The Effect of Group Guidance Services in Increasing Self Confidence for Madrasah Students Through Group Discussion Techniques

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Abstract

This article aims to find out the influence of group guidance services in increasing the self-confidence of madrasah students through group discussion techniques. This research uses the quantitative research method OneGroup Pretest-Posttest Design Experiment. In the validity and reliability test of the 30 statement items in the form of a selfconfidence scale created by the researcher, there were 24 statement items that were valid for use with the results being said to be valid if the calculated r was > from r table with the r table value at the 5% significance level being 0.2787. In the reliability test, Cronbrach alpha data was obtained with a Cronbroach Alpha value greater than 0.05 (0.759 > 0.05). The population in this study were all class VIII students of Madrasah Tsanawiyah Islamiyah Gunting Saga with a total of 60 students with a sample of 10 students, all of whom had a low sense of self-confidence and were participants in this research. In sampling, the researcher used a purposive sampling technique, namely a sample selection method with predetermined criteria, which was the chosen sampling strategy. Data analysis was carried out using the Wilcoxon Signed Ranks Test, and the results showed that the significance value was asymp. Sig(2-tailed) ≤ of 0.05, namely 0.005. Based on research that has been conducted, the self-confidence of class VIII students at Madrasah Tsanawiyah Islamiyah Gunting Saga can be increased through group guidance services using discussion techniques which have shown significant results.

Keywords: Group Guidance, SelfConfidence, Group Discussion Techniques

Introduction

The educational approach in madrassas is holistic, including secular science and religious teaching. It can be said that students who enter madrasah education have entered adolescence at that age. Everyone goes through a developmental phase called adolescence. Individual differences in mental, emotional, social, and physical development, as well as patterns of transition from childhood to adulthood, can emerge throughout the era of adolescent development. Many difficulties and changes, including rapid physical, social, and psychological development, will occur throughout adolescence as a result of this. In fact, it is now common for madrasah students to have unrealistic expectations regarding their own abilities for personal growth and improvement, and they fail to adjust to the fact that they have to put in the best effort if they want to achieve it. Their full potential. Having confidence is the first step in that direction, which will allow students to grow in a way that benefits them and their environment (Arifin, Swastinah, & Ernawati, 2019).

Based on statistics compiled by the Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia, 56 percent of Indonesia adolescents showed a poor level of self-confidence in 2018 (Antu, Zees, & Nusi, 2023). The above statistics show that feelings of anxiety and pessimism often occur in teenagers who lack confidence. On the contrary, students who feel safe in themselves will live their lives with enthusiasm and a positive outlook. Therefore, lack of confidence in teenage students is a common problem (Fitri, Zola, & Ifdil, 2018). A person can only be said to have a high sense of self-confidence if there

are several areas of his life in which he feels competent, capable, confident, and confident. These beliefs are based on actual potential, past experiences, expectations, and achievable goals (Huda, 2016).

Currently, a sense of self-confidence is a quality that every student must have. It is important for students to be able to adapt to different situations and thrive in school, and having self confidence is a useful asset in everyday life. every day. In addition, believing in one's talents and at the same time not succumbing to shortcomings is the key to developing one's maximum potential (Finka, 2023). A positive attitude towards one's own abilities and interests allows a person to realize his full potential; This in turn fosters self-confidence (Susilowati, Rakhmawati, & Hartini, 2022). Learning and learning new things every day may be able to help build this self-confidence. This can help develop the habit of self-confidence when dealing with others and form positive social relationships in everyday situations, including at school. Because it is important for students to have confidence in order to interact effectively with their classmates and professors, who convey information (Umi Kalsum, 2024). According to Lauster Petter, who developed the guphron, people who experience high or positive self-confidence are divided into several indicators: first, confidence in self-ability is a person's positive attitude about himself, second, optimism, which is a positive attitude possessed by a person who has a good view in facing everything, and third, objective, namely a person who views problems in accordance with what they should be, The fourth is responsible, which is the willingness of people to bear everything that has become a consequence and the fifth is rational and realistic, namely the analysis of a problem, or an event using thinking that is acceptable to reason and in accordance with reality.

