

## **The Effect of Group Counseling on the Confidence of Class X MIA-1 Students at SMA Negeri 2 Takalar for the 2019-2020 Academic Year**

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### ***ABSTRACT***

Education is always related to human development efforts, so one of the determining factors for the success of education is that it depends on the human element, as well as the success of students in overcoming the problem cannot be separated from the supervising teacher and the students themselves who have self-confidence and want to change. This research is a classroom action research with the aim of researching to describe the self-confidence of students in class X MIA-1 SMA Negeri 2 Takalar before and after being given group counseling and to explain the positive effect of giving group counseling on the self-confidence of students in class X MIA-1 SMA Negeri 2 Takalar. Data collection techniques in this study are questionnaires, observations and interviews. The subjects of this study were students of class X MIA-1 SMA Negeri 2 Takalar with a total of 33 people. The instrument used to collect data in this study was a self-confidence questionnaire. The data obtained were then processed and analyzed descriptively and inferentially. Hypothesis testing was carried out using statistical techniques, namely t-test (one tail) at a significant level of 95%.

**Keywords:** Counseling, group, self-confidence

### **INTRODUCTION**

Entering the era of increasingly rapid globalization, various problems arise in the field of education. Starting from group problems to students' individual problems. To deal with these problems, it takes individual readiness physically and psychologically from both teachers and students (Kamaluddin, 2020; Solomon, 2017).

Guidance and counseling programs in schools contribute to the success of educational programs in general (Ireh 2000). The activities of counseling guidance include functions and activities that refer to student services individually and in groups so that each student can develop according to his talents, potential and interests, and reach the stage of development well (Zaroh and Lukitiansih 2014). To achieve the goal of counseling guidance, it is necessary to be confident and able to cooperate well between students and guidance and counseling teachers in schools (Lunenburg 2010).

Group counseling services, namely guidance and counseling services that allow students to have the opportunity to discuss and alleviate the problems they experience through group dynamics (Yusuf and Nurihsan 2019). Group dynamics is a lively atmosphere, which

pulsates, moves, develops, which is characterized by the interaction between fellow group members. Group counseling services are counseling services held in a group setting.

Self-confidence is a very important personal property and determines the happiness of one's life (Arhas 2018; Niswaty et al. 2019; Saleh and Arhas 2019; Takdir et al. 2021). Someone who does not have self-confidence will grow into an individual who is not creative and unproductive (Jannah 2009). According to Abbas et al., (2020) "Confidence is a positive attitude of an individual that enables him to develop a positive assessment of himself and his surroundings". Meanwhile, according to Loekmono, (1983: 1) "Confidence is a positive attitude of an individual that enables him to develop a positive assessment of himself and the environment or situation he faces".

Based on the reality in the field, it is not uncommon to find students who have low self-esteem so they are less able to adjust well with other students, especially students from different classes. During breaks, students who have low self-esteem are more often in class or sitting on the classroom terrace with some of their classmates, other students usually go to the canteen or play with their friends in the school environment during breaks.

Seeing these problems, it is necessary to have alternative problem solving that must be given to students to help overcome these problems, one of which is the provision of group counseling services which are considered as appropriate problem alleviation. So, the researchers tried to improve students' self-confidence through group counseling services. Based on the formulation of the problem above, the purpose of this study is to describe the self-confidence of students in class X MIA-1 SMA Negeri 2 Takalar before and after being given group counseling, to explain the positive effect of giving group counseling on the self-confidence of class X MIA-1 SMA students. Country 2 Takalar .

## **METHOD**

This type of research is classroom action research (CAR). According to (Kunandar 2011; Saleh and Haerul 2018; Silmi and Kusmarni 2017) Classroom Action Research (CAR) is a scientific activity carried out by teachers in their own class by designing, implementing, observing and reflecting on actions through several cycles in a collaborative and participatory manner that aims to improve or improve the quality of the learning process in their class. The subjects in this study were students of class X MIA-1 SMA Negeri 2 Takalar enrolled in the 2019-2020 school year which consisted of 8 people who had low self-confidence. The design used in this study was the design before being given group counseling, then giving the second stage of the questionnaire after being given group counseling. Data collection techniques in this research are through: observation, documentation and interviews (Sugiyono 2016). The data analysis technique used is descriptive data analysis technique. According to Arikunto (2006), this technique is used to describe the data obtained. Functions of data analysis techniques used to obtain an overview of learning outcomes.

## RESULTS OF RESEARCH AND DISCUSSION

### Descriptive Analysis

#### Description of Student Confidence Data before being given Group Counseling

Students' self-confidence before being given group counseling in class X MIA-1 SMA Negeri 2 Takalar can be seen in table 1 below:

**Table 1.** Students' Confidence before being given Group Counseling

No	Classification of self-confidence	<i>F</i>	%
1	Very high	0	0
2	Tall	0	0
3	Currently	0	0
4	Low	5	62.5
5	Very low	3	37.5
Amount		8	100

Based on table 1, it can be seen from the 8 students who were the research subjects, none of the students had very high, high and moderate self-confidence but 5 people or 62.5% students who had low self-confidence and 3 people or 37, 5% of students who have very low self-confidence.

#### Description of Student Confidence Data after being given Group Counseling

Students' self-confidence after being given group counseling in class X MIA-1 SMA Negeri 2 Takalar can be described as follows:

**Table 2.** Students' Confidence after being given Group Counseling

No	Classification of self-confidence	<i>F</i>	%
1	Very high	0	0
2	Tall	0	0
3	Currently	6	75
4	Low	2	25
5	Very low	0	0
Amount		8	100

Based on table 2 it can be seen that of the 8 students who were the research subjects, 6 people or 75% of students had moderate self-confidence, 2 people or 25% of students had low self-confidence, and none of the students had confidence. very low self.

