



Open Presentation Method's the Right Tricks to Increasing Student's Confidence in Traditional Dance

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Abstract

This paper was written to determine the increase in student confidence through the application of the Open Presentation Method's which is applied to VIII class semester 2 at SMP Negeri 3 Kandangan in the 2019/2020 school year. The techniques collecting data of this paper is observation of student's confidence in dance learning with the subject material's is traditional dance. The result of application Open Presentation Method's in VIII class at SMP Negeri 3 Kandangan in 2019/2020 school year is: 1) the Open Presentation Method's has been able to increase student's confidence of VIII class at SMP Negeri 3 Kandangan in tradisional dancing with the following steps below, first the teacher divides the students into several groups in one class, second step is students and their groups discuss to determine the dance to be performed and make a schedule to practice together, third step is students and their group do practise together with floor pattern and music independently at home, fourth step is students and their groups present traditional dancing with the floor pattern and music in open stage of SMP Negeri 3 Kandangan, fifth the teacher reviews the results of student presentations and motivates students to perform better and confidently and also share the strengths and weaknesses from each group, sixth students do an assessment by perform a traditional dance complete with floor pattern and dance supporting elements according to the accompaniment of music on stage. 2) The presentage of the increase in students' confidence in traditional dancing is for grade 8A by 40%, grade 8B by 41%, grade 8C by 34%, and grade 8D by 24%.

Keywords: *Self Confident; Open Presentation*

1. Introduction

Law No. 20 of 2003 concerning the National Education System article 1 paragraph 1 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state [1]. The implementation of education includes elementary, junior high, high school, and university levels.

Improving the quality of education is a priority for the government, in line with the current development of science and technology. Education in Indonesia must also develop along with the times. However, the quality of education in Indonesia is still far from what is expected, especially art and culture education. Art and culture education is one manifestation of the government's efforts to promote cultural

arts in Indonesia, which is regulated in Article 32 of the 1945 Constitution. One of the scopes of cultural arts education is dance learning, both for elementary, junior high, and high school students.

One of the branches of the Cultural Arts subject is dance. The importance of dance being taught in schools is to preserve local culture in Indonesia, foster the spirit of nationalism through art, hone students' creativity in the arts, as well as a means to train students' sense of sensitivity. Considering that dance learning is very important, one aspect that must be emphasized when students learn the art of dance is dance skills. One of the ways in which students' dancing skills can be measured is by looking at the child's confidence in the practice of dancing. So in essence learning the art of dance can be achieved maximally if students' self-confidence when performing dance grows well.

One of the standar competitions of art lesson in SMP Negeri 3 Kandangan is students have to perform traditional dancing complete with floor pattern and dance support element's according to the music [2]. Based on evaluation of art lesson in SMP Negeri 3 Kandangan and observation to students during learning, teacher get result that all of students have no confidence during perform traditional dance. They feel shy, hesitant, and inexpressive. So the performance is not optimal.

Self confidence is one's belief in one's ability to do something or show a certain appearance [3]. Self confidence is an attitude of confidence in one's own ability to fulfill every desire and hope[4]. Self-confidence is an important part of one's personality development, as a determinant or driver of how a person behaves [5]. In other words, if a person views himself as not having the ability to complete work and problems that person feels weak, inferior and other negative things. Based on opinion above we can conclude that self confidence is belief in a person's abilities and strengths to achieve a goal in life.

Aspects of positive self-confidence Lauster (1992) [6], that is:

- a. Confidence in self-ability, namely the individual's positive attitude about himself that he really understands what he is doing.
- b. Optimism, namely the positive attitude of individuals who always have a good view in dealing with everything about themselves, hopes, and abilities.
- c. Objective, namely the attitude of the individual who views the problem or everything in accordance with personal truth or according to himself is true.
- d. Responsible, namely the individual's willingness to bear everything that has become the consequence.
- e. Rational and realistic, namely the ability to analyze a problem, something, an event using thoughts that are acceptable to reason and in accordance with reality.

