Video self instruction method to improve self esteem
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Abstract: Self-esteem ability is really needed based on the data from the distribution of the instrument, there are 61.6% of students who do not love themselves and have low self-esteem abilities and 90.4% feel the need for efforts to increase self-esteem abilities The aim of this study was to produce a method of counseling services that can increase individual self-esteem. This research used research and development methods (R&D). The population of this study was the students of UIN Raden Intan Lampung. This study used descriptive data analysis techniques. The findings were the video self-instruction method could increase self-esteem with the results of the content expert test with a score of 4.875 and it implied that it was "very feasible" and the media expert test with a score of 4.625 implied "very feasible" and the validity test could increase self-esteem by 48 ,75%. In conclusion, the video self-instruction method could be used by counselors to increase self-esteem in providing guidance and counseling services both face-to-face and bravely so as to simplify and improve service quality.
Keywords: Self-Instruction; Self-Esteem; Animation

Introduction

Self-esteem greatly affects an individual's confidence in his abilities. Dealing with the data from the distribution of the instrument, there were 61.6% of students who did not love themselves and lacked self-esteem abilities and 90.4% felt that they needed efforts to increase their self-esteem abilities. Self-esteem refers to a self-assessment given by other individuals based on their relationship with other individuals (Maharani et al., 2022). Self-esteem also refers to a person's assessment of himself in terms of his abilities, values, and usefulness, both positive and negative in the individual will be expressed in himself and the environment . Self-esteem is an integral part of the human need to judge himself as something positive or negative (Widad & Arjanggi, 2021). Positive self-esteem will lead to self-confidence, self-esteem, a sense of confidence in one's abilities, a sense of usefulness, and a sense that his presence is needed in this world. Conversely, negative self-esteem will tend to feel that they are incapable and worthless, tend to be afraid of facing other people's responses, unable to foster good communication and tend to feel their life is not happy. Low self-esteem will be described by a negative attitude that tends to indicate a weak individual condition that leads to worthless conclusions and feels unable to influence others. Self-esteem can be increased by forming attitudes and behavior, one of which can be applied with self-instruction techniques (Ahmad & Oktaviani, 2019; Majdi et al., 2020; Schulz & Robinson, 2022).

The technique used to deal with low self-esteem is the self-instruction technique. This technique was developed by Donald Meichenbaum, was chosen because this technique can help and invite individuals to confront wrong emotions and thoughts by presenting evidence that contradicts their beliefs about the problems faced by students (Feinberg et al., 2019; Nurlaila & Purwoko, 2019). Self-instruction training focuses more on helping clients become self-aware to be able to talk to themselves, through self-instruction techniques a person's negative view of himself can be directed to be more positive (Martin & Pear, 2019).

Interventions to improve self-esteem can be grouped into several categories, namely: providing social, cognitive and behavioral support, family or group counseling, physical fitness, and other specific strategies (DeJesus et al., 2020; Epel et al., 2021). From these strategies, cognitive behavior is considered effective in changing self-esteem (Kim et al., 2020; Kolubinski et al., 2018). The cognitive-behavioral approach has several methods, including cognitive restructuring, self-instruction, and problem solving (Martin & Pear, 2019). From the three cognitive-behavior methods, the self-instruction method has the advantage of being able to change the individual's negative views into positive one, and can direct individuals to change their condition in order to obtain effective consequences from the environment. Individuals are not only invited to change their views but are also directed to change their behavior more effectively. The self-instruction method to increase self-esteem and it has advantages that can be seen from previous researchers. Self-instruction method aims to increase self-awareness, facilitate better self- understanding, and develop self-control with cognitive and cognitive skills. more appropriate behavior (Feeney, 2022; Marshall et al., 2015). The steps of the self-instruction method that were carried out by Meichenbaum (Martin & Pear, 2019) were identifying negative beliefs, having positive conversations to fight negative beliefs, carrying out self-instruction to direct behavior; and provide reinforcement after successfully handling the situation. Research conducted by Amalia (2022)asserts that self-talk statements can overcome low self-esteem.

