Psychodrama Guide to Addressing Self-Esteem in Vocational High School Students from an Islamic Perspective

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ABSTRACT

The problem of self-esteem is very closely related to and influences the emotional, social, personality, and cognitive aspects of every human being, so if this problem is not resolved immediately, it will affect other things in the future. This development research aims to create a guidebook product for counselors that is interesting and easy to understand. The guidebook is about psychodrama to overcome students' self-esteem problems. The development used is following the development of Borg and Gall. The steps used in development research up to the seventh stage are by needs, namely up to the product revision stage after material expert testing, media expert testing, and testing of potential product users (counselors) at SMK Negeri 6 Malang. The results show that the psychodrama guidebook received a score from guidance and counseling material experts with an inter-rater agreement model showing very high criteria of 1, media experts of 3.2, and potential product users (counselors) of 3.4. Based on expert assessments, it was concluded that the guidebook was very suitable for use.

Keywords: Psychodrama; Guidebook; Self-esteem

ABSTRAK

Isu mengenai harga diri sangat terkait erat dengan aspek emosional, sosial, kepribadian, dan kognitif setiap individu, sehingga jika tidak segera diselesaikan akan mempengaruhi hal-hal lain di masa depan. Penelitian pengembangan ini bertujuan untuk membuat produk berupa buku panduan bagi konselor yang menarik dan mudah dipahami. Buku panduan ini tentang psikodrama untuk mengatasi masalah harga diri siswa. Pengembangan yang digunakan mengikuti pengembangan Borg dan Gall. Langkah-langkah yang digunakan dalam penelitian pengembangan dilakukan hingga

tahap ketujuh sesuai dengan kebutuhan. Tahap terakhir yang dilakukan adalah tahap revisi produk setelah uji materi, uji media, dan uji coba oleh konselor di SMK Negeri 6 Malang. Hasil penilaian dari ahli materi dengan model *inter-rater agreement* menunjukkan kriteria yang sangat tinggi yaitu 1, ahli media dengan skor 3,2, dan pengguna produk dengan skor 3,4. Berdasarkan penilaian ahli dan pengguna, disimpulkan bahwa buku panduan ini sangat layak untuk digunakan.

Kata kunci: Psikodrama; Buku panduan; *Self-esteem*

INTRODUCTION

Middle school is a period of adolescence that every person must experience in life before moving into adulthood. Most adolescents experience instability as they adapt to new behaviors and social expectations (Hurlock, 2006). During adolescence, it is common for individuals to experience a lot of emotional turmoil. They often face emotional turmoil and other adolescent problems, especially social role conflicts. In the early years of adolescence, it is still important for boys or girls to fit into a group. The search for identity is also part of an individual's self-evaluation process, usually referred to as self-esteem (Hurlock, 2006). Some adolescents experience a variety of biological, psychological, social, cognitive, and moral challenges. Some successfully overcome these difficulties, while others may despair and experience depression because of these challenges (Geldard & Geldard, 2013).

Human needs in general include basic needs, namely physiological needs. It is the need for safety and protection, the need for affection and belonging, the need for self-esteem, and the need for self-actualization (Muazaroh & Subaidi, 2019). These needs will always develop with age and the knowledge that individuals have. Self-esteem increases from adolescence to young adulthood (Cingel et al., 2022). Self-esteem is an individual assessment aimed at changing or developing social, physical, and academic skills (Lawrence, 2006). Self-esteem is one of the success factors of a person in life because the development of self-esteem in adolescents determines their success or failure in the future (Refnadi, 2018). Self-esteem, if examined more deeply, will evaluate the mental development of each individual (McClure et al., 2010). In the context of education or more specifically in school, self-esteem becomes an influential part of each student, an example of which is academic achievement. Self-esteem has a great impact on learning achievement, where the higher the self-esteem, the higher the learning achievement of the student (Hasan

et al., 2021; Khairat & Adiyanti, 2015). For high school students, self-esteem has a significant impact on the life of a teenager. Especially at the vocational high school level, which prepares students for their future careers, self-esteem has a significant impact on the careers they will lead (Faizah et al., 2020). Studies show that there is a statistically significant positive influence between students' self-esteem and their academic engagement. Specifically, self-esteem was found to have a significant positive influence on affective, behavioral, and cognitive academic engagement (Yidana & Arthur, 2024).