Four aspects of self-confidence according to Kumara (1987) [7] as follows:

- a. Ability to deal with problems
- b. Responsible for decisions and actions
- c. Ability to get along
- d. Ability to accept criticism

Based on several opinions about the aspects of self-confidence above, it can be concluded that the aspects of self-confidence used in this paper are:

- a. Confidence in self-ability, namely the individual's positive attitude about himself that he really understands what he is doing.
- b. Optimism, namely the positive attitude of individuals who always have a good view in dealing with everything about themselves, hopes, and abilities.
- c. Ability to deal with problems
- d. Ability to get along

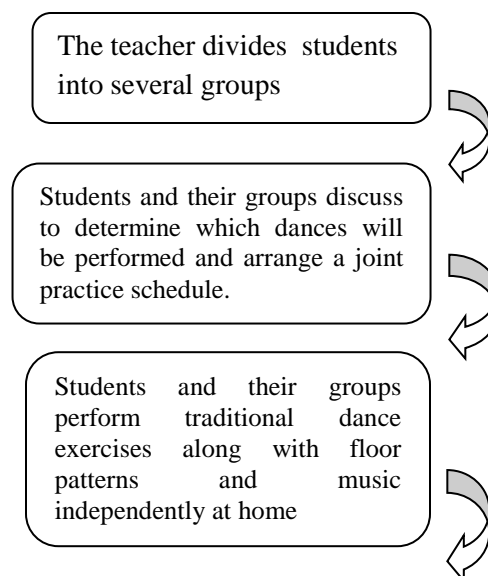
Based on the above problem so teacher as researcher try to find the good method to solve that problem and try to increase students confidence in traditional dancing. According to Hidajat [8] “Traditional dance is a dance procedure or dance performed by an ethnic community from generation to generation from one generation to the next. Dancing is an expression of emotional movement with expressive and communicative body movement pattern”. The traditional dance that is practiced at SMP Negeri 3 Kandangan is a traditional dance that is already familiar in the lives of students and students. These dances include the Saman Dance from Aceh, the Tor-Tor Dance from North Sumatra, the Jaipong Dance from West Java, the Jaran Kepang Dance from Central Java, the Pendhet Dance from Bali, the Pakarena Dance from Sulawesi and many other dances. Students of SMP Negeri 3 Kandangan learn the various dances from YouTube and from the Nusantara Dance CD. Dance learning has been carried out since grade 7, so students are familiar with the art of dance since the beginning of entering SMP Negeri 3 Kandangan.

Researcher mean to apply Open Presentation Method’s on art lesson in SMP Negeri 3 Kandangan. The method apply on traditional dance performance complete with floor pattern and dance support element’s according to the music. Hopely this method’s can increase the student’s self confidence in tradistional dance performance.

According to Mulyasa the presentation method in the learning process is a method of expressing ideas, ideas, feelings in public by a student or more by including a paper manuscript or not. For most people, the presentation method requires a summary of the problems that will be presented. The goal is to train students to develop activeness and thinking skills as well as critical and analytical thinking [9].

Based on some of the descriptions above, it can be concluded that the presentation method in the learning process is a method of expressing ideas, ideas, or the results of student discussions by presenting, expressing, or expressing them in front of the class or in public. Presentation in the learning process is not only in the form of disclosure in words, but can also be in the form of a performance presentation. It all depends on the learning objectives to be achieved. At SMP Negeri 3 Kandangan the teacher applies an open presentation method to increase students' confidence in traditional dancing. In this case the teacher provides opportunities for students to present the traditional dance moves that the students have arranged together with their groups in public openly. The place used for the presentation is the open stage at SMP Negeri 3 Kandangan, so it can be seen by all school residents. This method aims to minimize feeling nervous, embarrassed, or not confident when dancing traditional dances in front of a large crowd.

The principle of implementing Open Presentation Method’s in the learning process is:



