

## The Effects of Puppet Games from Cassava Leaves on the Self-Efficacy of Elementary School Students

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### Abstract

This research was conducted to determine the effect of the puppet game from cassava leaves on the self-efficacy of elementary school students. The independent variable in this study was a game of puppets from cassava leaves. While the dependent variable of this study is self-efficacy. The design used in this study is the Pre-Post Test One Group Design. The subjects were 207 elementary school students in class V and class VI in Surakarta. The chronology of the study is a pre-test subject were given using a scale for  $\pm 10$  minutes. The next step is treatment in the form of puppet play from cassava leaves in the experimental group for  $\pm 35$  minutes. During the treatment, the researcher made observations with reference to the checklist observation sheet. The last plot is the post-test using the same scale as the pre-test, but the item number is random. The results of this study showed significant effect of the puppet game of cassava leaves cannot improving students' self-efficacy. However, the results show the descriptive analysis of the puppet game cassava leaves can boost self-efficacy elementary school students who are in the low category as much as 86%, in the category of pretty much as 26%, and the high category as much as 5%.

**Keywords:** Self-efficacy, Puppet Games, Cassava Leaves, Elementary School, Students

### INTRODUCTION SECTION

Every child has developmental characteristics that are adjusted according to their respective stages of development. Jean Piaget (in Latifa, 2017) suggests stages of cognitive development based on age including; sensory motors i.e. age 0 to 2 years, pre-operational i.e. age 2 to 7 years, concrete operational i.e. age 7 to 12 years, and operational formal i.e. age over 12 years. Characteristics of school-age child development include physical development, intellectual development, language development, emotional development, social development, and the development of religious awareness. There are factors that influence the characteristics of child development, including genetic and environmental factors. Munasiroh (2018) states that if a child has many abilities with low self-efficacy, then the child cannot optimize their abilities. Whereas Sandi (2017) said that many of the teachers who were in Indonesia, especially in the field of mathematics were not yet aware of even the fact that one aspect of psychology called self-efficacy could influence the achievement of a student. The higher the self-efficacy a student has, the better the achievement he can achieve. Vice versa, the lower the self-efficacy a student has, the lower the student's achievement can be. Self-efficacy is defined as an assessment, trust or belief of being able to perform certain tasks, as well as managing and implementing the program of actions needed to achieve the desired goals (Damayanti, 2017). So, it can be concluded that self-efficacy is a belief owned by individuals to be able to perform tasks in achieving certain challenges or obstacles and can support children in optimizing the characteristics of their developmental tasks.

The aspect of self-efficacy according to Bandura (in Noviyanti, 2018), the first is the level (Level), which in this dimension relates to the degree of difficulty of the task faced by an individual, the individual's self-efficacy may be limited to tasks that are easy, moderate, or even covering the

most difficult tasks. This is in accordance with the perceived limits of ability to meet the behavioral demands required at each level. Second, the strength (Strength) where this dimension is related to the strength of an individual's beliefs or expectations regarding his abilities. Weak expectations are easily swayed by unsupportive experiences. Conversely, strong expectations encourage individuals to persevere in their business. Although it may be found experience that is not supportive. This dimension is usually directly related to the level dimension, namely the higher the level of difficulty of the task, the weaker the perceived confidence to complete it. Third is generalization (Generality), in this dimension related to the broad field of behavior in which individuals feel confident about their abilities. Individuals can feel confident about their abilities. Is it limited to a certain activity and situation or a series of varied activities and situations.

