



The Effect of Group Guidance Services Through Homeroom Techniques in Improving *Self Esteem* for Students in Madrasah

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Abstrak

Harga diri (*self-esteem*) adalah sikap seseorang terhadap pandangan dan keyakinan tentang dirinya sendiri, termasuk menerima segala kekurangan dan kelebihan yang dimiliki, serta selalu menghargai dan melihat diri sendiri secara positif tanpa merasa kecewa terhadap apa yang dilakukan. Perilaku positif ke diri sendiri ini dapat menciptakan perasaan bahwa seseorang memiliki nilai dan keuntungan. Penelitian ini bertujuan untuk mengetahui efektivitas layanan bimbingan kelompok menggunakan teknik *homeroom* dalam meningkatkan harga diri (*self-esteem*) siswa di madrasah. Metode penelitian yang digunakan ialah kuantitatif dengan rancangan *pre-eksperimental* dan desain *one-group pretest-posttest*. Populasi penelitian ini terdiri dari dua kelas siswa kelas VIII di MTs S Zakiyun Najah, dengan total 31 siswa. Dari populasi tersebut, diambil sampel sebanyak 8 siswa yang punya tingkat harga diri (*self-esteem*) rendah, menggunakan teknik *purposive sampling*. Data dikumpulkan menggunakan instrumen non-tes berupa angket. Analisis data dilakukan dengan memakai uji *Wilcoxon Signed Ranks Test*. Hasil penelitian ini menunjukkan bahwa nilai signifikansi asymp. Sig (2-tailed) lebih kecil dari 0,05, yaitu sebesar 0,011. Oleh karena itu, dapat disimpulkan bahwa layanan bimbingan kelompok dengan teknik *homeroom* efektif dalam meningkatkan harga diri (*self-esteem*) siswa.

Kata kunci: Bimbingan kelompok, *homeroom*, harga diri (*self esteem*)

Abstract

Self-esteem is a person's attitude towards their views and beliefs about themselves, including accepting all their weaknesses and strengths and always appreciating and seeing themselves positively without feeling disappointed with what they do. This positive behavior towards oneself can create a feeling that one has value and benefits. This research aims to determine the effectiveness of group guidance services using the homeroom technique in increasing students' self-esteem in madrasahs. The research method used is quantitative, with a pre-experimental design and a one-group pretest-posttest design. The population of this study consisted of two classes of class VIII students at MTs S Zakiyun Najah, with a total of 31 students. A sample of 8 students with low self-esteem levels was taken from this population using a purposive sampling technique. Data was collected using a non-test instrument in the form of a questionnaire. Data analysis was carried out using the Wilcoxon Signed Ranks Test. The results of this study indicate the significance of the value of asymp. Sig (2-tailed) is smaller than 0.05, namely 0.011. Therefore, it can be concluded that group guidance services using the homeroom technique effectively increase students' self-esteem.

Keywords: Group guidance, *homeroom*, *self-esteem*

Introduction

Education is an effort realized by the Government through briefing, guidance, and training through formal and non-formal

education. The purpose of education is to prepare individuals to live in harmony in society and improve their quality of life. As social beings, humans influence and need each other, so good interaction between individuals is very

important. In the context of social interaction, having a high sense of confidence in each individual is necessary. (Febriani, 2023).

Adolescence is a time when a person needs attention. A student will likely experience so many developments, be it physical, psychological, or social development. Several factors, including external and internal factors, influence the development experienced by the students. Some of these factors are very important in the process of student development. This external factor is everything that comes from the environment, be it the social or learning environment. Meanwhile, internal factors are everything that comes from the student, be it the student's character, the student's physical appearance, the student's ability, and most importantly, the student's self-esteem.

The term "self-esteem" in Indonesian is "self-esteem". I agree with Coopersmith in (Suhron, 2017) Self-esteem is a judgment made by an individual to evaluate himself or herself concerning recognition or rejection, value, and certainty of capacity.

Meanwhile, according to Santrock in the journal, Heppi Sasmita (2017) states that self-esteem can be an evaluative measurement of the world of self, known as self-dignity or self-image. Self-esteem is one of the components of self-concept and is an essential point of view of identity that plays an important role and impacts a person's state of mind and behavior. (Sasmita, 2017)

In line with Maslow's view, self-esteem is one of the primary needs of adolescents. These needs include self-esteem and recognition from others, which include achievement, status, fame, reputation, power, recognition, attention, acceptance, dignity, and appreciation. Self-esteem is not possessed from birth but can be learned and formed throughout a person's life. (Widodo, 2013).

