

Educational Cinema Techniques Guide for Accelerating Optimism Among Senior High School Students

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Article History

Received: 8 November 2023

Revised: 5 May 2024

Accepted: 10 May 2024

Keywords

Educational Cinema

High School Student

Optimism

Abstract

This study seeks to develop a group counseling guide media using educational cinema techniques to enhance students' optimism in State Senior High School 1 Singosari, Malang. This study adopted the Research and Development research model developed by Borg and Gall, comprising seven research stages, including: (1) data collection stage, (2) research planning stage, (3) initial product development, (4) trial phase, (5) product revision stage, (6) initial field trial phase, (7) final product stage. In this study, an instrument was employed to assess the acceptability of the prototype which had been developed. The data applied in this study was quantitative and qualitative data. The quantitative data was obtained using percentage descriptive techniques. Qualitative data was also obtained from criticism, suggestions, and input from experts and potential product users. The results of the service media expert test, service material expert test, and prospective users showed a high score. The obtained score indicates that the prototype meets the accessibility criteria of accuracy, usability, convenience, and attractiveness, as well as the criteria of being very accurate, very useful, very easy to use, and very interesting to use.

How to cite: Flurentin, E., Setiyowati, A. J., & Mahardika, J. A. (2024). Educational Cinema Techniques Guide for Accelerating Optimism Among Senior High School Students. *Buletin Konseling Inovatif*, 4(1). 10–16. doi: 10.17977/um059v4i12024p10-16

1. Introduction

In recent times, a lack of optimism has emerged as a significant challenge confronting young people in their interactions with their peers or groups. Optimism is defined as a general disposition characterized by a tendency to perceive positive aspects, engage in constructive thinking, and experience positive affect (Masitoh & Hidayat, 2018). A lack of optimism may result in a detrimental impact on adolescents, leading to a passive and disengaged attitude in the classroom and beyond. This can result in a loss of confidence and a lack of belief in one's abilities, hindering the development of potential. Consequently, adolescents may become prone to negative thinking and a tendency to give up easily when faced with challenges.

Optimism can be defined as a positive and realistic way of thinking about a problem (Sidabalok et al., 2019). In this context, positive thinking refers to an individual's effort to identify and capitalize on opportunities within challenging circumstances. This optimistic attitude is essential for all individuals, regardless of their profession (Kurniati & Facrudin, 2018). It is also crucial for students, who must cultivate an optimistic outlook. In general, students present the ability to develop properly, demonstrate an optimistic attitude, exhibit high self-confidence, and persevere in the pursuit of their goals (Wardani & Sugiarto, 2020). Students tend to respond positively to anticipated challenges. Nevertheless, there are still a considerable number of students who do not exhibit a positive attitude towards life. Further, the decline in student optimism in the academic field has effects on their self-efficacy (Wardani & Sugiarto, 2020). Students who exhibit pessimistic tendencies are less likely to fulfill their potential and achieve their academic goals. Meanwhile, students who demonstrate high intellectual intelligence yet lack optimism about academic success tend to exhibit suboptimal academic achievement. Additionally, students with a pessimistic self-image may require appropriate treatment to address the underlying issues associated with their pessimistic attitude. Consequently, cultivating an optimistic disposition is of paramount importance for students to fully actualize their potential.

As evidenced by numerous prior studies, a significant proportion of high school students exhibit low levels of optimism. Research conducted by Setyadi & Seotjningsih (2022) at Virgo Fidelis Bawen High School revealed that many students do not attend school, avoid problems at school, lie to their parents, and do not complete assignments. These findings suggest that these students lack an optimistic attitude due to fear of their teachers and a reluctance to attend school. These students exhibit a low level of optimism, as indicated by a score of 24.3%. Meanwhile, research conducted by (Sidabalok et al., 2019) at State Senior High School 17 Medan, Indonesia, using the interview method revealed that students are uncertain about their future prospects, while those at the school are uncertain about their ability to continue their studies at their preferred universities. Furthermore, students' motivation at this school is also reported as low, as evidenced by the fact that students are still unable to complete their school assignments. In other words, with the difficulties they face, students at these schools are unable to think positively and optimistically to solve the problems, especially when they face the preference to continue their studies to college level.