Many adolescent students are less able to evaluate and appreciate themselves, one of them is SMK Negeri 6 Malang. Based on the counselor's statement, several departments have not shown that these students do not have good self-esteem. It can be seen that during class, many lack the confidence to express their opinions because they are afraid that the opinion is not appropriate and the opinion expressed makes them embarrassed. Not courageous in making decisions when faced with multiple choices because they are afraid of the risks of these choices. When class X first entered the world of SMK, many students, especially girls, were inferior to themselves, especially in terms of appearance, making them less confident to appear in public. Easily influenced by the environment, especially when students have entered a new group environment from the junior high school environment to the vocational school environment, many students cannot adapt to the environment.

Based on the counselors' statements, there are several departments where students' self-esteem can be described as low or lacking. Fear of expressing opinions due to the possibility of being wrong is a sign of low self-confidence (Arianti et al., 2019). Lack of confidence in expressing opinions, hesitation in make decisions, and being easily influenced by their environment is common among adolescents, especially in vocational high schools. Self-esteem and peer bullying, which affect the academic success and psychological development of secondary school students, are increasingly becoming a serious problem (Sir & Lok, 2024). It is important to focus on the role of personality traits when considering individual prosocial behavior under stress, especially for individuals with low self-esteem, it would be helpful to reduce the potential negative effects of stress on prosocial behavior by providing them with more social resources or emotional skills training to cope with stress (Domes et al., 2019).

In Islam, the concept of self-esteem has profound spiritual foundations. Islam views humans as noble beings, created by Allah SWT as His vicegerents on Earth, endowed with great potential (QS. Al-Baqarah: 30). A Muslim's self-worth is not measured by worldly standards but by good deeds and moral conduct. The Prophet Muhammad (peace be upon him) said that Allah SWT judges people not by their appearance or wealth, but by their hearts and actions (HR. Muslim). This teaching underscores the importance of building strong self-esteem based on faith, good deeds, and virtuous character, rather than solely on physical appearance or material success.

Based on the psychological and Islamic sides, self-esteem has its own important role in a human being. One of them is through the implementation of counseling, which can help adolescents strengthen their self-esteem through the development of stronger goals. Specifically, it shows that by helping students gain clarity about their life goals in the context of how they can make a positive difference in society, school personnel can help students develop positive self-esteem (Sharma et al., 2023). Group counseling services using certain techniques can increase self-esteem in high school students (Ananda et al., 2022). The increase in self-esteem is because group counseling services have group dynamics that greatly influence the attitudes of the group members.

At the high school age, research on counseling services using role-playing techniques has been found to have a strong impact on students' self-esteem (Aswad & Mishbahuddin, 2021). The purpose of role-playing is for students to adopt attitudes and implement what they have experienced and observed as a whole. Role-playing is a hidden psychological process of attitudes, values, feelings, and belief systems that can be brought to the level of consciousness through the spontaneous combination of role-playing (Nirmayani, 2020). Psychodrama is also an effective and valid type of psychotherapy and an important option for solving problems in adolescence (Dorothea, 2016; Ulusoy et al., 2023). Attempted to measure role development in psychodrama training, suggesting notable progress over time (Fürst, 2020). The benefits of psychodrama include the ability to reexamine past and dysfunctional patterns of behavior without having to confront another individual, thus enabling the development of new choices (Nicholas, 2017).

Through the use of psychodrama techniques, individuals gain a deeper understanding of their problems through repeated understanding that can be applied in everyday life.

Psychodrama describes a form of active events created through drama using a synopsis plot that evokes personal views and understanding of events. Within the framework of vocational high schools, especially at SMK Negeri 6 Malang, there is no previous research that develops psychodrama related to overcoming students self-esteem problems, so it needs to be developed to make it easier for counselors to carry out guidance and counseling services.

METHODS

This research is development research (Research & Development). This research aims to develop a guidance and counseling product. The development uses a model by the development of Borg and Gall (1983), which consists of ten steps. Research and data collection, planning, development of initial product design, expert testing, product revision, field testing, main product revision, operational field testing, final product revision, dissemination, and implementation (Borg & Gall, 1983).