Bandura (in Kumalasari, 2014) mentions the self-efficacy factor is the nature of the task at hand, the first is certain situations or types of demands performance that is more difficult and inferior than other task situations. Second, external incentives, incentives in the form of rewards given by others to reflect one's success in mastering a task. Third, the status or role of individuals in the environment of one's social degree affects the appreciation of others and their self-confidence. Fourth, information about self-ability. Someone's self-efficacy will increase or decrease if he gets positive or negative information about himself. Bandura (in Prahara and Budiyani, 2018) suggests four sources that influence the formation of self-efficacy, including; Mastery experience is a result achieved by an individual through previous success experiences so that it is directly related to personal experiences that will increase one's self-efficacy; Vicarious experience or modeling (imitating the experience of the success of others) is an increase in self-efficacy by looking at what others have achieved because the achievements of others can be a benchmark against their abilities; Social persuasion (verbal persuasion) is an increase in the self-efficacy of others, that is, other people encourage and convince someone to do a task so that the person believes that he has the ability to do the task; Physiological state and emotional arousal (physiological and psychological conditions) are efforts to increase self-efficacy by providing conditions so that a person does not experience anxiety. Based on some of the descriptions above, it can be concluded that the factors of self-efficacy are the situation and the role that is being faced by the individual both from oneself and others, the experience of the individual and the experience of others, the nature of the task at hand, the process of self-identification, and the physiological state and psychological aspects of the individual.

Traditional games are one of the activities that are usually used as a venue for entertainment, whether using a tool or not and has been running from the preceding generation to the next generation. Traditional games can have a positive impact on children's physical, emotional and cognitive development in children (Siregar and Lestari, 2018). The traditional game is a legacy from generation to generation that has symbolic meaning in the movement, speech until the equipment used. The symbolic meaning is that there are messages that can be benefited for the cognitive, emotional and social development of the child as a provision for future adult life. Advances in the technological era in the form of electronic-based games increasingly shift the position of traditional games so that they are increasingly ignored. Noting this it needs efforts from various parties to study and preserve its existence through re-learning in the current generation through a modification process that is adapted to current conditions (Fajarwati in Nafisah, 2016). Traditional games are activities that have various objectives such as imagination, recreation, creation, sports as well as a place to practice living in the community, skills, manners, and dexterity (Dharmamulja in Widodo and Lumintuarso, 2017). So it was concluded that traditional games are usually used as a venue for entertainment whether or not using tools and have been running from the preceding generation to the next generation where there are symbolic meanings in movement, speech to equipment used

with various purposes such as imagination, recreation, creation, sports as well a place to practice life in society, skills, courtesy, and dexterity.

Game puppets from cassava leaves are a traditional game where this game has physical aspects consisting of strength, immunity, and flexibility ; Psychological aspects, such as the ability to think, count, intelligence, able to formulate strategies and face obstacles, memory, and creativity. ; Social aspects include coordination, willing to obey the rules, mutual respect, mutual reciprocity and a culture of shame (Bint Syarafah et al in Nafisah, 2016). Traditional games can provide a stimulus for many aspects of child development by Misbach (in Nadjamuddin, 2016) including; Motor aspects to training endurance, flexural power, sensorimotor, gross motor, and fine motor. ; Cognitive aspects can be through the development of imagination, creativity, problem-solving, the ability to anticipate, and contextual understanding. ; Emotional aspects which can be a means of emotional overflowing, the arena of empathy sharpening is also self-control. ; Aspects of language by understanding the concepts of value. ; Social aspects, namely conditioning children to be able to relate, work together, train children to be «mature» socially with their peers and provide a basis for practicing socialization skills by training with adults and society in general. ; Spiritual aspects, traditional games can invite children to be aware of the Supreme relationship. ; Ecological aspects, namely children are facilitated to be able to understand the benefits of natural elements around that can be used wisely; Moral aspects by facilitating children to live up to the moral values passed on from the previous generation to the next generation.

Play activities can give an effect on the child's psychological development. Various factors can influence development through children's play; Health. Physical healthy children have a lot of energy to play compared to those whose conditions are inversely proportional so that a healthy physique is important to spend playing time that requires no less energy.; Intelligence. Children with more intelligence tend to be active compared to less. Smart kids are more interested in games that rely on intellectuals or stimulate their thinking power, for example; drama, watching movies or reading literacy that contains intellectual elements.; Gender. Girls tend to play without spending a lot of energy, for example; climbing, running, or other physical activities that are compared to boys. This difference is not intended to state that girls are less healthy than men, but in general society believes that girls are better able to behave smoothly and have a gentle personality.; Environment. An environment that is unable to provide time, play space and the availability of tools for children can result in children having something lacking in play activities.; Socioeconomic status. Families with higher income and social status can provide a variety of play tools for children when compared to those in families with lower income and social status.

