniques to Improve Students' Self-Confidence

Keywords: Group Guidance, Role Play Technique, Self-Confidence

This study aimed to determine the effectiveness of group guidance services using role playing techniques in enhancing self-confidence among 7th-grade students at MTs. An-Nawari. The research utilized a quantitative approach and employed the One Group Pretest-Posttest Design experimental method. Data collection methods included questionnaires and observations. Data analysis techniques involved descriptive statistical analysis and inferential statistical analysis using t-tests for hypothesis testing.

The results indicated that 10 students were selected as the research sample. These students initially exhibited low self-confidence, with scores ranging from 33 to 65 on the self-confidence scale. Based on the conducted analyses, it was found that the average pre-test score was 49.00, whereas the average post-test score was 81.00, indicating a higher average post-test score compared to the pre-test score. The calculated t-value was 6.249 with degrees of freedom (df) of $n-2 = 10-2 = 8$. The critical t-value was found to be 1.860. Therefore, since $6.249 > 1.860$, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. Furthermore, the calculated t-value of 6.249 with a significance level of 0.000 (where $0.000 < 0.05$) also supported the acceptance of H_a and rejection of H_0 . Thus, it can be concluded that group guidance services utilizing role playing techniques are effective in enhancing students' self-confidence.