



The Effectiveness of Group Counseling in Increasing Children's Confidence

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Abstract

This study aims to determine the effectiveness of group counseling in increasing children's self-confidence in the Al Wasliyah Charitable Foundation Orphanage, Gedung Johor with the design concept of One-Group Pretest-Posttest design. The sample was 14 orphanage children consisting of junior high and high school levels who had low self-confidence. In collecting questionnaire data, the results of the research achieved provide positive results, guidance services can increase student confidence, this can be seen from the results of Pre-test and Post-test $p = 0.000$, namely: $p < 0.05$, it is concluded that H_0 was rejected and H_a was accepted, meaning that in addition to the mean after testing greater than the value before testing ($83.0 \geq 79$), it can be believed that group counseling is effectively used to increase the confidence of class children at the Al Wasliyah Charitable Foundation Orphanage Johor Building.

Keywords: Child, Confidence, Group counseling

Introduction

The important thing that everyone must have is self-confidence, because confidence plays an important role in developing personality and skills to be better. According to (Ridayati et al., 2020) explained that self-confidence is an individual's positive attitude that allows them to develop positive judgments both about themselves and the environment/situation they are facing. Law No. 20 of 2003 concerning the National Education System Articles 1 – 11 explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves and society.

One way to increase children's confidence is to conduct group counseling (Susanto, 2018). However, not all adolescents have high self-confidence so that they easily adapt and interact with their social environment (Putri et al., 2022). There are adolescents who have difficulty

blending in with their social environment, especially in the school environment, one of which is teenagers who come from orphanages (Ichsan, 2016). Adolescents who live in orphanages have a different level of confidence than adolescents who live with their parents (Prayitno Dan Erman Amti, 2015). Orphanage adolescents have a tendency to have low self-confidence (Setiari et al., 2022).

The low confidence of orphanage adolescents is caused by the feeling that they live in orphanages with their notebene who come from economically disadvantaged groups and are not with their families like most other adolescents (Mukti, 2013). The low confidence of orphanage adolescents at school will cause problems in their social interactions at school (Malihah, 2023).

Similarly, the initial research conducted by the author during the practice of field experience at the Amal Al-Washliyah Foundation Orphanage, the author found that there are still many children who experience problems regarding the confidence of students, including some children who are not brave in asking questions or

expressing opinions, one of the factors is due to the lack of socialization between friends (shy), Inferior, pessimistic, lack of focus on the learning process, and also due to socio-economic factors and so on, all of which can have an impact on learning activities, achievement and learning motivation of students Nurhayani. (2019).

Based on the background of the problem that the author has explained above, the problem in this study is "The Effectiveness of Group Counseling in Increasing Children's Confidence in the Al-Washliyah Foundation Orphanage".

Method

This study uses a pre-experimental designs research method with a one-group pretest-last group design type. (Sugiyono, 2019) explained that the one-group pretest-post test design involves one group that is given a pretest, then given a treatment and given a post-test. The success of treatment will be obtained by comparing the pre-test and post-test scores.

This research was conducted at the orphanage of Yayasan Amal Al Wasliyah Gedung Johor. The population in this study is children living in the orphanage of the Al Wasliyah Charity Foundation, Johor Building. The sample in this study amounted to 14 students taken from junior high and high school students, the sample research used the Purposive Sampling technique, namely: determining the sample with certain considerations (Sugiyono, 2017).

The data collection technique was carried out using a confidence scale, based on the aspect of confidence according to (Afiatin and Martaniah), namely: 1) Individuals feel confident in their abilities, 2) Individuals feel accepted by their group and 3) Individuals have a calm attitude. The indicators are compiled according to the confidence scale given to students during the pre-test and posttest, namely before and after group counseling is applied.

The data obtained from the results of the measurement of the Students' Confidence Scale were analyzed using a simple statistical test with the help of the SPSS 25 program To test the effectiveness of group counseling, it was carried out through a test of the average difference in students' confidence scores obtained through the confidence scale before and after group counseling activities were carried out. The use of statistical tests is non-parametric with t-test and using the Rank test formula marked Wilcoxon

(Nasution, 2017). The Wilcoxon test aims to test whether or not two paired samples have the same median (median value). This test can also be used to test whether the middle value of the two samples is the same as the median of a given median value. This test is like a paired sample t-test, but the Wilcoxon test does not require a specific distribution as a requirement like the t-test.

