

Literature Review: The Effectiveness of Group Guidance Services to Increase Student Self-Confidence

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Abstract: This study aims to explore the effectiveness of group guidance services in increasing students' self-confidence. The research method used is a literature study to gather empirical evidence from various sources relevant to this topic. The results of the analysis show that group guidance services can be effective in increasing students' self-confidence through several mechanisms, including social skill building, emotional peer support, identification of self-potential, and development of problem-solving strategies. Nonetheless, variations in program design, mentor qualifications, and individual student characteristics may affect the success rate of these programs. Thus, this study highlights the importance of further research to better understand the factors that influence the effectiveness of group guidance in the context of improving students' self-confidence.

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Introduction

Building students' self-confidence is an important aspect of education that can affect their academic and social development. High self-confidence helps students to be more active in learning, dare to ask questions, and participate in class activities. Self-confidence plays a crucial role in student development. Students who have good self-confidence tend to be more able to face challenges and participate in academic activities. Research shows that students who are involved in presentations in front of the class have higher levels of self-confidence compared to those who are not involved.

Self-confidence is one aspect of personality that functions to encourage students to achieve success which is formed through the learning process of students in their interactions with the environment. People who are not confident have a negative self-concept, lack of confidence in their abilities, therefore often close themselves. Self-concept is a picture that a person has of himself that is formed through the experiences he gets from interactions with the environment. Self-concept also means an organized collection of beliefs and self-

perceptions about oneself. Self-concept is an individual's understanding of themselves including the physical self, personal self, family self, social self, and ethical, emotional aspirational moral self, and the achievements they make. (Amelia, 2017).

Self-confidence is essential for student growth. Students who believe in themselves tend to be better able to face challenges and participate in academic activities. Studies show that students who make presentations in front of the class have higher self-confidence than students who do not. (Amri, 2018). The adolescent stage of development is a transition period from childhood to adulthood. In the social development of adolescents, there are two kinds of movements, one is separating from parents and the other is towards their peers. (Rahmayanthi, 2017).

Self-confidence can be instilled through the daily process of learning and learning, as well as getting used to doing things bravely. Therefore, personal confidence is something that must exist in students. The presence of fear, anxiety, worry, and insecurity accompanied by rapid palpitations and body trembling are psychological problems or children's psychological problems caused by external stimuli, which can cause a lack of self-confidence. Basically, everyone has self-confidence; however, this self-confidence differs from person to person. Self-confidence varies from person to person. So they can mark differences in each other's behavior. If someone has less self-confidence, he will show different behaviors from people in general, such as a lot of incompetence, always hesitating in carrying out tasks, not daring to talk much if there is no support and so on. Someone who has more self-confidence, he feels confident in his own abilities so that it can be seen in high courage, social relationships, responsibility and self-esteem. (Puspitasari, 2022).

A frequent problem, low self-confidence in students at school, is known as students tend to feel unable to complete assignments or exams well which results in a decrease in academic performance because they may be reluctant to take risks or face new challenges. Students are also reluctant to participate in class discussions or group activities. Low self-confidence can cause students to withdraw from social interactions with classmates. Students feel uncomfortable or afraid to join in social activities at school such as clubs, assemblies, or other school events, Self-confidence can also trigger feelings of anxiety, stress, or depression in students. Students' lack of self-confidence can also lead to difficulties in developing the social skills needed to interact with others with confidence, students also do not feel confident to develop the potential that exists in themselves.

Actually, the root of the problem of students not being confident in learning lies in the inability of students to participate in the learning process so that guidance is needed so that the creation of varied learning interactions will encourage students to have high self-confidence so that it is easier to accept subject matter in class. Teachers have a very important role as stakeholders in fostering student confidence. Self-confidence is key to students' academic and personal development, and teachers can contribute in several ways to increase students' self-confidence, one of which is group guidance. Group guidance is one of the effective methods to increase students' self-confidence. By engaging students in group activities, they can support each other and learn from each other in a supportive environment.

Group guidance according to Ijaji and Nurwahidin (2023) Group guidance is a service provided by individuals totaling 8-10 people led by a group leader by discussing general topics that are currently being discussed (free topics) or topics that have been determined by the group leader (task topics) using the principles of confidentiality, openness,

and volunteerism. With group guidance services students can be more active and more optimal in understanding themselves.