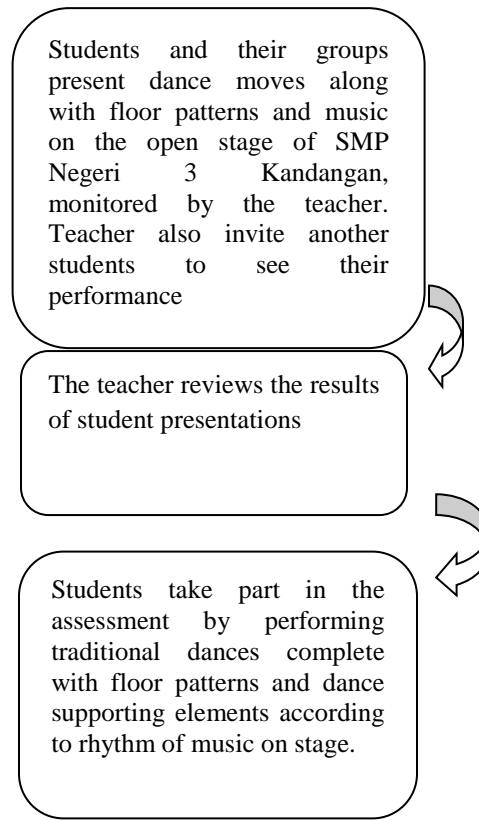


Figure 1: Open Presentation Method Flow

2. Research Method

The research approach used in this research is a qualitative approach. A qualitative approach is an approach focusing on social phenomena that cannot be done in a conventional laboratory but must go into the field. This approach aims to provide understanding and interpretation of a social phenomenon through direct observation. One characteristic of qualitative approach is that it is not value-free, means that the research process can be influenced by various values and thought. Furthermore, the theory used in this approach is not the main central, but it is only as a basis for the framework for analysis purpose. Thus, theory is not the aim of research to be verified but it is only supporting in the analysis process when it comes down the field.

This research was conducted in the period from January to May 2019 with the location of research at SMP Negeri 3 Kandangan. This research involved 118 students from 4 classes. All of these students are 8th graders at SMP Negeri 3 Kandangan. The techniques collecting data of this paper is observation of student's confidence in dance learning with the subject material's is traditional dance.

Teacher as observer will observe changes in students' confidence in traditional dancing using the open presentation method.

The teacher uses the observation sheet as a tool to collect data that is filled in during the assessment of traditional dance.

3. Result

3.1 Steps to Apply the Open Presentation Method in Traditional Dancing.

The biggest challenge for an art teacher is to teach students to display a work of art that is of good quality and beautiful. One of the art practices that must be displayed with good quality and beautiful is traditional dancing. When students dance traditional, there are several principles that must be followed so that the dances that are displayed have good quality. These principles include performing dance with confidence.

There are several ways to form activities that can develop self-confidence [10] including:

- a. Cultivate the courage to ask.
- b. The role of a mentor who is active and asks his students.
- c. Practice discussion and debate
- d. Complete in achieving achievement.

Some things that can be done at school to increase children's confidence in school [5] are:

- a. Talking out opinions
- b. Answer the teacher's question
- c. Show future presentations

Based on the various opinions above, several things teachers can do to increase student confidence are:

- a. Teaching children to think positively, by encouraging or motivating students by ensuring that they can definitely complete each of their responsibilities in learning.
- b. Train children in solving a problem by discussing.
- c. Cultivate the courage to ask questions, express opinions, answer teacher questions, and make presentations to the class.

In demonstrating traditional dances, students are required to perform dance skillfully and confidently. This is because self-confidence is very influential on the quality of students' appearance on stage. Students who lack confidence will tend to be shy and unable to perform dance movements freely. On the other hand, students who are confident will be able to carry out dance movements freely, skillfully and beautifully. However, in reality all students of class VIII are still not confident in demonstrating dance movements in public. The percentage is 100% of students who are still not confident makes the author as an art and culture teacher to find the right method in instilling confidence in students during dance performances.

Steps to apply the Open Presentation Method in Traditional Dancing are:

1. Teacher make a traditional dance presentation group consisting of 7-8 students from the class. The group is determined by students who are selected based on the proximity of their homes so that students can practice together outside of school.
2. Students and their groups discuss about dance material that will be perform as well as the schedule for group practice outside of school hours.
3. Teacher make a presentation schedule's for every class both during art lesson and outside of class hours
4. Teacher make a presentation schedule's for every class both during art lesson and outside of class hours.

SCHEDULE OF OPEN TRADITIONAL DANCING OPEN PRESENTATION METHOD				
No	Day	Time	Class	Place
1	Monday	2-4	VIII B	Open Stage
2	Wednesday	Break 1	VIII B	Open Stage
3	Monday	6-Break 1	VIII C	Open Stage
4	Friday	1-2	VIII C	Open Stage
5	Tuesday	6-8	VIII A	Open Stage
6	Wednesday	Break 2	VIII A	Open Stage
7	Monday	1-3	VIII D	Open Stage
8	Friday	Break 1	VIII D	Open Stage

Figure 2: Open Presentation Schedule

5. Students and their group practice traditional dance independently outside of school hours. Every time they do traditional dance exercises independently, students and their groups are required to fill out a report written on the exercise monitoring card.