Result and Discussion

1. The effectiveness of group counseling in increasing children's confidence

The results of the study obtained data on the results of confidence measurement before and after group counseling:

Table 1.

Output Paired Samples Statistics
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair	PRE	78.86	14	5.187	1.386
1	POST	83.14	14	4.204	1.123

* Data Source Processed 2024

Based on the above data, the accumulated data from the test results is obtained as follows:

Table 2.

Accumulation of Test Data

Parameter Statistik	Pre-Test	Post-Test
Number of Students	14	14
Average	79	83
Maximum Value	86	90
Minimum Values	70	76

(Prayitno, 2017) explained that group counseling aims to develop students' socialization skills, especially communication with service participants.

Before the group counseling, the fourteen subjects had a low confidence score with an average score (78.85) After participating in group counseling, the average score of the subjects' confidence increased so that all eleven subjects had a confidence score in the category with an average score (83.14). Fourteen subjects

experienced a significant increase in confidence scores. To find out the difference in scores before and after group counseling statistically, a paired sample t-test analysis test was carried out. The results show as follows:

Table 3.
Output Paired Samples Correlation
Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 PRE & POST	14	.897	.000

* Data Source Processed 2024

Based on the results of the paired sample test analysis in the table above, the result of the significance value = 0.000 ($p = 0.00 < 0.05$) was obtained. showed that there was a significant difference before and after group counseling on the confidence variable. This is seen from the mean value of the pretest which shows a figure of 78.86% and the posttest shows a figure of 83.14%. There was a difference of 4.28% in the results of the pretest and posttest scores. This shows that there is a significant influence on the difference in treatment given to each variable.

2. Factors that affect the success of group counseling in increasing children's confidence

Factors that can affect the success of counseling in increasing confidence in children according to (Zain et al., 2018) are:

Counselor Quality: The counselor's ability to facilitate group counseling sessions well is essential. Counselors who are experienced and have good interpersonal communication skills will be able to create a safe and supportive environment for children.

Group Composition: The composition of the counseling group can affect the dynamics and effectiveness of the session. Groups made up of children with similar or comparable self-confidence problems can allow them to support each other and share experiences more openly.

Clear Goals: Counselors should have clear goals in boosting the confidence of children in the group. A structured and directed action plan will help in achieving the desired results.

Parent Involvement: Support from parents or guardians is essential in boosting children's confidence outside of counseling sessions. Parents who are actively involved can provide additional support and reinforce counseling outcomes.

Counseling Techniques and Methods: The use of appropriate counseling techniques, such as play therapy, psychoeducation, or cognitive-behavioral techniques, can be very beneficial in helping children cope with their confidence issues.

Counseling Environment: The physical and psychological environment in which counseling takes place also plays an important role. A comfortable, safe, and distraction-free environment will increase children's comfort to participate and be open.

Evaluation and Feedback: The process of evaluating children's development during counseling sessions, as well as providing constructive feedback, will help direct counseling towards continuous improvement.

Consistency and Continuity: Consistent and ongoing counseling will be more effective than sporadic sessions. Consistency in providing support and guidance will allow children to build sustained change in their confidence.

By paying attention to the above factors, group counseling can be an effective means of boosting children's confidence in a structured and in-depth way.

(Prayitno, 2013) He further explained that the implementation stage in group counseling services is held through four stages of service activities, namely:

- a. Formation, which is the stage to form a crowd of a number of individuals into a group that is ready to develop group dynamics in achieving common goals.
- b. Transitional Stage, which is the stage to shift the initial group activity to the next activity that is more directed to the achievement of group goals (Zain et al., 2018).
- c. Activity Stage, which is the "core activity" stage to discuss certain topics both in alleviating the personal problems of group members in group counseling.
- d. The Termination Stage, which is the final stage of the activity to see what has been done and achieved by the group, as well as plan the next activity.