The procedure used in this product is up to the seventh stage of Borg and Gall's ten stages, which has been adapted to the needs, namely up to the product revision stage after the material expert test, media expert test, and prospective product user test. The first stage is research and data collection through a literature review and needs assessment of each variable, namely psychodrama and self-esteem. The second stage is planning, at the planning stage, namely formulating the objectives of the development so that students can overcome their self-esteem problems using psychodrama techniques, determining the procedure for developing psychodrama guides to overcome the self-esteem problems of vocational students, and determining the objectives of the research. The third stage is the development of the first product design in the form of a description of the psychodrama guidebook product that has been made.

The next stage is the fourth product trial activity where product testing is carried out before being implemented to determine the quality of the product, the product trial is given to three experts who have assessed the guidebook that has been made. The fifth stage is product revision by revising the product results of the assessment of three experts (guidance and counseling experts, media experts, and product user experts) to improve the product that will be produced later. The sixth stage is a field trial where this activity is directed to

the prospective product user test (counselor) of SMKN 6 Malang to assess the effectiveness of the product that has been made. Finally, the seventh stage is in the form of the final product that will be produced, namely a psychodrama guidebook to overcome the self-esteem problems of Vocational High School students which is given to counselors. Assessment data related to the product developed are in the form of numerical and verbal data.

The results of the assessment are used as a reference in perfecting the product that has been developed so that the output of this development research is in the form of a guidance and counseling service guidebook using psychodrama techniques to overcome the self-esteem problems of vocational high school students. The subjects in this study consisted of guidance and counseling material experts, media experts, and prospective product users (counselors). The types of data are in the form of numeric and verbal data. Verbal data includes input for improvements from experts and prospective product users (counselors) in the form of assessment instruments related to the accuracy, usefulness, ease, and attractiveness of the product. Meanwhile, numeric data from the assessment of guidance and counseling expert tests were analyzed using the inter-rater agreement model while data from media experts and prospective product users (counselors) were analyzed using the average model.

RESULTS AND DISCUSSION

The product of this research and development is a psychodrama manual for overcoming self-esteem problems of vocational students. The contents of the manual are: Part I Introduction, which describes the background, general instructions, and specific instructions. Part II Psychodrama and Self-Esteem, contains two points of theoretical concepts. Part III, the procedure for implementing psychodrama, which describes the process of implementing psychodrama, an outline of the counselee's story, which is also equipped with RPLBK, and Part IV Evaluation, which describes the process evaluation and outcome evaluation.

To ensure that the developed product is appropriate, useful, simple, and interesting, it will be tested by experts and potential users. From the results of the expert and potential user tests, data are obtained in the form of a quantitative scale in the form of numbers and

qualitative assessments in the form of suggestions and comments on improvements related to the product. The numerical data is obtained from expert ratings based on the content of the rating scale. The rating scale is a measurement tool with 4 indicators that include accuracy, usefulness, convenience, and attractiveness. The accuracy aspect describes items related to how accurate the guide is based on several indicators. The results of the two experts' evaluation of the accuracy aspect are worth 1, which indicates a very high validity. The expert test index results from the calculation that the two material experts gave scores of 3 and 4 on the accuracy aspect, which means that both judges agreed. The total score in the accuracy aspect is 1, which indicates a very high validity. As for the media experts in the aspect of accuracy gave a score of 2, 3, and 4, the total obtained a value of 3.2, which means that the guide is appropriate, and potential users of the product obtained an average of 3.4, which means that the guide is very appropriate.

The next aspect is the usability aspect. The usability aspect describes the items related to the indicators of the usefulness of the guide for counselors and also for students. The results of the evaluation related to the usability aspect, both experts gave scores of 3 and 4, which means that both judges agreed. The total score on the accuracy aspect is 1, which indicates a very high validity.

The total score for the usability aspect is 1, indicating very high validity, and the accuracy aspect also received a score of 1, indicating very high validity. The last aspect, the attractiveness aspect, received a total score of 1 on the attractiveness aspect, indicating a very high validity. The media experts gave the aspect of usability an average score of 4, which means very useful, and for potential users, it got an average score of 3.2, which means the guide is useful.
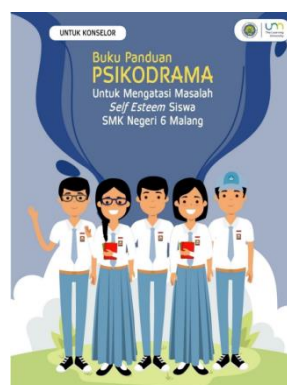

Figure 1. Psychodrama Guidebook

The two material experts' scores on the convenience aspect were 3 and 4, which means that both judges agreed. The total score for the convenience aspect is 1, indicating very high validity. The media expert test gave an average score of 2.7, which means that the manual provides convenience, while the prospective user test gave an average score of 3.4, which means that the manual is very easy.