The aspect of self-efficacy is the level related to the physical aspects of traditional play where the level of difficulty of the task is adjusted to the condition of the body's immunity and flexibility of the child, the strength aspect is related to aspects of traditional play namely social and emotions, and the language of the child where social experience, self-control, and ways children understand the values of a game can help children have expectations of their abilities. Besides, the generality aspect of self-efficacy is related to the cognitive aspects of traditional games, namely children who could develop strategies and contextual understanding related to the child's belief that he can perform the tasks given. Saputra and Ekawati (2017) describe the basic abilities of children that can be developed through traditional games, namely fine and gross motor skills (KK), the ability to count and the ability to focus on problem solving (KLM), the ability to interact / play with peers and play alternately (Kinter), the ability to communicate or dialogue with peers and with parents / adults (KL), the ability to express feelings of pleasure in playing, and develop motivation and skills in managing patience (Kintra), the ability to determine distance and determine space (KVS).

The traditional games used in Sahidun's research (2018) are boy mixed games, cenge-cenge games, and sem games that have the characteristics of playing games and can provide stimulus to students in peer interactions in the form of active participation, adapting to sharing and communicating. This is in line with research conducted by Hadi, Sinring, and Arryani (2018) regarding students' social skills that can be improved by providing traditional games, where the level of social skills of students at SMP Negeri 18 Makassar before being treated in the form of traditional games is in the «low» category «And after being given a traditional game it rises or falls into the 'high' category. Besides, Amelia, Wahyuni, and Rina (2017) explained that puppet play activities are very effective for children in supporting reading skills, this activity is also able to provide stimulation in the form of enthusiasm and self-confidence in children. Research conducted by Widarnandana and Simarmata (2015) on «The influence of outbound on self-efficacy of students» with the results of the analysis in column R shows a number of 0.436, meaning that students' self-efficacy increases after joining outbound compared to before joining outbound, where the more often the subject experiences success in the face of outbound games, will further increase self-efficacy on the subject.

Zhang, Jetten, Hao, and Cui (2017) describe interventions in the form of providing an understanding of the potential of children who come from migrant families, as well as low social status that makes children feel in the minority group. these interventions can be developed through cognitive alternatives. The results of the study stated that cognitive alternatives can improve children's self-efficacy so that children are better prepared to face their future. Whereas Ahn and Bong (2019) describe that students with strong self-efficacy beliefs tend to get higher academic achievement, because they are more willing to approach challenging tasks, exert more effort towards and endure longer on difficult tasks, using independent learning strategies more effectively, and experiencing lower levels of anxiety, compared to those who have weak self-efficacy beliefs. Ortiz, Bowers, and Bowers (2015) training through self-efficacy video games can remind someone of performance where game-based training can have the potential to make trainees spend more time voluntarily to learn training material than those who do text-based training. Robertson, Jepson, Macvean, and Gray (2016) the pleasure obtained from the game will support physical activity while playing the game which causes a continuous increase in self-efficacy. Besides, enthusiasm and increased self-efficacy will result in increased physical activity during the school day in general, and this will still occur after the intervention is given. Chu, Farmers, Fung, Kuhle, Storey and Veugelers (2012) describe 83% to 93% of children's involvement in the process of making breakfast at least once a month into an effective health promotion strategy in increasing children's self-efficacy to choose and consume healthy foods. In line with some of the studies above, this study uses the puppet media from cassava leaves which requires physical activity of children by observing and applying the observations after being given instructions, so that children are actively involved in puppet games from cassava leaves. Based on some of the phenomena that have been described researchers, researchers want to the hypothesis that «there is a positive influence on the puppet play of cassava leaves on increasing the self-efficacy of elementary school students». The researcher hopes can help the child run his development task in completing his development task.