Basically, the role of teachers greatly affects students' self-confidence, especially the role of counseling guidance teachers. This can be seen from the development of schools that require more sustainable guidance and counseling services. Currently, students not only need knowledge, but also urgently need healthy mental development in facing competition in the era of globalization. BK teachers are expected not only to serve or wait for students with problems, but also to show great attention and be able to increase student confidence. Based on the background explanation, the researcher will review some literature as a reference to increase students' self-confidence, through group guidance.

Theoretical Studies

Group guidance refers to group activities that focus on providing information or experiences through planned or organized group activities. Examples of group guidance activities are orientation groups, career exploration groups, campus visit days, and classroom guidance. Group guidance can also be organized with the intention of preventing problems from developing. The content may include educational, occupational, personal or social information, aimed at providing group members with accurate information that can help them make more informed life plans and decisions. (Mitchell., 2011).

Group guidance services are services provided by counselors to a group of counsees with various goals to be achieved. Winkel and Hastuti, mention the purpose of group guidance services is to support the personal development and social development of each group member and improve the quality of cooperation in groups in order to achieve various goals that are meaningful to the participants. (Hastuti, 2010).

Group guidance services are guidance and counseling services that allow a number of students together through group dynamics to obtain various materials from certain sources and or discuss together certain topics (topics) that are useful to support their understanding and daily life and or for their development and for consideration in making decisions and or certain actions. (Juliawati, 2022). Group guidance is intended to prevent the development of problems or difficulties in the counselee (learner), the content of activities in group guidance activities consists of the delivery of information relating to educational, work, personal, and social problems that are not presented in the form of lessons. Group guidance is a service provided by individuals totaling 8-10 people led by a group leader by discussing topics that are generally hot to discuss (free topics) or topics that have been determined by the group leader (task topics) using the principles of confidentiality, openness, and volunteerism. With group guidance services students can be more active and more optimal in understanding themselves. In addition, in group guidance services there are many strategies for implementation, one of which is by using discussion techniques which are an alternative to guidance and counseling strategies. (Nurwahidin, 2023).

In line with this, Gazda (in Prayitno, 2019) suggests that group guidance in schools is an information activity for a group of students to help them make the right plans and decisions. Group guidance using sociodrama techniques aims to solve social problems faced by students, one of which is a lack of self-confidence. By using this sociodrama technique, students are expected to be more open when doing role-playing situations. (Amti, 2009).

Methods

This scientific article was prepared using the Systematic Literature Review (SLR) method. The SLR method is used to identify, review, evaluate and interpret all available research with the topic area of the phenomenon of interest, with relevant and specific research questions. In using the SLR method, a systematic review and identification of journals can be done. To complete this study, researchers collected journal articles from Google Scholar, SINTA, DOI. The keywords are group guidance, self-confidence, students. The articles collected were only articles published from 2015 to 2023. The researcher selected 10 articles that were closely related to the keywords used.

RESEARCH RESULTS AND DISCUSSION

Research Results

Author Name & Year	Title	Research Results
Rholanjiba, S., Nurwahidin, M., & Yulianti, D. (2022).	Studi Literatur: Meningkatkan Self-Confidence Anak Slow Learner dengan Student Centered Play Therapy. .	The results of the study found that the growth of slow learner children's self-confidence by utilizing the dynamics in group counseling using student centered play therapy.
Wahyudi, R., Kasih, F., & Triyono, T. (2021).	Group Guidance Design Model by Using Role Playing Method in Helping the Achievement of Developmental Tasks of Learners (Descriptive Study Analysis of class XI IPS 1 at SMAN 2 Padang Panjang)	Based on the results of the study, it was found that there were still students whose developmental tasks had not been achieved and the implementation of group guidance was still only a discussion. The group guidance service design model using the role playing method in helping students achieve their developmental tasks is prepared based on data on the achievement of developmental tasks and the implementation of group guidance by counseling teachers. From the results of this study, it can be recommended that the counseling teacher can conduct group guidance using several techniques available in Guidance and Counseling.
Widiandika, A. A. M.	The Effect of Role Playing	The results showed that there