There are two types of self-esteem in a person: negative and positive. Of the two types of self-esteem, the most beneficial for a person is positive self-esteem, namely that a person will prioritize self-esteem or self-esteem by arousing confidence. In contrast, the type of self-esteem most detrimental to a person is negative self-esteem, namely, someone who does not want to appreciate oneself, which is someone who cannot do anything and feels that he or she is worthless. However, negative self-esteem does

not always lead to deviant behavior. (Dachmiati, 2017).

Menurut Coopersmith dalam bukunya *The Antecedents of Self-Esteem*, indikator-indikator harga diri meliputi kekuatan (power), keberartian (significance), kebajikan (virtue), dan kompetensi (competence). Kekuatan (power) merujuk pada kemampuan siswa untuk menunjukkan kapabilitas dalam mengelola diri sendiri dan mempengaruhi perilaku orang lain. Keberartian (significance) yakni seorang siswa yang menunjukkan rasa kepedulian, perhatian dan kasih sayang kepada orang lain sebagai bentuk penghargaan yang diberikan kepada orang lain dalam lingkungan sosial. Kebajikan (virtue) kebajikan merupakan kebaikan kepatuhan yang diberikan seseorang untuk menjalankan peraturan moral dan etika dengan menjalankan sesuatu yang dianjurkan oleh agama dan menghindari sesuatu yang dilarang oleh agama. Kemampuan (competence) merupakan suatu kemampuan yang dimiliki oleh siswa dalam memenuhi standarisasi persyaratan kerja, yang ditandai oleh keberhasilan seseorang sesuai dengan usia serta tugas perkembangan masing-masing (Anda, 2022).

Meanwhile, the development of self-esteem often decreases during adolescence, along with the development of a person's cognitive ability to see themselves in line with what others see without seeing cause and effect. With these conditions, researchers who reinforce self-esteem will often experience a change from elementary school to high school, especially at the beginning after the transition. Every teenager will need his existence because a teenager can judge his success and usefulness. Self-esteem will develop well if individuals receive supportive acceptance and appreciation from the surrounding environment. Individuals with high self-esteem tend to see themselves positively, which impacts not only academic achievement but also social interaction in the family and society. (Alam, 2021).

So, it can be concluded that self-esteem is an individual's way of assessing himself, especially regarding the belief in future success, values, and aspirations that he has so that a person has confidence that he is vital, valuable, and practical for himself and others. It can be concluded that self-esteem is how a person views himself, whether negative or positive. A person with a positive outlook will see himself better and believe in himself, while a person who sees himself with an opposing view only

sees himself with his shortcomings without looking at his strengths.

The initial observation made by the author is that some madrasah students have such low self-esteem that they always blame themselves when there are problems related to their families and other people who have something to do with themselves, and also never appreciate and appreciate themselves for the achievements they have gotten. Moreover, one lacks confidence in oneself to do something because one always has an adverse concern for oneself. If conditions like this are experienced by students in a prolonged manner, it will hurt a person's mental development because of low self-esteem. One way to eliminate self-esteem is by always thinking positively, always seeing yourself as able to do something, and appreciating yourself for the achievements you have obtained so that the creation. High self-esteem can be formed by thinking positively and having a positive outlook. A student can avoid self-esteem with the help of the school through a psychologist or BK teacher by providing group guidance services provided by BK teachers at school.

BK teachers guide and support students facing problems through counseling guidance services. These services include various types, such as orientation services, information, placement and distribution, content mastery, individual counseling, group guidance, group counseling consultation, mediation, and advocacy. (Harahap, 2021). Group guidance is one of the counseling services that focuses on improving self-esteem. Group guidance is an activity carried out through group dynamics to discuss various topics related to personal development or solve problems group members face. (Harahap, 2023).

Agreeing with Gazda (1999:309), quoted in the journal Sulistyowati (2015), group guidance in the school environment is an activity that provides information to a group of students to help them make plans and make the right decisions. Prayitno (1995:61) in a journal (Sulistyowati, 2015) Group guidance utilizes group dynamics to achieve the goals of guidance and counseling, focusing on individual guidance efforts through group formation. Group guidance services involve providing information and support to a group of individuals in need to address problems through group dynamics. The advantages of group guidance include delivering information in a group atmosphere, which can

also help students plan and make informed decisions and is expected to support the development of a positive self-concept. According to Prayitno (2004) in the journal (Setianingsih, 2014), Group guidance allows members to express their thoughts in public, such as ideas, ideas, suggestions, and responses. In addition, group guidance teaches members to respect a person's opinion, take responsibility for ideas conveyed, self-organize, hold emotions, and establish good relationships with each other. Discussions in groups often focus on topics relevant to all members or with common interests. The homeroom technique is used by BK teachers to form groups by involving several family members in a family atmosphere.