## RESEARCH METHODS

This research uses an experimental method with the research design is Pre-experimental with Pre-Post Test One Group Design. The research flow used was the subject was given a pre-test using a scale for  $\pm 10$  minutes. The next step is treatment in the form of puppet play from cassava leaves in the experimental group for  $\pm 35$  minutes. The treatment is in the form of puppet play from cassava leaves where the child is given cassava leaves, then given instructions to practice how to

make puppets for people as exemplified by researchers. Researchers provide examples of making a series of stories using the media of puppets from cassava leaves. Then each child is divided into three groups in one class, wherein the group children are asked to practice the story continuously from one subject to another in one group using the media puppets from cassava leaves that the subject has made. During the treatment, the researcher made observations with reference to the checklist observation sheet containing behavioural indicators such as not complaining when doing the task, completing according to the example, not easily discouraged, persevering in carrying out the task without assistance, persistent in doing the task and asking for help, daring to negotiate against Assigned job. The last plot is the post-test using the same scale as the pre-test, but the item number is random.

The sampling technique used in this study was purposive sampling which is the search for informants in accordance with the criteria determined by the researchers, a total of 207 subjects were elementary school students in eight elementary schools in the Surakarta area. The independent variable in this study was the puppet play of cassava leaves. While the dependent variable of this study is self-efficacy. Then for the method of data collection in this study using scale, observation, and documentation.

### **Measuring instrument**

The measurement scale used for this study is a self-efficacy scale with a Likert scaling model consisting of four answer choices namely SS for Strongly agree, S for Agree, TS for Disagree, and STS for Strongly Disagree. Scale-up was developed based on the aspect of self-efficacy conveyed by Bandura (in Noviyanti, 2018), namely the level (Level), which in this dimension relates to the degree of difficulty faced by individuals, the individual's self-efficacy may be limited to easy tasks, moderate, or even covering the most difficult tasks. This is in accordance with the perceived limits of ability to meet the behavioral demands required at each level. Second, the strength (Strength) where this dimension is related to the strength of an individual's beliefs or expectations regarding his abilities. Weak expectations are easily swayed by unsupportive experiences. Conversely, strong expectations encourage individuals to persevere in their business. Although it may be found experience that is not supportive. This dimension is usually directly related to the level dimension, namely the higher the level of difficulty of the task, the weaker the perceived confidence to complete it. Third is generalization (Generality), in this dimension related to the broad field of behavior in which individuals feel confident about their abilities. Individuals can feel confident about their abilities. Is it limited to a certain activity and situation or a series of varied activities and situations.

### **Data analysis**

The research data were analyzed using SPSS 16 where the interpretation of the data obtained using the assumption test in the form of tests of normality and homogeneity, with the terms of significance in the  $p > 0.05$  normality test and  $p > 0.05$  homogeneity. Furthermore, the hypothesis test uses parametric if the data is normal and homogeneous, but if one of the data is abnormal and or non-homogeneous using non-parametric with the condition of significance  $\leq 0.05$ . This research can be said to be influential if  $H_a$  is accepted and  $H_o$  is rejected, and vice versa if this research has no effect then  $H_o$  is accepted and  $H_a$  is rejected.

## RESULTS AND DISCUSSION

### Data Analysis Results

Table 1. The results Calculation of test assumptions

#### Test of Normality

SELF-EFFICACY	PRE POST	Kolmogorov-Smirnov			Shapiro-Wilk		
		statistics	df	Sig.	Statistics	Df	Sig.
	PRE	.121	174	.000	.956	174	.000
POST	.102	174	.000	.980	174	.015	

a. Significance Lilliefors Correction

#### Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
SELF-EFFICACY	Based on Mean	11.251	1	346	.001
	Based on Median	12.189	1	346	.001
	Based on median and with adjusted df	12.189	1	311.174	.001
	Based on the trimmed mean	11.542	1	346	.001

Data analysis performed using SPSS 16 shows the results of normality and homogeneity of the self-efficacy scale, where the results of the test of normality are seen from the results of sig. Kolmogorov-Smirnov or Shapiro-Wilk results are 0,000, 0,000, 0,000 and 0.015. If one of the results has a value > 0.05 then the data is considered normal data, while the data that we get is not normal because no one meets the requirements stated. Then based on the results of the test of homogeneity of variance seen from sig. based on mean the result is 0.001. If the results of the homogeneity test > 0.05 then the data is considered homogeneous data, but the results of significance indicate that the data are not homogeneous. If the data are not normal and not homogeneous, then hypothesis testing can be done with non-parametric.