In the last aspect, attractiveness, it was found that both experts gave scores of 3 and 4 on the attractiveness aspect, which means that both judges agreed. The total score for the attractiveness aspect is 1, which indicates a very high validity. Media experts gave an average score of 3.2, which means feasible, and prospective users gave an average score of 3.3, which means very feasible.

The results of the evaluation of the expert test of the guidance and counseling material, the expert test of the media, and the prospective user test of the product can be said to be good. The results of the evaluation of the guidance and counseling material expert test in all aspects received a score of 1, which means very high validity. The media expert test evaluation shows several 3.2, which means that the product is said to be feasible, while from the results of the prospective user test evaluation, the product gets a score of 3.3, which means that the product is said to be very feasible. From the overall evaluation results, it can be said that the travel guide meets the acceptability criteria of accuracy, usefulness, convenience, and attractiveness.

Verbal evaluation data describes the suggestions and comments made by each expert and potential user of the product, which will later be used as a reference to improve the product. Quantitative data from the expert review are: (1) It must be clear that this is for guidance or counseling, the procedures in the guide are appropriate for the implementation of guidance, but seeing the title leads to counseling; (2) Each session must be made RPL so that it is clear the problem, objectives, time, media, stages of group counseling with psychodrama and evaluation.

The media expert test assesses that the image on the book cover should be adapted to the characteristics of the target (SMK students), the image tends to be mature, the font used is standard and tends to be small, it would be better if it used a font whose writing is clear considering that those who use it are school counselors with different ages. The convenience

aspect is lacking, because it would be easier for counselors to use if the procedures for implementing psychodrama were detailed as RPL, then the evaluation is attached at the end of each meeting and the content is adapted to the topic or title being discussed.

In addition to the evaluation of material and media experts, there is a prospective user test of the product. The prospective product user test assesses that overall it is good, it needs to be checked again for typos and the selection of images needs to be adjusted to the topic of the discussion. From the material expert test data, the media expert tests, and the prospective product user tests, several aspects need to be revised. The first stage of revision was carried out after the material expert test for guidance and counseling and the media expert test. The second revision was carried out after the test of the prospective user of the product, namely the counselor of SMKN 6 Malang. The revisions were made based on the evaluations, suggestions, and input from the expert test and prospective users of the product. The results of the revision of the expert test and prospective users of the product on the guide are exposed in the figure 1.

Self-esteem can be simply defined as how people feel about themselves in terms of the importance of achievement, positive interpersonal relationships, and psychological well-being (Vohs & Baumeister, 2016). The most prominent attitude that shows low self-esteem is the lack of courage of students in taking all decisions and risks. On the one hand, people with low self-esteem may not care enough to behave as prescribed by authorities, while on the other hand, people with very high self-esteem may be overconfident because they believe they do not need it (Alfano & Guarino, 2023). Research has found that increased self-esteem is associated with a reduced likelihood of initiating substance use, including tobacco, alcohol, and the like (Richardson et al., 2013), and is related to social anxiety, depression, and suicidal behavior (Sowislo & Orth, 2013). From an Islamic perspective, the Qur'an teaches that every human being is created in the best possible form (QS. At-Tin: 4) and given the responsibility of being a Khalifah on earth. By understanding this concept, vocational students can strengthen their self-esteem, as they realize they have great potential to work and do good in the world.

This development uses a model based on the development of Borg and Gall (1983), which consists of ten steps, namely research and data collection, planning, development of initial product designs, expert testing, product revisions, field testing, major product

revisions, operational field testing, final product revisions, dissemination, and implementation (Borg & Gall, 1983). In this development, however, there are only up to seven steps. The first step is research and data collection by reviewing the literature, Research indicates that high self-esteem is associated with positive character development in adolescents (Cantika et al., 2024). The second step is planning the purpose of this development so that students can overcome self-esteem problems using psychodrama techniques. The third step is the development of the first draft of the product in the form of a description of the psychodrama guide product that has been made and the compilation of the product.