Similar problems of low optimism have also been reported in State Senior High School 1 Singosari, Indonesia, from the results of interviews with the students. These students indicated themselves as reluctant to express their opinions in class due to concerns about being incorrect and lacking self-assurance. Furthermore, they were sometimes unable to complete their schoolwork and exhibited a lack of confidence in their abilities. This uncertainty leads to a reluctance to raise their hands in class and avoid being called upon to the front of the class during lessons. Meanwhile, the results of interviews with counselors at State Senior High School 1 Singosari revealed that a significant number of students rarely attend school. Additionally, many students in the class lack confidence in their abilities and harbor negative thoughts about their lives, which impedes their ability to fully realize their potential. Consequently, media and services are required to assist students in overcoming this obstacle of low optimism, thereby enabling them to realize their full potential.

In light of the aforementioned description, it can be reasonably inferred that school counselor may provide group guidance services to their students. Group guidance is a process of helping that focuses on individuals in group situations (Marom et al., 2022). The objective of group guidance is to forestall the emergence of issues or challenges in students. In particular, group guidance is designed to assist students in navigating various developmental tasks that encompass personal, social, academic, and professional aspects. These developmental tasks are outlined in the Competency Standards for Learner Independence in terms of intellectual maturity at the level of understanding, namely learning to make decisions and solve problems objectively. Group guidance services are guidance and counseling services provided to students in groups. This service particularly aims to help each group member become independent (Flurentin & Hamibawani, 2023). Besides, group guidance services can also assist students when they employ service techniques tailored to their specific problems (Simbolon, 2020). This illustrates that group guidance serves as an alternative service to address students' pessimistic attitudes, thus enabling them to develop their potential optimally.

In addition, during the group guidance service, school counselor require specific techniques appropriate to the problems faced by students. One of the most effective techniques for encouraging and guiding optimism in students is the educational cinema technique. The findings of the research conducted by Khairunisa et al. (2021) on the efficacy of group guidance services employing educational film techniques to mitigate bullying behaviors in students indicate that such technique is an efficacious approach for reducing bullying behaviors in students.

Further product development studies were conducted by Saputra et al. (2022), who developed group learning media using learning film techniques for improving students' social interaction. The results indicated that the use of educational cinema techniques to provide guidance to students is effective in addressing their academic challenges. The developed product has been validated, reaching a validity index of 1.00, indicating a high degree of validity and feasibility. This indicates that the developed product is of significant interest, necessity, suitability, and usability.

In this study, the educational cinema technique was selected as the methodology employed in the group guidance service guide due to its alignment with the cognitive characteristics of high school students as outlined in the operational guidelines for the Implementation of Guidance Counseling for

Senior High School enacted in 2016. This approach enables students to demonstrate enhanced logical thinking abilities, as well as the capacity to connect the cause and effect of events in their environment. Educational cinema is a contemporary technique applicable in independent or group counseling. It utilizes film as a tool to facilitate the educational process and individual self-development (Terry, 2020). The cinematic material facilitates the comprehension of the conveyed message. Further, this is corroborated by the testimonies of students in State Senior High School 1 Singosari, who express enjoyment in watching movies due to their interest and perception of the movie as an enjoyable experience.

In an interview with the counselor from State Senior High School 1 Singosari, Indonesia, the counselor reported the infrequent adoption of group guidance services. When conducting services in a class, the counselor frequently employs expository techniques and group discussions. Additionally, the counselor has yet to develop a guidebook for group guidance services incorporating educational cinema techniques to foster optimism among students at the school. This deficiency in guidance resources necessitates the development of a guidebook for group guidance services incorporating educational cinema techniques to assist counselors in addressing the issue of optimism among senior high school students, particularly at State Senior High School 1 Singosari, Indonesia.

This study formulates a group guidance guide using educational cinema techniques concerning students' optimism based on the aforementioned description. The developed guide was provided to counselors at State Senior High School 1 Singosari, Indonesia, to address student optimism issues. The objective of this guidebook is to fulfill the criteria of accuracy, usefulness, convenience, and attractiveness. Furthermore, the media can facilitate the counselor in carrying out the service activities to be carried out.