In modern era and with the Covid-19 pandemic, services that are easily accessible, easy to understand, attractive, innovative, and do not require expensive fees. The use of video in the provision of guidance and counseling services can improve the quality of guidance and counseling services in line with research conducted by Chang et al (2020)that using video learning is more satisfying than traditional methods for nursing students. Therefore, this study attempts to develop a video with the method of self-instruction to increase self-esteem.

Method

The research method used in this study was a research and development method, and it aimed to develop a video self-instruction method to increase self-esteem. This study adapted the Borg and Gall development model with 10 main steps, namely research and information gathering, planning, initial product development, preliminary field testing, main product revision, main field testing, operational product revision. Operational field trials, final product revisions, dissemination and implementation.

This research was conducted at UIN Raden Intan, involving media experts to test the format and attractiveness of self-instruction videos. while the content or material in the video was tested to guidance and counseling experts. The limited test was carried out at UIN Raden Intan. For a quasi-experimental experiment with the Pre-test Post-test method, Control Group Design type. The research subjects were 30 people consisting of the control group and the experimental group. The instrument used in this research was the Roseberg question test. The results of the expert test were analyzed using expert agreement, while the results of the pre-test and post-test were analyzed using the Mann-Whitney Test.

Results and Discussion

Regarding to the results,the video content self-instruction method obtained a feasibility score of 4.875 was obtained, it implies that the video is "very feasible". From the results of the media expert test, it was obtained a feasibility score of 4.624, it means "very feasible".

Table 1. Result

Stages	Score		Description
Content Expert Test	4,875		Very eligible
Media Expert Test	4,624		Very eligible
Validity Test	Experimental Group	48,75%	Significantly increase
	Control Group	1,25%	No increase

The results of the video self-instruction method validation test were obtained asymp.sig. (2-tailed) 0.000 which means asymp.sig> 0.05 then there is a difference in behavior before and after the intervention using the Video Self Instruction Method (SIM). The overall percentage increase for the experimental group was 48.75% and the control group was 1.25%. Thus, it can be concluded that the Video Self-Instruction Method (SIM) can improve self-esteem.

The results of this study are in accordance with previous research which explains that interventions using the self-instruction method can increase students' self-esteem (Karamoy et al., 2018; Utami et al., 2020). The provision of self-instruction method training to improve high school students' self-esteem was also carried out by Nurlaila & Purwoko (2019) with research results stating that the self-instruction method could significantly increase high school students' self-esteem. In the case of victims of bullying, self-instruction techniques can also be used to increase the self-esteem of victims of bullying (Rostiana et al., 2018). The self-instruction method can not only increase self-esteem but also increase students' self-confidence (Meitasari et al., 2020; Rostiana et al., 2018). The provision of tutoring services with self-instruction techniques can increase student learning motivation (Affandi, R., 2022). Self-study techniques can also be used to reduce student boredom (Rian, A.S., 2022). This shows that self-instruction has indeed been tested for individual self-esteem.

The difference between this research and previous research is that the video self-instruction method is used to improve self-esteem. Research conducted by (Chang et al., 2020)using video learning is more satisfying than traditional methods for nursing students. The research contains video material to improve the indicators of nursing students' abilities. Previous research only used traditional self-instruction techniques such as what was done by Nurlaila & Purwoko (2019) application of Self-Instruction Techniques to Improve Students' Self-Esteem. Meanwhile, this research produces a product that contains a self-instruction method to increase self-esteem. This research provides an alternative and service method that enrich practitioners when they have to deal with students with self-esteem problems (Bhakti, 2015; Omoniyi, 2016; Stoffel & Cain, 2018). Therefore, counseling services in schools must be managed professionally to achieve service goals. It also provides a starting point for future researchers to carry out further investigations or replication in the same research area.

Conclusions and Suggestions

The conclusion of this research is that the quality of the self-instruction video content is very decent and the quality of the self-instruction video media is also very decent. From the results of the validation test, the self-instruction video can increase self-esteem, marked by differences in behavior before and after being given the video self-instruction method.

Suggestions for further research can be the development of a more interactive video self-instruction method, it can also be in the form of media using techniques from other counseling approaches in order to increase the quality of guidance and counseling service delivery, development of new models, and applications that can be used in providing guidance and counseling services. service. For further researchers are expected to be able to conduct trials with larger samples.

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