After the development of the first product design is completed, the fourth stage is the product trial by conducting an assessment with the expert, this expert assessment is conducted so that the developed product achieves the desired goal (Zakiy et al., 2018). The fifth stage is conducting a review of the expert assessment after just revising the product based on the expert assessment used. The sixth stage is by conducting a prospective product user test (counselor) SMKN 6 Malang, the assessment, suggestions, and input from each expert are improved until entering the seventh stage, namely the final product to be produced in the form of a psychodrama guide to overcome the self-esteem problems of vocational high school students given to the counselor. BK media, one of which is this guide, is recommended in the provision of guidance and counseling services at school (Setyaputri, 2024).

The product of this research and development is a psychodrama guide to be used by school counselors. Before developing the product, the first activity carried out was to review various research results that could increase students' self-esteem in the guidance and counseling function. Various results were found, such as through bibliocounseling (Setiawan et al., 2022), counseling guidebooks (Naraswari et al., 2020), films (Sauqi, 2017), simulation games (Fitriani & Isnari, 2020), and role-playing games (Sifiana et al., 2019). Among the various studies conducted, the most widely used techniques focus on role-playing and counseling.

The developed guide consists of four chapters including an introduction, psychodrama and self-esteem, implementation procedures, and evaluation. Before the topic is chosen, initial counseling is conducted to find out the history of the counselee. Counseling is a

process of assisting individuals facing various problems with a focus on personal growth and problem-solving (Ramadhani et al., 2024; Astutik, 2018).

There are several themes related to self-esteem and 6 different titles at each session based on the actual experiences of the client during the initial counseling process. The 6 titles are: Rejected, Comparing, Failure, Restrained, Lack of Confidence, and Coldness. There are 8 sessions with a duration of 1x60 minutes, each session is included with the attached RPLBK. It is supported that the duration of each session determines the needs of the target group (Cheng et al., 2013).

The developed product was validated by two experts in guidance and counseling materials, one media expert, and one potential product user (counselor) and received an excellent rating. The results of the experts' evaluation of the guidance and counseling material were based on 4 aspects of acceptability: accuracy, usefulness, convenience, and attractiveness. By calculating the inter-rater agreement model (Gregory, 2011), the product validity index is 1, which means that the product has a very high validity. This shows that the developed product is included in the classification of very accurate, very useful, very easy, and very interesting.

The results of the evaluation of media experts using the average model calculation show a total score of 3.2, which means that it is feasible to use. Color selection plays a crucial role in book cover design, where it can attract young readers' interest (Nurdini et al., 2018). In terms of the accuracy of the font size and the accuracy of the psychodrama implementation, it is rated 3, which means it is appropriate. On the accuracy of the selection of images, it received a score of 2. It is less accurate because the images shown in the guide are too mature, which means that the age of late adolescence starts at 16 or 17 years, so the images in the guide need to be adapted to the age of vocational students (Hurlock, 2006).

In the aspect of usability, which was evaluated by media experts, the product received an average of 4, which means that the product is very useful because it helps counselors provide services and increases the effectiveness of counseling services. In the aspect of convenience, it gets an average of 2.7, which means that it is easy. The systematics in the guidebook received a less easy score because the book is a collection of papers containing various information that is useful for readers (Kusuma, 2018). In the aspect of attractiveness, it receives an overall average of 3. This means that it is very attractive starting from the

appearance, images and colors, and the whole guidebook. The guidebook is given a dominant white color because the white color has a simple, clean, and holy character (Nurdini et al., 2018).

After being tested by experts in guidance and counseling materials and media experts, the last is the evaluation of potential users of the product, which receives an average score of 3.3, which means very feasible. The product is considered to be very suitable in terms of instructions for use, implementation procedures, preparation structure, and application of psychodrama techniques that are attractive to students. Interesting for students because in psychodrama students or mentors present dramatic situations that they will experience in the past, present, and possibly in the future. The goal is to gain a deeper understanding of oneself and relieve the pressure or catharsis that a person is experiencing (Nurfaizal, 2016).

The usability aspect of the assessment of potential users of the product gets an average of 3.2 which is said to be useful. Reinforced by the opinion that one of the counselor's duties is to maximally facilitate counselees to actualize their potential optimally (Gibson & Mitchel, 2011). Psychodrama guidebook products are developed to help counselors provide guidance and counseling services. The assessment of the attractiveness aspect received a score of 3.4, which means that the product is very attractive. The attractiveness of the design, the combination of colors and images, and the overall attractiveness of the manual received very positive reviews. Canva, an online design application, offers attractive templates that make counseling services more engaging and less monotonous (Ilmi & Irman, 2023).