2. Method

This study employed Borg and Gall's (1983) research and development (R&D) design. Soenarto (2008) defines R&D as research that focuses on developing products, as well as their prototypes, designs, learning materials, media, strategies, assessment tools, and so forth. Borg and Gall's (1983) research and development planning encompasses ten phases. However, this study only adapted the seven stages of Borg and Gall's research and development due to the existence of research limitations and the need to adjust to the requirements of researchers. These seven stages include: (1) data collection, (2) research design, (3) initial product development, (4) product trial, (5) initial product revision, (6) initial field trial, and (7) final product.

The research and development were conducted in accordance with the revised research and development procedures. The specific details of the revised procedures are presented in the following section. The initial stage of the research involved the collection of data through interviews with counselors and students at State Senior High School 1 Singosari. In addition to the interviews, a literature study was conducted, in which the concepts of optimism theory, group guidance services, and prototype media were reviewed. This was done by examining journals, books, and other literature studies. Secondly, the research planning stage was conducted, during which the requirements of the research were prepared. These included the methods, techniques, and materials to be employed, as well as the objectives to be achieved. These requirements were developed with the intention of ensuring that the prototype development process functions optimally. The third stage of the product development process involved the creation of prototypes. This was achieved through the design of the prototypes, the preparation of the content for the prototypes, and the preparation of the evaluation tools. Fourth, the product trial stage involved a validity test conducted by a material expert and a media expert. The material expert is a lecturer in guidance and counseling courses with at least a master's degree in guidance and counseling. The media expert is a lecturer in educational technology with extensive experience in the field of media for evaluation purposes, including suggestions and contributions related to prototypes. The fifth stage of the product development process is the revision stage, which follows the receipt of an assessment. At this stage, the researcher reviews the material and engages with media experts. The results of the expert evaluation serve as the foundation for product development, which is then subjected to further experimentation with potential users. The sixth stage of the process is the first field trial phase, during which the prototype is tested by providing research instruments to prospective users (counselors) to obtain feedback and suggestions. The final stage of the product development process was the creation of the final product. This was informed by the evaluation, suggestions, and input

from potential users. The prototype was also reviewed, and the result of this review was the final product, which took the form of a group guidance guide with educational cinema techniques designed to develop optimism in students at State Senior High School 1 Singosari.

This research and development employed both quantitative and qualitative data. Quantitative data was derived from the results of the experts' assessment. Qualitative data was then obtained from criticism and responses from material experts, the media, and prospective product users through the criticism and response form. The data analysis technique for quantitative data was performed using percentage data analysis. Data in the form of material expert test scores, media tests, and prospective users were analyzed using descriptive percentage analysis techniques. The qualitative data was obtained from suggestions, criticisms, input, and responses from material experts, the media, and prospective users. Further, the garnered data were analyzed to facilitate the enhancement of the guidebook to fit the acceptance criteria.

3. Results and Discussion

3.1. Results

The outcome of this research and development is a prototype of an educational film technique guide aiming at enhancing optimism among the students of State Senior High School 1 Singosari, Malang. The guide, which has been developed, will be utilized by school counselor as a tool to implement group guidance services using educational cinema techniques. The cover of this guide is orange and cream-colored, featuring images of teachers and students illustrating group guidance services using educational cinema techniques. The contents of the guide include materials, service processes, service media, service implementation plan, and assessment tools necessary for the implementation of group guidance services using educational cinema techniques.

The present study employs five films drawn from various online sources. These films are utilized in accordance with the dimensions of optimism, with each film representing a specific aspect of optimism. The film to be presented subsequently has a maximum duration of twenty minutes and is encoded with a barcode, thereby facilitating subsequent users' access to the film to be provided to group guidance services related to optimism problems. Subsequently, the implementation of group guidance services utilizing the educational cinema technique was conducted over seven meetings.