Group guidance services, especially those that use a group discussion approach, can help children feel more confident in their educational environment. In addition to helping to keep group tutoring activities focused on the desired outcome, Pranoto argues that the use of techniques in this context can facilitate the development of a mentoring atmosphere through natural progression in group discussions (Pranoto, 2016). According to (Juliawati, 2014), The purpose of group

guidance services is to help people improve their social skills, especially communication skills. It also aims to encourage the development of people's tastes, values, thoughts, perceptions, insights, knowledge, and attitudes to help them behave more effectively. In addition, the purpose of group tutoring services is to provide students with the opportunity to work together to access a variety of resources provided by instructors that can enhance their lives in many ways: personally, academically, personally, and communally (Prayitno, 2017). The methodology of this group guidance activity can be seen in the following picture to be clearer:
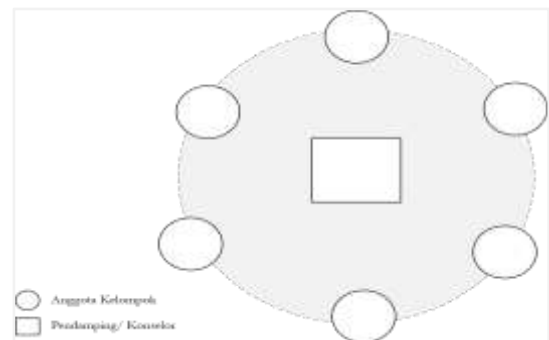

Figure 1. Illustratation of the implementation of group guidance activities

Participants in group guidance practice often work with a single partner while forming a circle around them (Amri & Rusman, 2023). All eyes are on the group mentor or counselor, who plays an important role in boosting students' confidence in this exercise, so this is equally beneficial. Sarastiki states that confident people show traits such as optimism, responsibility, competence in social interactions, confidence in one's own skills, and the capacity to see and prepare for the future (Sarastika, 2014).

Some relevant research results also reveal that student confidence may be affected by group counseling services, according to many research findings related to student self-confidence (Arifin et al., 2019). Students' sense of self-confidence can be increased by providing supervision services for group discussion methods (Suryani & Kurniawan, 2023). In line with the above findings (Afifah & Navion, 2021) It was found that students' sense of self-confidence increased after receiving group guidance therapy with a sociodrama approach. According to (Sarwan, 2018),

Students who participated in a group mentoring program that included assertiveness and debate strategy training reported higher levels of confidence. In addition, according to (Habiba, Wibowo, & Japar, 2017), The proposed model is useful for developing a sense of self-confidence, and the level of student confidence is mostly in the medium category, which is 38.96%.

Students are encouraged to seek various knowledge and are not afraid to strive for good self-actualization when the school provides guidance and counseling facilities. When children participate in group therapy, it helps to improve their self-esteem. Students who are shy or quiet may find that group therapy helps them gain the confidence to speak up when they feel the need. The purpose of providing guidance and counseling to students through group counseling services is to help them gain confidence in their talents and potential, help them reach their maximum potential, and empower them to dare to express themselves in public.

The data collected showed that students' lack of self-confidence stemmed from their internalized fear of social rejection, which arose in situations where some students had the necessary knowledge to answer the teacher's questions, such as in the classroom. However, students sometimes remain silent and are unable to implement responses because they lack confidence in their ability to respond. Researchers also saw that some students were too shy to raise their hands and ask questions, while others were too shy to speak in class. This happens when the class is really learning. Evidence from the field also shows that some children avoid social situations due to low self-esteem and poor social skills.

Students' personal growth, particularly their learning in school and in life, may be hampered by a lack of self-confidence or self-confidence. Confidence in one's own abilities and taking the necessary steps to hone them to reach their maximum potential are positive personality traits. From this phenomenon, it can be seen that certain students, namely grade VIII students of Madrasah Tsanawiyah Islamiyah Gunting Saga, experience a low sense of self-confidence. Madrasah Tsanawiyah Islamiyah Gunting Saga offers an alternative service—group guidance services based on group discussion techniques—to help grade VIII students improve their self-esteem. If lucky, this method will give students more opportunities to talk to each other, share ideas, and learn about themselves, all of which will increase their confidence levels. Student self-esteem can benefit from group tutoring services that use group discussion tactics because it gives them the opportunity to interact with their peers, to whom they can ask questions, and they can see that others in the group are not afraid to speak. their thoughts. Given that many students struggle with low self-confidence, researchers are interested in exploring whether group tutoring services that use group discussion techniques can have a significant impact on this issue. One of the studies is entitled "The Influence of Group Guidance Services in Increasing Self Confidence for Madrasah Students Through Group Discussion Techniques".

Method

In this study, the research strategy used is quantitative. The OneGroup Pretest-Posttest Design experiment is the basis of this research methodology. According to (Sugiyono, 2013), The following is the form of One Group Pretest-Posttest Design.

O1	X	O2
Pretest	Treatment	Postest

Table 1. One Group Pretest-Posttest Design Scheme

Information:

O1 : Pretest scores or initial tests before being treated

O2 : Posttest scores or final tests after being treated

X : Implementation of actions on student confidence (Treatment)

The methodology of this study includes comparing the level of self-confidence of students before and after using group discussion techniques and group guidance services. There were students of grade VII Madrasah Tsanawiyah Islamiyah Gunting Saga who all had a low sense of self-confidence as participants in this study. In this study, the researcher used Purposive sampling for sample collection, Purposive sampling is a sample selection method with predetermined criteria, is the chosen sampling strategy. The 30 statement items that compile the student confidence questionnaire will be tested for validity before being used as research instruments.