3. Effective strategies in implementing group counseling to increase children's confidence

The most effective strategies used by Counseling Guidance teachers (BK Teachers) to increase students' confidence are as follows Ali Daud Hasibuan. (2019):

- a. Group Tutoring: Group tutoring is very effective in boosting students' confidence. BK teachers can help students in sharing experiences and ideas with their friends, so that students can obtain broader information and share knowledge.
- b. "Everyone Is a Teacher Here" Strategy: This strategy can be used to arouse students' confidence in socializing. BK teachers can help students in actively participating in activities and give students the freedom to choose activities without having to be forced.
- c. Utilization of Nonverbal Language: BK teachers can use certain nonverbal language to build students' confidence. Thus, students can be more confident in communicating with their teachers and friends.
- d. Coordination with Parents: BK teachers can coordinate with students' parents to monitor the development of students' confidence. Thus, students can be more confident in communicating with parents and teachers.
- e. Mental Formation: BK teachers can prepare mental formation for students. Thus, students can be more confident in facing various situations and challenges.
- f. Active Learning: Teachers use active learning methods that allow students to actively participate in the learning process, such as discussions, presentations, and role-playing. This helps students increase their confidence in speaking and sharing opinions.
- g. Motivation and Appreciation: Teachers provide motivation with words that encourage students' enthusiasm and provide appreciation in the form of words of praise, applause, and rewards for students who are willing to read or work in front of the class Yuni Dwi Kartika, Alfin Siregar. (2022).

4. The long-term impact of group counselling on children's confidence

There are a number of goals that group members want to achieve through group counseling services, namely:

- a. Learn to understand yourself and others
- b. Finding various possible ways to deal with developmental problems and efforts to alleviate certain conflicts
- c. Improving self-control, independence, and responsibility for oneself and others
- d. Make a specific plan to change certain behaviors and with self-awareness to commit to fully executing that plan
- e. Learn effective social skills
- f. Learn to confront others in a gentle, caring, friendly, and controlled manner, as well as;
- g. Changing from living solely to being what others expect or want to live according to one's own expectations full of blessings (Septiarti et al., 2017).

So, it can be concluded that the purpose of this group counseling is to encourage individuals to be more confident, encourage motivation in individuals, improve insights, thoughts, and skills in social interaction, and train individuals to solve problems in group dynamics.

Self-confidence is a positive attitude towards the environment and circumstances they face and face themselves. Confidence exists because it is aware that when someone decides to do something. Confidence is the most important aspect of an individual's character. Lack of self-confidence can cause many problems in a person's social life

Group counseling is a service provided to a group of individuals to overcome relatively similar problems, so that they do not experience obstacles to develop all their potential (Febrini, 2020).

Meanwhile, according to Supriatna's opinion, group counseling is an effort to help students in a group atmosphere that is preventive and healing and is directed to providing convenience in the context of their development and growth (Susanto, 2018). Group counseling services are basically an individual service process carried out in a group atmosphere, where there is a counselor and a client or group member of two or more people. In the group counseling process, there is achievement and understanding of the client's problems, tracing the causes of the problem, problem-solving efforts, evaluation and follow-up.

From some of the opinions above, it can be concluded that group counseling is a counseling service process in the form of a group with the aim of providing preventive assistance and personal ability development as a group problem solving from a counselor to clients.

Additionally, self-confidence is an individual's belief in his or her ability to express certain behaviors or achieve certain goals

A sense of confidence is clearly seen in the behavior displayed by students. Children do not hesitate to show their abilities or talents with a sense of confidence. So it can be concluded that the main indicators of self-confidence are: 1) Courage to act to do activities, 2) Do not hesitate to choose and 3) Do what they want.

There are several characteristics of trusting such as: not giving up easily, an optimistic attitude, being able to adapt to others, having a stable mood, trusting or expecting help from others. Individuals have a positive outlook, the positives and benefits they have can be used to their advantage (Han & Goleman, Daniel; Boyatzis, Richard; Mckee, 2019).

The second factor is external factors, including: low-educated behavior tends to make individuals inferior to smart people (Lubis, 2023). On the other hand, individuals with higher education feel free, never expecting from others, because it can be creative while in a family or community environment (Anwar, 2015).

The implication of the Effectiveness of Group Counseling research in Increasing Children's Confidence is that group counseling can be an effective strategy in increasing children's confidence. Studies have shown that group counseling can help children develop communication skills, increase a sense of responsibility, and overcome problems arising from withdrawal behavior.

The effectiveness of group counseling, research shows that group counseling can be effective in increasing children's confidence. Participation in group sessions allows children to feel supported by peers and facilitators, which can reduce anxiety and increase their self-confidence.