Table 2. The results Calculation of Hypotesis by Mann-Whitney U test

	PR ...	N	Mean Rank	Sum of Ranks
SELF-EFFICACY	PRE	174	192.65	33521.50
	POST	174	156.35	27204.50
	Total	334		

#### Test Statistics

	SELF-EFFICACY
Mann-Whitney U	11979.500
Wilcoxon W	27204.500
Z	-3.402
Asymp. Sig. (2-tailed)	.001

a. Grouping Variable: PRE POST

Hypothesis test results using non-parametric with Mann-Whitney namely the Asymp section. Sig. (2-tailed) the result is 0.001, looking at the results because the research hypothesis is a unidirectional hypothesis that «there is a positive influence on the puppet play of cassava leaves on increasing the self-efficacy of elementary school students» then the result of 0.001 is divided by 2 so the result is 0.0005. then look at the group statistics test in the mean column, in the pre-post, the mean of pre test is 192.65, and the mean result in the post-test is 156.35. This shows that there is significant difference between the two variables, meaning that the researcher’s hypothesis is acceptable. Therefore, the results are obtained that Ho is rejected and Ha is accepted so there is a puppet game from cassava leaves can reduce self-efficacy of elementary school students.

The descriptive data analysis process starts from the categorization of self-efficacy scores which are divided into five categorizations with various ranges of scores. The first categorization of self-efficacy is very less with a range of scores from 6 to 9.6. Next is the second categorization, namely, self-efficacy is lacking. In this categorization, the range of scores is between 9.6 - 13.2. The third is self-efficacy categorization with a range of scores from 13.2 - 16.8. Furthermore, categorization with high self-efficacy with a score range of 16.4 - 20.4. While the last categorization of self-efficacy is very high self-efficacy which has a range between 20.4 - 24. Based on the categorization of the pre-test scale, 33 subjects out of 207 subjects died because the subjects were in the very high category before the treatment was given.

**Discussion**

Data analysis conducted using SPSS 16, shown in Table 2 shows the results of the hypothesis test using Mann Whitney U, we can see a decrease from the mean pre-test to post-test which is not significant i.e. 192.65 to 156.35, p this is because pre-test and post-test are in a far different range, thus it can be said that the interventions given to students are not strong enough to bring up all indicators of self-efficacy behavior. In addition, the results of descriptive analysis in the pre-test showed that the total number of students in the high category is 100 children or 57%, in the category 67 children are enough or 39%, and the low category is only 7 people or 4%, so that the puppet game from cassava leaves it is not effective to increase self-efficacy in subjects that have a significant category gap, namely the high category that dominates the sample of the subjects in this study. However, researchers also analysed the results of pretest to posttest categorization testing as in Table 3. which shows that puppet play by cassava leaves can improve self-efficacy in children who have self-efficacy categories to 18 children or 27% and moderate to very high categories as many as 1 child or 1% of 67 children who pre-test depending on the category enough. Then the category of less than 5 children or 71% and the category of less to 1 child or 14% of 7 children who are pretesting depends on the less category. While in the high to very high category as many as 5 children or 5% of 100 children who at the time of the pre-test depend on the high category. Based on the results of the descriptive data analysis of this study, the puppets play from cassava leaves can increase the effectiveness of children who are included in the low category by 86%, quite 26%, and high 5%.