There is still a limited amount of development research focusing on addressing the issue of self-esteem, which distinguishes this guidebook from others. Specifically, no psychodrama guidebook has yet been developed to address the self-esteem of students at SMKN 6 Malang. Existing studies on the two variables of psychodrama guidebooks and self-esteem have been conducted in contexts involving individuals with mental disorders, such as a study on psychodrama aimed at enhancing the self-esteem of individuals with mental disorders at the Mitra Mulia Foundation in Banyuasin Regency (Martini et al., 2023).

The guidebook was created to facilitate and assist counselors in delivering guidance and counseling services in schools, particularly at SMKN 6 Malang. This product is highly beneficial for counselors due to its detailed structure, easy-to-understand language, and book design, which is accessible to counselors of all ages, ensuring that they can effectively

utilize the guidebook. As stated in previous research, instructional media facilitates students' understanding and deepens their comprehension of the material, fostering coherent understanding, maximizing achievement, and enhancing learning outcomes (Lubis et al., 2023). Psychodrama, as one approach, allows students to explore issues through role-playing with other group members (Corey, 2016).

Several studies have shown that psychodrama can develop and enhance various aspects of an individual. Psychodrama has also been proven to facilitate the development of constructive self-awareness in students by creating a safe environment for self-expression and receiving positive feedback from peers (Shutenko et al., 2020). Furthermore, psychodrama is beneficial in improving academic skills and reducing behavioral and emotional problems in students with learning difficulties (Saba, 2022). Psychodrama has also been effectively used to reduce symptoms of depression, with individuals who participated in psychodrama experiencing a more significant decrease in depression (Giacomucci, 2022). Additionally, in the academic realm, psychodrama can reduce academic-related stress, as demonstrated by research indicating that psychodrama helps subjects develop coping skills from various perspectives (Astriani & Puspasari, 2021).

Based on the research findings presented, it is evident that the efficacy of psychodrama in addressing various individual issues can be optimized. Therefore, the success of psychodrama in alleviating several problems faced by students further supports the belief that its development can effectively enhance the self-esteem of vocational high school (SMK) students.

CONCLUSION

This research and development will result in a product, namely a psychodrama manual for overcoming self-esteem problems of vocational students. The product developed follows Borg and Gall's stages of research and development as adapted to the needs of researchers, namely: research and data collection, planning, development of initial product drafts, expert testing, product revisions, field testing, and final product revisions. Borg and Gall's seven stages are 1) research and data collection through literature review and needs assessment; 2) planning, which is the formulation of developmental goals so that students can overcome self-esteem problems using psychodrama techniques; 3) development of initial product

drafts in the form of a description of the psychodrama manual product that has been created; 4) product trials, which are given to three experts who have provided an evaluation of the manual that has been created; 5) product revision by revising the product assessment results from three experts (guidance and counseling experts, media experts, and product user experts) to improve in the product that will be produced later; 6) testing potential product users (counselors) SMKN 6 Malang; and 7) the final product to be produced is in the form of a psychodrama guidebook to overcome self-esteem problems of vocational high school students given to counselors.

The psychodrama technique chosen in this guide is based on the nature of role-playing, which teaches individuals to develop new, more effective skills by removing the barriers that prevent individuals from making behavioral changes. Through psychodrama, students can express the full range of emotions associated with self-esteem problems. The developed manual consists of four chapters including: Introduction, Psychodrama and Self-Esteem, Implementation Procedures, and Evaluation. The developed product was validated by two experts in guidance and counseling materials, one media expert, and one potential product user (counselor), who gave a very good evaluation. The Psychodrama Guide for Overcoming Self-Esteem Problems of Vocational School Students has several advantages, namely, it is compiled based on the results of the needs analysis of observations and interviews with counselors, so this product is the media needed by counselors in providing guidance and counseling services to students.

The developed psychodrama guide product for overcoming self-esteem problems of vocational students has met the evaluation of experts, so the product is evaluated: for accuracy, usefulness, convenience, and attractiveness for vocational students. Suggestions are aimed at (1) Counselors can carry out psychodrama by the guidelines that have been made. Starting with reading materials related to psychodrama and self-esteem, followed by general instructions and specific instructions, and (2) further researchers can follow up on the results of this study by conducting an effectiveness test.

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