No	Rentang Skor	Kriteria
1	80 – 100	Tinggi
2	50 – 70	Sedang
3	20 - 40	Rendah

Table 2. Confidence Level Criteria
Source: (Riduwan, 2008)

This study uses a non-parametric statistical method known as the Wilcoxon test to analyze the data collected. To find the difference between the two expanded datasets, statisticians used the nonparametric Wilcoxon test. The criteria for the decision of the Wilcoxon test are: The difference in mean is shown if the value is less than 0.05. If the value is more than 0.05 then there is no difference. As an additional treatment result, you can use the Wilcoxon test to check if the median of observations "before" and "after" is the same. The students' confidence level was measured before and after therapy using the Wilcoxon test. To determine the changes between before and after the implementation of group guidance services using group discussion techniques, these statistical calculations are supported by the IBM Statistics SPSS version 24.0 program.

Result and Discussion

Validity Test

To ensure that the instrument has been distributed and entered the stage of dissemination of the self-confidence scale must be given before conducting any research, 30 statements of statements are used as instruments in the form of confidence scales. With the Likert scale, the range of possible scores can be determined from the answers that are very appropriate, appropriate, moderately appropriate, not appropriate, very inappropriate on the self-confidence scale. After analyzing data from 50 respondents and 30 statement items on the confidence scale, the researcher found the following valid and invalid findings from the instrument validity test. Based on the findings of the validity test, it was determined that 24 questionnaires were valid and 6 were invalid.

Reliability Test

To ensure the uniformity of the questionnaire, a reliability test was carried out. When an instrument is constant both inside and outside, it is said to be trustworthy or reliable. Researchers in this investigation tested 30 questions about the results of previous tests. Using IBM Statistics SPSS V.24 for Windows, one can assess the reliability of the instruments used by researchers. The table below describes the reliability test findings.

Reliability Statistics

Cronbach's Alpha	N Of Items
.759	24

Table 3. Instrument Reliability Test Results

To determine whether all items are reliable, these values are used in the reliability statistics table shown above. The findings of the reliability test assessment using Cronbach's alpha = 0.759, are shown in the N Item column which also contains the number of items or scale questions on the instrument. Based on the confidence score, 24 questions were considered reliable, while 6 questions were untrustworthy (invalid). Reliability is generally high for all legitimate or official products. The confidence scale used and validated was considered valid and had a good level of trust/reliability with Cronbach's alpha score showing 0.759 > 0.05.

Hypothesis Test

In group guidance service activities, counselors work with multiple students at once to address their individual needs and address group dynamics to facilitate growth and problem-solving. The researcher uses a discussion strategy in this group guidance service activity by discussing problems and how to solve them. The goal is for students to be able to exemplify the desired behavior, in this case how to increase their confidence.

Based on the data collected during the implementation, everything went smoothly. This can be seen from the positive attitude of students and their understanding of the goals and activities of group counseling services. However, some students show fear and fear at first and are hesitant to talk about their problems. Most students begin to open up and see this activity as a meaningful way to improve their understanding of positive self-confidence after the guidance and counseling teacher shows warm acceptance through motivation and explanation of benefits after carrying out group

counseling service activities. The activities that took place in the counseling and guidance room during the four sessions planned to carry out group counseling services concentrated on lectures and discussions on the importance of self-confidence.

In order for this discussion strategy to be successful, students will be guided to create small groups. These groups will then be able to cope with individuals who lack confidence and go further into the topic at hand. This method puts students in groups and asks them to talk about the problems they are experiencing and give suggestions on how to fix them. One successful method to boost students' confidence is to provide them with group teaching regarding debating skills. Students will learn to be confident in voicing their ideas, articulating their thoughts, and receiving and providing input from others through the teaching of this discussion method group.

Participating in group projects where children work together to solve problems, discuss ideas, and choose the best option for themselves helps boost their self-confidence. Before students participate in an assignment project, researchers give them a test to check their confidence level. During each of the two sessions of group guidance services, participants are asked to take a test before and after once.