Table 3. Categorization of Pre-test to Post-tests Self-Efficiency Scale

Self-Efficacy Category Changes		Amount of subjects changed	Percentage of subjects changed (%)
Pretest Category	→ Posttest Category		
Enough	→ Very High	1	1%
High	→ Very High	5	5%

Less	→	Height	1	14%
Enough	→	Height	18	27%
Less	→	Enough	5	71%

Results of a descriptive analysis of changes categorization from pretests to post-test as in Table 3. Above in line with Robertson, Jepson, Macvean, and Gray (2016) the pleasure obtained from the game will support physical activity while playing the game which causes a continuous increase in self-efficacy. Besides, enthusiasm and increased self-efficacy will result in increased physical activity during the school day in general, and this will still occur after the intervention is given, Researchers are also conducting research observations, some behaviors arise through observations from researchers, as described in Table 4. below :

Table 4. Self-Efficacy Behavioural indicators through observation when the game Puppet from Cassava Leaves ongoing

<b>Emerging behavior</b>	Amount of subjects changed	Percentage of subjects changed (%)
Dare to negotiate the given task	41	24%
Diligent in carrying out the task without assistance	44	25%
Not easily discouraged	66	38%
Persistent in carrying out tasks, asking for help	68	39%
No complaining when doing work	72	41%
Can complete the task according to the example	97	56%

The study was conducted in eight Surakarta elementary schools. When the research process took place, there was one researcher giving instructions in front of the class acting as an instructor, two other researchers guiding subjects who needed help in filling the scale and when the treatment acted as an observer. The research took place in a conducive atmosphere because the subjects carried out their task of filling in the scale and making people’s puppets, as well as telling stories with puppet media from cassava leaves according to the directions given by the researchers.

The results of observations made by subjects who showed no complaining behaviour when doing the task there were 72 people, namely RDC, JSS, ARA, ADAR, ARDP, AAP, SB, ANR, ATQ, DMBSA, FM, FNR, NCG, RRPR, ZP, SRL, SBPA, MRA, AAR, ARF, WAS, KDP, SAC, KNW, RHZ, NMP, EPP, RQH, CTCL, AJA, SACN, FRS, A, AAM, DAP, SB, LS, SAW, ANH, NSM, RGS, NAP, RNS, FEZ, NLA, RC, VIY, ISO, ARD, NAA, STY, DPR, SU, ACAA, FNF, A, MSP, TN, NASK, BCV, ARR, MFAA, MFP, DM, E, NE, AAS, JZA, SRS, IM, DWA, and D. That is, as many as 41% of subjects in accordance with the statement of aspects of self-efficacy by Bandura (in Noviyanti, 2018) namely generalization (Generality), where this dimension the subject feels confident of his ability, so that the subject no complains when doing assignments.

Subjects who showed behavior could complete according to the example there were 94 people, namely MAS, RDC, DPNA, ERW, AYR, DWS, APA, HAP, NSA, NWP, ARA, ADAR, MWS, ASR, NGK, DAA, ANA, HMA, SSP, JHS, BA, ARDP, NS, SMAA, ANM, NFS, AS, MYK, AAP, SB, AZA, NAMN, AVPA, JAF, AES, IKS, WDA, FM, NCG, UI, SRL, SBPA, MRA, AAR, RAY, SAC, KNW, RHZ, NMP, EEP, RQH, FRS, A, AAM, DAP, SB, LS, SAW, ANH, NSM, RGS, NAP, ETW, RNS, JDNR, NLA, A, ARD, DPR, SU, SA, MYA, FNF, APCE, A, MSP, NASK, MFP,



DM, E, MAS, AAS, IHZ, ABS, ANR, OKP, VRD, ONS, ANP, AFU, ASA, MM, RNA, and JZA. That is, as much as 56% of subjects in accordance with the statement of aspects of self-efficacy by Bandura (in Noviyanti, 2018) namely generalization (Generality), where this dimension of the subject completes the task of making puppets from cassava leaves according to the example given.

There were 69 people who showed behaviour that was not easily discouraged, namely NLA, RDC, ARA, ADAR, MWS, ASR, NGK, DAA, ANA, HMA, SSP, JHS, BA, ARDP, NS, SMAA, ANM, NFS, AS, MYK, AAP, SB, AZA, NAMN, AVPA, JAF, AES, IKS, WDA, FM, NCG, NFP, NVA, SRL, SBCD, AIN, NWR, VNK, EEP, RQH, RGK, CTCI, KRM, FRS, ESR, A, AAM, DAP, LS, SAW, ANH, FTLD, NSM, RM, RGS, AND, NAP, ETW, RNS, FEZ, RC, ARD, NAA, SU, APCF, IEM, RH, SVL, and JZA. That is, as many as 38% of subjects in accordance with the statement of aspects of self-efficacy by Bandura (in Noviyanti, 2018) namely strength (Strength) where this dimension is related to the strength of an individual's beliefs or expectations regarding his abilities. Weak expectations are easily swayed by unsupportive experiences. Conversely, strong expectations encourage individuals to persevere in their business. Although it may be found experience that is not supportive. This can be seen from 69 subjects who are not easily discouraged and continue to do the task or treatment given.