Some of the key factors that influence the success of group counseling include the facilitator's ability to create a safe and supportive environment, as well as the suitability of counseling methods to the age and level of development of children.

Comparison with Individual Counseling, although group counseling has been shown to be effective, comparisons with individual counseling show that both approaches have their own advantages and disadvantages. Individual counseling may be more intensive and can be better suited to specific problems, while group counseling provides the added benefit of social support and learning from peer experience.

Practical Implications: These results have significant practical implications for child and adolescent counseling practitioners. They may consider integrating group counseling in their practice as an additional method to boost children's confidence.

Recommendations for Further Research, although this study suggests that group counseling is beneficial, there is a need for further research to understand more deeply the factors that influence its success more specifically, as well as to compare long-term outcomes between group counseling and individual counseling.

Long-Term Impact: The study also highlights the importance of considering the long-term impact of group counseling interventions on children's self-confidence. This understanding can help in designing more effective and sustainable programs.

In the context of education, student confidence is very important in improving interaction skills and developing better self-management skills. Thus, group counseling can be an effective strategy in increasing students' confidence and helping them in developing better self-management skills.

The limitations in this study are; **Sample Limitations,** this study only involved students in the orphanage of Yayasan Amal Al Wasliyah Gedung Johor and did not include students from various different backgrounds and contexts. This limitation can reduce the generalization of research results to a wider population. **Limitations of Methods,** this study uses a quantitative method with an experimental design that does not allow to know more about the counseling process and how students react to counseling. Quantitative methods can also have limitations in capturing the complexity of the phenomenon being studied.

Measurement Limitations, this study uses a confidence scale as a measurement tool. This limitation can occur because the confidence scale cannot directly measure the broader change in

student behavior. In addition, the confidence scale can also have limitations in capturing changes that are not directly visible. Limited Context, this research was only conducted in the orphanage of the Al Wasliyah Amal Foundation, Gedung Johor and did not cover a broader context. These limitations can reduce the generalization of research results to broader and different contexts.

Suggestions for future researchers on the effectiveness of group counseling in increasing children's confidence are as follows: Variation of context, previous studies have been conducted in various contexts, such as MAN Darussalam Aceh Besar, SMA YP UNILA Bandar Lampung, and SMK N 1 Depok and current research in orphanages. Further research can be conducted in more diverse contexts, such as schools in other cities or at different levels of education, to understand the effectiveness of group counseling in increasing children's confidence in different contexts.

Variety of Methods, previous studies have used quantitative and descriptive methods. Further research can use qualitative methods to understand more about the counseling process and how children react to counseling. Research can also use mixed-methods that combine quantitative and qualitative to obtain broader and more detailed information.

Previous studies have used relatively similar group counseling techniques. Further research can use more diverse group counseling techniques, such as Rational Emotive Behaviour Therapy (REBT) techniques or play therapy techniques, to understand the effectiveness of group counseling in increasing children's confidence by using different techniques.

Age variation, previous studies have been conducted on children of relatively similar age. Further research can be conducted on children of different ages, such as younger or older children, to understand the effectiveness of group counseling in increasing children's confidence at different ages.

Previous studies have been conducted on children who have relatively similar conditions. Further research can be conducted on children with different conditions, such as children with special needs or children with social problems, to understand the effectiveness of group counseling in increasing children's confidence in various conditions.

Thus, further research can be conducted using a variety of different contexts, methods, techniques, ages, and conditions to obtain broader and more detailed information about the effectiveness of group counseling in increasing children's confidence.

Conclusion

Based on the data analysis carried out, behavioral group counseling with the technique used is purposive sampling to increase the confidence of adolescents in orphanages. The results obtained through paired sample t-test analysis were $t = -6.869$; $p = 0.00 < 0.05$. These results showed a significant difference in confidence scores before and after being given behavioral group counseling. With this study, teachers, counselors, and psychologists can apply behavioral group counseling to deal with adolescent trust problems, especially children or adolescents from orphanages who are experiencing confidence problems at school. Through the counseling process of this behavioral group, the results were obtained that the subjects were able to acquire new skills in terms of training their confidence. They are able to motivate themselves to always try to practice to improve their confidence skills. All techniques from the behavioral learning approach used in group counseling encouraged the subject to produce more adaptive behavior.

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