The homeroom technique is a strategy that creates a family environment where students can meet, both inside and outside the classroom, to talk about learning, social, and career topics. This technique is associated with group guidance from BK teachers or counselors to overcome students' problems or explore their potential in a family atmosphere. The goal is to form a sense of comfort and openness among individuals in a group and gather pioneers so that individuals in a group feel free to communicate their grievances and problems. Therefore, group guidance with homeroom techniques is accepted to expand the openness of individuals. (Sasmita, 2017).

In the homeroom technique, there are several characteristics, namely: (1) family nature, (2) open nature, (3) freedom and pleasant atmosphere, and (4) implementation in groups. These characteristics show that the purpose of the homeroom technique is to create comfort for group participants so they can understand the topic being discussed and participate more actively. Hopefully, this can help guide participants to develop a better and more positive attitude. (Febriani, 2023).

This study uses a quantitative method with a causal-comparative approach called *ex post facto*. This approach implies that information is collected after the event. (Hasibuan, 2023). Causal-comparative refers to comparing two or three events by looking at their causes and effects without controlling for the factors. This strategy is used to show the impact of independent variables on bound variables without providing coordinate treatment to independent variables. (Rosyidah, 2023).

Method

The method used in this study is a quantitative approach with *pre-experiment* using a *one-group pretest post-test* design. Agreeing with (Sugiono, 2010), This pre-experimental design includes a group or course tried some time ago (*pretest*) and after treatment (*posttest*). The concept of *pre-experimental* design with *one group pretest-posttest design* can be clarified through the following table:

Table 1. *One group pretest-posttest design*

<i>Pretest</i>	<i>Treatment</i>	<i>Posttest</i>
O1	X	O2

Ket:

O1 = *pretest value* (before treatment or treatment)

O2 = *posttest score* (after receiving *treatment*)

X = *treatment* given to the subject

This research was carried out at MTs S Zakiyun Najah school, which was carried out from July to August on Jalan Negara KM 57 Firdaus Kota Village, Sei Rampa District, Serdang Bedagai Regency. The population in this study is two (2) class VIII MTs, S Zakiyun Najah, which totals 31 (thirty-one), students, with an estimated sample of 8 (eight) people taken using *the purposive sampling* method, namely students who have high self-esteem. Agreeing with (Hasibuan, 2023) the Purposive sampling can be defined as a collection procedure or determination of tests with certain considerations, such as investigating targets.

The data collection technique used in this study uses the *Likert Scale*. (Hasibuan, 2023) Explained that the *Likert Scale* is where the researcher makes several statement items in such a way that they are related to the aspects and indicators of the research. The researcher reads, understands, and adjusts the statement to its conditions and then determines the choice of how appropriate the question is to the conditions experienced by the respondent. In the context of this study, *the Likert Scale* is used to assess students' self-esteem (self-esteem) level. Data analysis was carried out through *the Wilcoxon Signed Ranks Test* with the support of the SPSS statistical software.

Result and Discussion

The results of *the pretest* questions collected by the examiners through the self-esteem scale found that low self-esteem was in

the low category. This can be seen from the table below:

Table 1. Pretest Frequency distribution of self-esteem pretest *category*

PRETEST RESULTS			
Shoes	Category	Pretest	
		F	%
91-125	Tall	0	0
58-90	Keep	0	0
25-57	Low	8	100%

The table shows that sometimes, after receiving group guidance treatment with the homeroom method, student self-esteem is in a low category, with a figure of 100% consisting of 8 (eight) students. The analyst then continued to provide treatment by providing group guidance using the homeroom strategy for 4 (four) meetings to increase student self-esteem. After the treatment, the analyst again measured the self-esteem level of the substitute students on the same scale to survey the increase in self-esteem. The results of the treatment can be seen in the table below:

Table 3. *Posttest* Frequency distribution of the self-esteem category *posttest*

PRETEST RESULTS			
Shoes	Category	Pretest	
		F	%
91-125	Tall	7	87%
58-90	Keep	1	12%
25-57	Low	0	0
Sum		8	100%

The table showed a significant increase in students' self-esteem after conducting briefings using *the homeroom technique*. Of the eight students, 1 (one) student is included in the "medium" category with a figure of 12%. In comparison, the other 7 (seven) students are included in the "high" category with a figure of 87%. In addition, the information difference test was carried out using *a Wilcoxon marked difference* test with the help of the SPSS program. The results of the test can be seen in the table below:

Table 4. *Test Results Wilcoxon signed ranks test*

	Post-Test - Pre-Test
With	-2,555b
Asymp. Sig. (2-	,011

tailed)

In the table, the results of the *Wilcoxon Signed Ranks Test* with an asymp significance level are shown. Sig (2-tailed) of 0.011 (\leq) or less than the required significance level of 0.05. This shows that the alternative hypothesis (H_a) is acceptable. In other words, this shows that group guidance with *homeroom* techniques can increase students' confidence.