Category	Score	Pretest	
		F	%
Very high	101-120	0	0%
Tall	82-100	0	0%
Keep	63-81	0	0%
Low	44-62	10	100%
Very low	24-43	0	0%
Sum		**10**	**100%**

Table 4. Self Confidance Scale Pretest Results

The table above shows that before receiving group guidance services with group discussion techniques, students' confidence was in the low category with a presentation of 100%, with a frequency of 10 (ten) students. The research then continued by providing treatment in the form of group guidance services using discussion techniques for 4 (four) meetings, with the aim of increasing the level of self-confidence of students. After the treatment was carried out, then the researcher again measured the level of self-confidence of students on the same scale to assess the increase in self-

confidence. The results of the treatment can be seen in the following table:

Category	Score	Pretest	
		F	%
Very high	101-120	6	60%
Tall	82-100	4	40%
Keep	63-81	0	0%
Low	44-62	0	100%
Very low	24-43	0	0%
Sum		**10**	**100%**

Table 5. Self Confidance Scale Pretest Results

The table data showed a significant increase in the level of self-confidence of students after group guidance using group discussion techniques was carried out. Of the total number of 10 students, 6 of them were in the "very high" category with a presentation of 60%, while the other 4 students were in the "high" category with a presentation of 40%. Furthermore, a data analysis test was carried out using the Wilcoxon Signed Ranks Test with the help of the SPSS program. The test results can be seen in the table below:

	Postest-pretest
Z	-2,805[b]
Asymp. Sig. (2-tailed)	,005

Table 5. Wilcoxon singed rank test results

The table shows the results of the Wilcoxon Signed Ranks Test with an asymp significance value. Sig(2-tailed) of 0.005 ($\leq$) from the set significance level of (0.05). This suggests that the alternative hypothesis (Ha) is acceptable. In other words, the results indicate that group guidance services using group discussion techniques are influential in increasing student confidence.

Students can find solutions to the problems they face through group dynamics by utilizing group counseling services, which are a kind of advice and counseling. As a result of the interaction between group members, group dynamics create an active and dynamic group environment. When compared to single or pair therapy, group therapy gives clients more opportunities to have natural, daily interpersonal meetings.

Intensive and dynamic social contact can be achieved while providing services tailored to the specific needs of each group member. Additionally, group participants can practice their communication skills by practicing

providing constructive comments, ideas, and criticism. Students' confidence can be increased through the use of various counseling strategies. The researcher used the group discussion method in this study. Seek expert input through group discussions. Seeking an expert perspective is the main point of the group talk.

Based on the arguments put forward above, it is clear that group conversations can improve students' confidence in solo and collaborative speech, as well as their ability to think critically and make bold choices when faced with challenges. Improving verbal and nonverbal communication skills is one of the goals of engaging in extensive role-playing, which can help a person develop a more open and honest way of expressing their feelings while still respecting the rights of others. that students must meet to achieve confidence. When a person has a high level of confidence, he feels capable enough to take action. Lack of self-confidence is manifested in poor self-concept and inability to trust one's own talents, thus leading to social isolation (Hakim, 2005).

Students' social skills, such as the ability to speak confidently in front of large groups, the ability to express themselves clearly when interacting with others, the ability to politely decline offers, and so on, can be improved through the application of assertive training. approach in group counseling. This is in line with the findings of Khasanah, et al, who found that students' confidence can be improved with group guidance services that focus on discussion techniques (Khasanah, Lesmana, & Zarkasih, 2019). In line with that, research (Suryani & Kurniawan, 2023) showed that students' confidence can be effectively improved by providing group guidance services with discussion techniques. In addition, Riska said that her research shows that students' confidence can be improved by using group guidance services that use a group discussion approach (Riska, 2021). Both studies corroborate the findings of current research, which suggests that adolescents with low self-confidence may benefit greatly from group tutoring services that incorporate discussion tactics into their self-confidence improvement plans.

Conclusion

The results showed that the study subjects, 10 students who experienced low self-confidence, benefited from group counseling services provided by guidance and counseling teachers. Changes in students' attitudes and behaviors show an increase in self-confidence. better guidance. Students who were initially timid or unconfident began to change for the better as they participated in the activity. For example, students who are shy or hesitant to speak before an activity gain the courage to do so, and students who are afraid of failing or making mistakes in handling their assignments begin to improve their game. Before the treatment was carried out, there were 10 (ten) students who were included in the category of having low self-confidence, After the implementation of the treatment or treatment, namely the guidance service of the discussion technique group, there was a significant increase. A total of 6 (six) students experienced an increase in self-confidence so that they entered the "very high" category while 4 (four) other students experienced an increase in self-confidence until they reached the "high" category. From the results of data analysis using the Wilcoxon Signed Rank Test, it was found that the asymp value. Sig (2-tailed) is smaller ≤ than 0.05, indicating acceptance of the alternative hypothesis (Ha) is acceptable. This shows that the guidance service of the discussion technique group in grade VIII of Madrasah Tsanawiyah Islamiyah Gunting Saga can increase students' confidence. In other words, these services significantly increase students' confidence levels and are proven to be influential.

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