MONITORING CARD TRADITIONAL DANCE EXERCISE OUT OF SCHOOL			
Name of member.....			
Class:.....			
No	Date	Place of Practice	Students who Attend Practise

Figure 3: Independent Exercise Monitoring Card

6. Students and their groups present the results of practicing traditional Indonesian dances openly on the school stage. During the presentation, the teacher will observe the students' self-confidence. Aspects observed to measure students' self-confidence are:

- a) Students dare to appear on stage
- b) Students have good expressions when dancing
- c) Students move freely and do not feel constrained
- d) Students perform dance moves according to their own memorization



Figure 4: Open Presentation Method's

7. Teacher reviews the results of student presentations. In this part the teacher will convey the confidence of each group. For students whose self-confidence is still low, they will get motivation from the teacher to increase their self-confidence. As for students who have good self-confidence, they will be used as examples for other groups.
8. Students and their groups improve their appearance on stage to appear more confident so that their dance skills and quality are more visible.
9. Students and their groups repeat the traditional exercises at home and then present the results of the exercises openly on the school stage. The time allotted for student presentations is 21 days or 3 weeks
10. Teachers and students prepare for dance performance exams as a result of evaluating the learning that has been carried out.
11. Students carry out dance performances confidently accompanied by floor patterns, dance support elements and accompanying music. At this stage the teacher as the author as well as the assessor will help students preparation before appearing on stage. Furthermore, the teacher will assess the results of the collaboration of students and their groups in the form of dance performances starting from the aspect of self-confidence to aspects of dance skills.

Observation Sheet of Student Self Confidence's

Lesson: Art class:
 Subject Matter: Traditional Dance

No	Name	Aspects of Confidence Assessment Before Application of the Open Presentation Method						Aspects of Confidence Assessment Before Application of the Open Presentation Method					
		Dare to appear on stage	expression	Move freely	memorize dance moves	average	Starting score	Dare to appear on	expression	Move freely	memorize dance moves	average	core final
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													

Description: 4 = If students do very well
 3= If students do well
 2= if students do well enough
 1 = If students do poorly

Kandangan, 2020
Teacher

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Figure 5: Observation Sheet of Student Self Confidence's



Picture 6: Dance Performing for Assessment Test

3.2 Tools and Materials for Application of the Open Presentation Method in Traditional Dance

In carrying out step by step the Open Presentation method the teacher needs some equipment that supports learning. The equipment is as follows:

- a. Sound System
- b. Sound System is used to amplify the sound of the dance accompaniment music source
- c. Mobile/ Laptop
- d. Mobile/Leptop is used to play dance accompaniment music.
- e. Dance Property
- f. Properties are objects that are carried by dancers during dancing. Properties can be plates, sampurs, sticks, whips, piggybacks, fans, bowls, and so on.
- g. Independent Workout Monitoring Card
- h. The monitoring card contains student self-practice reports. The function of this card at the time of presentation is to control student activity during traditional practice. If at the time of presentation there are students who do not memorize the movements, then the teacher will see a recap of student attendance on this card. This card is also used to assess the attitude of responsibility and discipline that students have.
- i. Observation sheet
- j. The observation sheet is a sheet containing the teacher's observation table on students' self-confidence. This sheet is filled out at the beginning of the open presentation and at the end of the dance performance assessment. This sheet plays a very important role in knowing the development of students' self-confidence.

3.3 Impact of the Open Presentation Method in Traditional Dance

After the Open Presentation method was applied to learning the Cultural Arts Class VIII Chapter of Dance with Traditional Dance material, there was a significant change in the aspects of students' self-confidence. The impact of that method's is:

- a. Students are more daring to appear on stage
- b. Students are more expressive

- c. Students can perform dance movements more freely
- d. Students become more confident about their dance memorization skills.
- e. The appearance of students in dance performances becomes better and more lively.
- f. Based on the description above, it can be seen that the Open Presentation Method is able to increase students' confidence in traditional dancing.