The results of the *pretest* obtained, there were 8 (eight) students who had low self-esteem, the *pretest* data showed that the lack of self-esteem or low self-esteem was seen from several aspects including the aspect of power (*power*), namely the power in regulating and controlling oneself and others, in this aspect of *power* in the results of the *pretest* The power to influence oneself and others and regulate oneself and others is still very low, *significance* is the existence of a sense of concern and concern for oneself and others, in this aspect in the results of the *pretest* *students still lack care both for themselves and for others, virtue* is ethical and moral goodness for this aspect of virtue in the results *The pretest* of the students is still lacking in doing the virtues or goodness that are recommended in religion, be it moral virtue and ethical virtue, (*competence*) the success of a person to achieve the performance requirements, in this aspect of success in the results of the *pretest* a student is still very easy to achieve and carry out a job according to what he wants or can be done by a student is still significantly lacking an understanding of the success of work that is suitable for oneself. With these aspects, researchers can measure whether it is true that these students have *self-esteem* or low self-esteem. Rosenberg, as explained in the thesis by (Maulidya, 2020) Self-esteem consists of two aspects, namely, self-acceptance and self-respect. These two aspects are divided into five dimensions: (1) the academic dimension, which reflects a person's view of education; (2) the social dimension, which relates to the way a person perceives things related to society; (3) the emotional dimension, which focuses on a person's ability to control their emotions; and (4) the family dimension, which refers to a person's participation in his or her family; (5) Physical dimension, refers to how a person controls his physical condition.

The *pretest* results show that rational and realistic are the lowest aspects of measuring

students' self-esteem scores. Hence, students lack self-esteem and always blame themselves without seeing what has been done themselves; students must always be supported both from an external and internal perspective so that they do not always look at themselves with an opposing view; this is also supported by a sense of security and care as a manifestation of social support and a form of appreciation given by others. Comfort also comes from social support, and attention and empathy also come from the social support obtained by an individual or group. According to Caplan & Kilia, in (Mufidah, 2017) An individual who receives social support will consider himself capable of facing all problems that come to him because social support reinforces him and helps him become more resilient. The more social support a person gets from others, be it a partner, family, relatives, best friends, or the environment, the more confident they will feel that they are valued, profitable, and part of the social sphere.

To overcome the problem of low self-esteem, the researcher conducted a study by providing treatment in the form of group guidance services using the *homeroom* technique. This service aims to improve the *low self-esteem* of students. Through group guidance with *homeroom* techniques, students who experience low self-esteem can be helped to improve *their self-esteem*, so this service is effective in raising students' self-esteem.

Now, group guidance with this *homeroom* technique will create a more open atmosphere for a student to express the problems experienced by the student to the counselor or BK teacher. The *homeroom* technique has several advantages in understanding statements (Hasanah et al., 2022). (1) If group guidance with the *homeroom* technique is carried out according to the student's grade level, then this technique can be adapted to meet the student's tasks and development. (2) if a student follows group guidance with a *homeroom* technique led by a counselor or BK teacher for about one year, this can encourage the student's learning progress and development as expected. (3) The duration of the implementation of group guidance with the *homeroom* technique can increase mutual trust between the group leader and its members. With that, group guidance activities using this *homeroom* technique can be concluded by making students feel more comfortable with the environment, feel more

comfortable with their situation, and understand themselves better (able to accept their shortcomings and advantages) so that a person can improve their self-concept.

Conclusion

Before this treatment was carried out, 8 (eight) students were included in the category of having low self-esteem. After the *treatment*, more specifically, group guidance with the *homeroom* technique, there was a significant increase in as many as 7 (seven) students experienced an increase in self-esteem so that the student entered the "high" category while 1

(one) other student experienced an increase in self-esteem) so that it is included in the "medium" category. From the results of data analysis using the *Wilcoxon Signed Rank Test*, it was found that *the asymp sig value (2-tailed)* was smaller \leq than 0.05, indicating that the acceptance of the alternative hypothesis (H_a) was acceptable. This shows that group guidance with *homeroom techniques* successfully increases students' self-esteem. In other words, these benefits increase the self-esteem of underprivileged students and prove highly deserving.

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