There were 40 people who showed diligent behaviour in carrying out their tasks without assistance, namely RDC, ESN, ARA, ADAR, AS, NAMN, JAF, FM, KNR, NVA, SRL, SBPA, EPP, RQH, RGK, OVAN, SACN, A, AAM, NKD, DAP, SB, LS, SAW, FTLD, NSM, RGS, NAP, ETW, RNS, FEZ, ARD, NAA, AAS, SU, MSP, MFP, JZA, SRS, and IM. That is, as much as 25% of subjects in accordance with the statement of aspects of self-efficacy by Bandura (in Noviyanti, 2018) namely strength (Strength) where this dimension the subject can do the task given by looking at the examples given by researchers without asking for help or asking questions.

There were 66 people who showed persistent behaviour in doing their jobs and asked for help, namely MAS, DPNA, ESEA, DWS, HABP, NSA, NWP, ARA, ADAR, NGK, DAA, JHS, BA, NS, SMAA, ANM, MYK, AZA, NAMN, KNR, NCG, SRL, MHS, AIN, NWR, VNK, KDP, RAY, NMP, RGK, CTCI, AJA, KRM, FRS, ESR, ECA, NKD, ADM, ANH, RM, AND, JDNR, RC, ARD, NAA, AAS, SU, MYA, FR, APCF, IEM, BCV, AAS, IHZ, ABS, ANR, OKP, VRD, ONS, ANP, AFU, ASA, MM, RNA, JZA and IM. That is, as many as 39% of subjects in accordance with the statement of aspects of self-efficacy by Bandura (in Noviyanti, 2018), namely the level (Level), which in this dimension relates to the degree of difficulty faced by individuals, the individual's self-efficacy may be limited to tasks which is easy, medium, or even includes the most difficult tasks. This is in accordance with the perceived limits of ability to meet the behavioral demands required at each level. While the 66 subjects felt that the level of difficulty of the task, he was facing was not an easy task so the subject needed help by asking questions and asking researchers to guide individually in carrying out their tasks.

Subjects who showed courage to negotiate the assignments were 32 people, namely MAS, RDC, ERW, APA, ADAR, NGK, BA, MYK, NAMN, JAF, RFW, SRL, SBPA, SBCD, NWCD, VNK, KRM, OVAN, SACN, NAP, A, HNA, AAS, KKZ, ARR, ABS, ASA, MM, AHMI, SAN, ABP, and AAK. That is, as much as 24% of subjects in accordance with the statement of aspects of self-efficacy by Bandura (in Noviyanti, 2018) namely strength (Strength) where this dimension requires the subject to negotiate in the task given by asking for additional cassava leaves because they feel that the cassava leaves that have been obtained have withered, refused to make a serial story, and asked researchers to always guide him when making puppets from cassava leaves.

## CONCLUSION

The alternative hypothesis of this research was accepted, so there is a puppet game from cassava leaves can reduce self-efficacy of elementary school students. However, based on the results of observations during the study behaviors that indicate self-efficacy appear in elementary school students. In addition, based on descriptive analysis of measurement results, the level of self-efficacy of elementary school students in Surakarta can be improved through puppet games from cassava leaves with the category of children's self-efficacy being in the low and enough category. The researcher hopes that the teacher can make interesting media during the teaching and learning process and the allocation of time for the implementation of guidance and counselling services in schools, so that there is effective time for BK teachers to provide guidance and counseling services that focus on student self-efficacy so that it can influence achievement a student through increasing student self-efficacy in doing their duties as an elementary school student.

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