The increase in student confidence, especially points a to point d, can be seen in the table below:

Table 2: Data for Class 8A's Confidence Increase

Student Self Confidence Data				
Class 8A				
NO	NAME	PREVIOUS SCORE	SCORE AFTER	PRESENTAGE INCREASE
1	ADNAN ZACKY	43,75	93,75	53%
2	Alif Ardiyanto	43,75	87,5	50%
3	AMANDA	50	93,75	47%
4	Andini Wulandari	43,75	87,5	50%
5	Antok Saputra	37,5	75	50%
6	Ardan Novem Absrian	62,5	93,75	33%
7	Bela Linggar Amaliasari	56,25	87,5	36%
8	Budhi Prastyo	43,75	75	42%
9	Chusnul Hija	68,75	93,75	27%
10	DINA NURVITRIYANINGSIH	56,25	87,5	36%
11	Dwi Kusrahayu	50	93,75	47%
12	Errick Adhitya Nandha	50	87,5	43%
13	Erwin Dwi Cahyo	56,25	75	25%
14	FARA AULIYA RAMADHANI	68,75	93,75	27%
15	Farel Prayogo	68,75	93,75	27%
16	Farida	56,25	87,5	36%
17	Fely Aprilia	56,25	87,5	36%
18	Feri Yanto	50	87,5	43%
19	IKLIMA	68,75	93,75	27%
20	Khanif Muhlis	56,25	93,75	40%
21	Luchita Muktiyana	62,5	93,75	33%
22	NAFISA WIDYA ARYANTI	43,75	75	42%
23	NANGIM Wafa AL HASAN	31,25	75	58%
24	Novelita Istiofitri	62,5	93,75	33%
25	Putri Damayanti	68,75	93,75	27%
26	RAHMA DANI	50	87,5	43%
27	Rahmad	43,75	87,5	50%
28	RIO MUSTOFA	37,5	87,5	57%
29	Siti Munawaroh	68,75	93,75	27%
30	Yuna	37,5	75	50%
	AVERAGE			40%

Table 2: Data for Class 8B's Confidence Increase

**Student Self Confidence Data
Class 8B**

NO	NAME	PREVIOUS SCORE	SCORE AFTER	PRESENTAGE INCREASE
1	ACHILA DIA ULKHAQ	62,5	81,25	23%
2	Afiyatun	37,5	81,25	54%
3	Agus Satriyo	31,25	81,25	62%
4	Ainur Fikri	37,5	81,25	54%
5	ALIDEA SAFITRI	43,75	81,25	46%
6	ALWI ALFATIH	37,5	75	50%
7	ANISA REVALINA	56,25	93,75	40%
8	Arfa Turizal	37,5	87,5	57%
9	Dela Pramudya Permata	68,75	100	31%
10	Desi Aqidatul Muafifah	68,75	93,75	27%
11	ELA INDRIYANI	62,5	87,5	29%
12	FAHRUR ROZI	56,25	75	25%
13	FIKA MUNTAFIAH	87,5	93,75	7%
14	Hendra Erik Hartono	43,75	75	42%
15	JULI YANTO	31,25	68,75	55%
16	LATIF MASDUKI	50	75	33%
17	LIDYA AZALIA	68,75	100	31%
18	Mat Reya	37,5	75	50%
19	Musrifun	62,5	93,75	33%
20	Nur Cholifah	62,5	81,25	23%
21	OKI DAVIYAN	31,25	81,25	62%
22	Reyvan Maulana Saputra	37,5	81,25	54%
23	RISMA NURMAYANI	37,5	81,25	54%
24	Rizal Arifin	37,5	87,5	57%
25	RIZKY ARDIYANSAH	37,5	75	50%
26	Rofikun	37,5	62,5	40%
27	Turah	37,5	68,75	45%
28	Wahyu Hidayat	68,75	93,75	27%
29	ZERIN NOVANIA RAHMA	62,5	87,5	29%
	Average			41%

Table 3: Data for Class 8C's Confidence Increase

**Student Self Confidence Data
Class 8C**

NO	NAME	SCORE BEFORE	SCORE SFTER	PRESENTAGE INCREASE
1	AHMAD WAFaqIHA	31,25	75	58%
2	ALFAN KHOIRUL BARIR	31,25	81,25	62%
3	ARDAN SYAIFULLAH	50	75	33%
4	ARLIS RAMADHANI	62,5	81,25	23%