At the product development stage, a prototype for a guidebook cover design was developed. The design combined orange and cream colors. The guidebook is organized into seven content sections. First, remarks, which contain gratitude and remarks from researchers related to the completion of the guidebook. Second, a table of contents, containing the content points of the group guidance guidebook with educational cinema techniques regarding student optimism. Third, section I, Introduction, provides a detailed description of the background, goals, and objectives of the group guidance guidebook, as well as an overview of the guidebook components. Fourth, section II service implementation instructions offer comprehensive instructions on the general and specific aspects of implementing group guidance services, as well as the roles of the counselor and students in the activity. Fifth, section iii service implementation, which outlines the stages of implementing group guidance services and the required service time allocation. Sixth, section iv: specific guidelines for each meeting that contain a description of the service implementation plan. Lastly, a reference list that contains a description of the references used in the creation of the group guidance guides with educational cinema techniques.

The material expert test and media test were conducted during the product trial stage, while the prospective user (counselor) test was performed during the initial field trial stage. Quantitative data analysis, employing descriptive percentage techniques, and qualitative data analysis, incorporating validity tests, were conducted on feedback, suggestions, and input gathered from the research instrument. This expert test validation focused on accessibility criteria, including ease, accuracy, convenience, and attractiveness.

The results of the quantitative data analysis of the descriptive percentage techniques carried out involving the material and media experts reached 97% in the material expert test, 93% in the media expert test, and 99% in the prospective user test. This indicates that the developed prototype

meets the criteria for validity and actionability. The results of the expert and prospective user tests suggest that the prototype of a group guidance guide with educational cinema techniques to develop optimism among senior high school students is suitable for use by teachers at the school.

The qualitative data analysis was performed on the obtained criticisms, suggestions, and feedback from material experts, media experts, and prospective users. Some of the feedback from experts and potential users allowed the drawing of conclusions which indicates necessary improvements on the developed prototype. The enhancements include the following: (1) the cover is slightly darker, (2) the incorporation of student terminology in the guide, (3) the correction of the background, (4) the spelling of the material is corrected, and (5) the improvement of the evaluation on the service implementation plan.

3.2. Discussion

The guide in this research and development has successfully completed the validity test conducted involving the media experts, material experts, and prospective users. The evaluation results of the developed prototype received a score of 97% from material experts, 93% of media experts, and 99% of prospective users. These scores have met the established criteria for feasibility and applicability in educational settings. Additionally, the prototype also received criticism, suggestions, and responses from material and media experts, which were utilized as the foundation for the refinement process prior to testing with potential users. This process ensured that the proposed approach to group teaching using educational film techniques for enhancing optimism among senior high school students was feasible and consistently appropriate.

The group guidance sessions, which employed the educational movie technique, consisted of seven sessions, with each meeting session lasting 45 minutes. At the initial meeting, the students engaged in a commitment ceremony, pledging to support each other throughout the course of the group guidance sessions. At the subsequent meeting, the students viewed films designed to foster an optimistic outlook. Meanwhile, the counselor provided an evaluation at each meeting as a tool to assess the development of an optimistic attitude in students who participate in group guidance services.

This guidebook employs the procedure for implementing educational cinema, as outlined by Fauzi & Setyawati (2021), which stipulates that the educational cinema procedure is comprised of four stages. First rapport formation, which can be achieved through activities that facilitate the establishment of rapport between counselees/students. Second, assessment, which involves identifying and formulating films that address the specific problems experienced by the counselee or student. Third, preparation, which entails the selection of suitable films for the aforementioned assessment. Fourth, providing stimulants in the form of films, refers to the incorporation of films that address the psychological aspects of students and the age of students. Fifth is implementation, where the counselee views the educational film or video that has been prepared collectively. Sixth is self-reflection, which allows students to engage in introspective reflection on themselves in relation to the educational film or video that has been viewed. Seventh, commitment development, which entails guidance for students by posing a series of questions related to the self-placement of the film character that has been presented. Eighth, trial of commitment, where the activity is conducted in groups, while students are given the opportunities to express their answers and opinions about educational videos in turn.