**Description of Data Improvement before and after being given Group Counseling**

Changes in self-confidence in class X MIA-1 SMA Negeri 2 Takalar before and after being given group counseling can be seen through the classification shown in the following table:

**Table 3.** Changes in Student Interest in XE before and after being given Group Counseling

No	Confident	f (Before Service Information on how to study)	f (After Service Information on how to study)	Increased self-confidence	%
1	Very high	0	0	0	0
2	Tall	0	0	0	0
3	Currently	0	1,2,3,4,6,7	6	75
4	Low	1,2,3,4,7	5.8	2	25
5	Very low	5,6,8	0	0	0
	Amount	8	8	8	100

Table 3 above shows that there is an increase in self-confidence of class X MIA-1 students after being given group counseling, namely there are 6 people or 75% who experience a moderate increase in self-confidence, and 2 people or 25% who experience an increase in low confidence, and no one has experienced a very low self-esteem increase.

**Inferential Analysis**

Inferential analysis of research data using the t-test formula, then the data can be calculated using the following formula:

$$t = \frac{|\bar{X}_1 - \bar{X}_2|}{\sqrt{\frac{\sum d^2}{N(N-1)}}}$$

Where:

$$\bar{X}_1 = \frac{\sum X_1}{N} = \frac{161}{8} = 20.125$$

$$\bar{X}_2 = \frac{\sum X_2}{N} = \frac{234}{8} = 29.25$$

$$D = \frac{\sum D}{N} = \frac{72}{8} = 9$$

$$d^2 = 152$$

When the above values are included in the formula, the results are as follows:

$$\begin{aligned}
 t &= \frac{|20,125 - 29,25|}{\sqrt{\frac{152}{8(8-1)}}} \\
 &= \frac{9,125}{\sqrt{\frac{152}{8(8-1)}}} \\
 &= \frac{9,125}{\sqrt{\frac{152}{56}}} \\
 &= \frac{9,125}{\sqrt{2,714}} \\
 &= \frac{1,647}{5,54}
 \end{aligned}$$

Furthermore, to test whether the null hypothesis ( $H_0$ ) is rejected or accepted, the results of the calculation (t count) are consulted in the t table (one tail), with a 95% confidence level ( $\alpha = 0.05$ ) at degrees of freedom ( $db = (n) - 1 = (8 - 1) = 7$ ). In the distribution table, the t table value is 1.90. This means that the value of t count  $>$  t table value or  $5.54 > 1.90$ . It can be concluded that the null hypothesis ( $H_0$ ) which reads that there is no positive effect on students' self-confidence after being given group counseling before being given group counseling was rejected. This happens because t count is outside the acceptance limit of  $H_0$  as shown in the following curve:

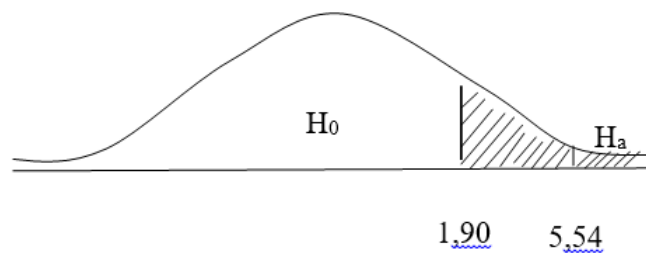


Figure 1. t-test curve

The curve above shows a significant difference between students' self-confidence before and after group counseling. Based on this description, it can be concluded that there is a positive influence on students' self-confidence by providing group counseling in class X MIA-1 SMA Negeri 2 Takalar.

### **Discussion**

Based on the results of research on self-confidence in class X MIA-1 SMA Negeri 2 Takalar before being given group counseling there are students who have low and very low confidence. More details can be seen from the results of the descriptive analysis in table 4.1 that of the 8 students who were the subject of the study, none of the students had very high, high and moderate self-confidence but 5 people or 62.5% of students who had self-confidence. low and 3 people or 37.5% of students who have very low self-confidence.

Group counseling is an interpersonal process centered on conscious thought and behavior. The process contains therapeutic characteristics such as free expression of thoughts and feelings, orientation to reality, self-disclosure about deep feelings experienced, mutual trust, mutual concern, mutual understanding, and mutual support.

Then to measure whether there is an increase in students' self-confidence, a self-confidence questionnaire is given after giving group counseling. The result is an increase in self-confidence which previously had 0% low self-confidence, but after being given group counseling, students' self-confidence increased to 75%.

Based on the results of the t-test analysis or testing the null hypothesis, namely the students' self-confidence experienced positive changes after giving group counseling. So it can be concluded that one of the effective ways and should be implemented by the supervising teacher to increase students' self-confidence in class X MIA-1 SMA Negeri 2 Takalar is by providing group counseling.

### **CONCLUSION**

Based on the results of the data analysis that has been described above from the results of the research conducted, it can be concluded that the students' self-confidence before being given group counseling is that none of the students have very high, high and moderate self-confidence but 5 people or 62, 5% of students who have low self-confidence and 3 people or 37.5% of students who have very low self-confidence. The students' self-confidence after being given group counseling were 6 people or 75% of students who had moderate self-confidence, 2 people or 25% of students who had low self-confidence, and none of the students had very low self-confidence. There is a positive effect of self-confidence in class X MIA-1 SMA Negeri 2 Takalar.

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