5	Atika Rahmawati	62,5	87,5	29%
6	Chalvin Vega Djuwiyanto	50	75	33%
7	Dadang Yuliano Dwi Prasetya	31,25	62,5	50%
8	DARUL APRILIYAN	31,25	62,5	50%
9	DEVITA	62,5	87,5	29%
10	ELY HERDITA	87,5	93,75	7%
11	Fitriya Anjellina	62,5	75	17%
12	GALIH MAUZZUN IHYA	31,25	81,25	62%
13	HINDRA PRASTIYA	37,5	62,5	40%
14	Jerry Septyan	31,25	56,25	44%
15	Kharis Rosyid	62,5	87,5	29%
16	Mesya Rahmania	62,5	93,75	33%
17	MOHAMAD RIZKY FAUZY	31,25	93,75	67%
18	NADIATUL FATIKA	62,5	87,5	29%
19	NAFI DZATUZZAHRO	62,5	87,5	29%
20	Racha Novrianvasha	50	75	33%
21	RIZKIYA KURYANTI	87,5	93,75	27%
22	Royan Hidayat	56,25	75	25%
23	Rustiyani	87,5	93,75	27%
24	Sheila Amelia	87,5	75	8%
25	SOCHIFUL MA'ARIF	62,5	81,25	23%
26	TASYUDI	62,5	81,25	23%
27	Tessa Adia Sari	68,75	93,75	27%
28	Wahyu Santoso	68,75	93,75	27%
29	Yuni'ah	62,5	93,75	33%
	Average			34%

Table 4: Data for Class 8D's Confidence Increase
Student Self Confidence Data
Class 8D

No	Name	Score Before	Score After	Presentage Increase
1	AHMAD ZINDA SAPUTRA	62,5	75	17%
2	Ahmat Rifai	31,25	75	58%
3	ANDI SAPUTRA	68,75	87,5	21%
4	Apriyanti Bunga Sapitri	68,75	87,5	21%
5	ARIF ALFIANSYAH	62,5	75	17%
6	DAFA ZAKI ANDRIAN	62,5	75	17%
7	Dia Anis Nur Sholikhah	68,75	93,75	27%
8	DIAN CAHYANTI	68,75	75	8%
9	Dida Dwi Alviano Iskandar	31,25	75	58%
10	Didan Nugraha	31,25	75	58%
11	Dika Catur Prabowo	31,25	50	38%
12	DITA PUJIYANTI	68,75	87,5	21%
13	DWI PRASTIAWAN	68,75	75	8%
14	ELSA ERMAWATI	87,5	100	13%
15	FELA AULIA	68,75	93,75	27%
16	HAYYAN ELOQUANCE	68,75	75	8%
17	IQBAL ANDREAS SAPUTRA	62,5	81,25	23%
18	KHOIRUL BAHRI	68,75	87,5	21%
19	Lailatul Maghfiroh	68,75	81,25	15%
20	Listari	68,75	93,75	27%
21	Lital Fitana	68,75	93,75	27%
22	LUKY SETIYAWAN	68,75	81,25	15%
23	Putri Purnama Sari	68,75	75	8%
24	REFA CHIKAMILAH	68,75	93,75	27%
25	Rizqi AuFa Rahman	62,5	93,75	33%
26	Samsul Maarif	68,75	87,5	21%
27	Sofyan Al Arif	68,75	81,25	15%
28	SUFI SYADIDAL CHOSYYAH	62,5	100	38%
29	Very Ady Lesmana	68,75	87,5	21%
30	WAHYU HASAN ROISUL FADLAN	62,5	75	17%
	Average			24%

Conclusion

The impact of the Open Presentation method in general is that students are able to dance traditional dances with confidence so that it has an impact on good and quality dance performances. The presentage of the increase in students' confidence in traditional dancing is for grade 8A by 40%, grade 8B by 41%, grade 8C by 34%, and grade 8D by 24%. This means that the Open Presentation method is able to increase students' confidence in traditional dancing. In addition, this method is able to make personal students more appreciative of the artistic process than the results alone.

Conflicts Interest

The authors declare they have no conflicts of interest.

Authors Contribution

Theoretically, this paper can be model of problem solving about skill learning which need a lots of practice. Practically, this paper hopely can be reference to increase student confidence in traditional dancing. The authors aim to increase student confidence's on traditional dancing, find the appropriate lesson form in art lesson specially on traditional dance, and find reference material for teacher who has some problem.

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