The prototype developed in this study exhibits several aspects of acceptability, including accuracy, usefulness, convenience, and attractiveness. The assessment of the accuracy aspect was carried out on the basis of optimistic information in the guide compiled from trusted sources, the use of fonts that are adjusted to the video to facilitate students to see clearly, the consistent flow of information so that students understand the information, and the selection of videos suitable for the age and characteristics high school students. Subsequently, five videos are presented on the service implementation plan. Further, the incorporation of learning media into the teaching and learning process facilitates the generation of new desires and interests, the stimulation of motivation, and the facilitation of learning activities. It can also explain and simplify complex and abstract concepts, thereby rendering them more concrete and accessible to students. Furthermore, the use of learning media can enhance students' absorption of learning materials (Muharammah, Setiyowati, & Flurentin, 2022). This is reflected in the high-score validity test, where trusted sources and adjusted

fonts were adopted to provide information consistently according to the optimistic attitude aspect. Therefore, the developed prototype has met the acceptability aspect in terms of accuracy aspects. It exhibited similar results to a study that formulated an educational cinema guidebook with a blended learning model to reduce academic procrastination of middle and high school students (Dinata, Rahman, & Indreswari, 2022; Saputra, Indreswari, & Rahman, 2022).

The usability assessment serves as a tool for school counselor in the delivery of services, particularly in group guidance. This guide is also useful for understanding and developing optimism in high school students, thereby enabling them to realize their full potential. Further, the incorporation of video media with education cinema techniques enhances students' interest in group guidance services. In this regard, this study has developed a prototype for group guidance services with the objective of fostering students' optimism. This prototype has been validated through a series of tests, and it has been declared suitable for use. The guidance manual is designed to be accessible and responsive to the needs of students, informed by a needs assessment that had been conducted in accordance with Prayitno's (2004) assertion that a guidebook should be novel, engaging, useful, tailored to the needs of the reader, and clearly and effectively communicated.

The attractiveness of the guidebook was assessed with the aim of ensuring ease of use for the counselor. The color selection was found to be appropriate, and the selected font has been visible. The use of proper paper and right and left-aligned paragraphs was also identified as a contributing factor. The use of right and left-aligned paragraphs was found to help readers and maintain reader concentration (Nufi, Setiyowati, & Rahman 2021). The incorporation of video media that can capture students' interest during the service delivery and the inclusion of appropriate images were identified as potential avenues for enhancing the attractiveness of the guidebook. In terms of convenience, the participants suggested darkening the color of the cover to improve the visibility of the text, prompting minor adjustments to the color of the guidebook cover. It was emphasized that guidebooks must possess aesthetically pleasing images and vibrant designs to engage readers effectively (Widyawati, Aprinastuti, & Mayasari 2020). Each color has a distinct meaning (Nabilah, Atmoko, & Flurentin 2021), thereby, colors that were visually appealing were selected for the developed prototype.

The assessment of the ease of use aspect of the developed guide indicates that the content of the guide is readily comprehensible and can assist educators in providing group guidance services through the use of educational cinema techniques. From this perspective, the developed prototype guide can be readily evaluated using the validity criteria. Further, the evaluation involving the potential users (school counselor) generates highly satisfactory results, with a rating of 99%, indicating that the prototype is an effective tool for teachers to utilize in providing group instruction to high school students. The developed prototype's provision of content is easily comprehensible, thereby fulfilling the aspect of convenience (Nasrullah & Reza 2020).

4. Conclusion

This research and development has successfully produced a prototype of a group guidance guidebook employing educational cinema techniques to foster optimism among senior high school students. The prototype demonstrated considerable value and met the criteria for acceptability. The results of the material expert test, media expert test, and user test validation of the prototype received high validity scores and were recorded as valid qualifications. The research and development of group guidance using educational cinema techniques offers suggestions that can be considered by users and future researchers. For users (counselors), it is hoped that the developed group guidance guide can be used as an alternative service for optimism problems, thereby enabling students to develop optimism in themselves. It is recommended that future researchers conduct effectiveness tests to assess the efficacy of group guidance guides developed with educational cinema techniques on high school students. This will enable researchers to identify the most effective approaches for promoting optimism in students. Additionally, future researchers can develop prototypes with a different research focus.

Author Contributions

All authors have equal contributions to the paper. All the authors have read and approved the final manuscript.

Funding

No funding support was received.

Declaration of Conflicting Interests

The author declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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