Author Name & Year	Title	Research Results
(2020).	Techniques in Group Guidance on Social Interaction Skills of Students in Class VIII C SMP Negeri 2 Gedeg Mojokerto in the 2019/2020 Academic Year.	was a significant effect of the application of role-playing techniques in group guidance on the ability to interact socially of students in Class VIII C SMP Negeri 2 Gedeg Mojokerto.
Baharuddin, Z., Aryani, F., & Saman, A. (2024).	The Effect of Group Guidance Services Role Play Techniques on Increasing Self Efficacy in Student Learning	The results showed that: 1) The level of self-efficacy in learning students at pretest in the experimental and control groups was in the low category. At the time of the posttest, the level of self-efficacy in learning of experimental group students changed to the high category and in the control group remained in the low category 2) The implementation of the role play technique is carried out in accordance with the procedures that have been designed through five stages, namely rational treatment, role selection, role playing, guided discussion and evaluation At the time of implementing the role play technique, student participation is in the high category. 3) There is a significant difference in the level of self-efficacy in learning in the group that is given treatment and in the group that is not given treatment in the form of role play techniques. This means that the application of role play techniques can significantly increase students' self-efficacy in learning at SMA Negeri 7

Author Name & Year	Title	Research Results
Susanti, F. (2020).	Efforts to Reduce Bullying Behavior through Group Guidance with Role-playing Method for Class XI High School Students	Takalar, Mangarabombang District, Takalar Regency. The results of the first cycle reflection showed that bullying behavior had decreased in terms of physical bullying but not yet in social or verbal bullying. Then continued in cycle II action, the results of the reflection showed a decrease in social bullying such as intimidating but had not yet reached the desired level of success. In cycle III after providing group guidance action with the role playing method, a reflection was carried out and the results showed a significant decrease in bullying behavior. Based on the success indicator set at a decrease of 30%. Then this research is declared complete because it can reduce bullying behavior through group guidance with the role playing method.
Ilham, A. I. Y. (2024).	Analysis of the Effectiveness of Role-Playing Techniques in Group Guidance Services on the Development of Self-Confidence of Students in Class VIII Mts Negeri	From the results of data analysis using the paired sample t-test, it can be obtained that the correlation is 0.756 with a significance of 0.000. Because the significance <0.05, Ho is rejected, which means Ha is accepted. This means that there is a significant relationship by applying role-playing techniques in group guidance services in developing the self-confidence of seventh grade students at Sibolga State

Author Name & Year	Title	Research Results
Zulaikah, F., & Ismanto, H. S. (2023)..	The Effect of Group Guidance Services Role Playing Techniques on Student Academic Resilience	<p>MTS.</p> <p>The results showed an average Pre-Test score of 79.2 in the low category with 10% of students in the very low category and 90% of students in the low category. Whereas after being given treatment, the results showed an average Post-Test result of 114.9 which was in the high category which had a difference of 35.7 with 60% of students in the very high category and 40% of students in the high category.</p>
Gori, Y., Fau, S., & Laia, B. (2023).	The role of counseling guidance teachers in increasing the self-confidence of class IX students at Smp Negeri 2 Toma in the 2022/2023 academic year.	<p>The results of the study, 1) The condition of students' self-confidence tends to be low, namely not daring to express opinions, not daring to ask questions when they do not understand the lesson, hesitating when speaking in front of the class and being silent when appointed by the teacher to go to the front of the class. 2) Factors that cause students' lack of self-confidence are not daring to express opinions and ask questions because they feel shy, afraid of wrong answers given, and the nature of quiet students who do not like to talk a lot. 3) The role of the Counseling Guidance teacher in increasing students' self-confidence begins with designing the Counseling Guidance service program, classifying each student's case, and providing information on how to</p>

Author Name & Year	Title	Research Results
		<p>increase students' self-confidence. In conclusion, the Counseling Guidance teacher plays an important role in increasing students' self-confidence. Suggestion 1) Schools should maximize the performance of counseling teachers by scheduling them to enter classes every week on a scheduled basis for at least 2 hours of lessons.2) Counseling teachers should approach students who lack self-confidence through various types of services and supporting activities in order to get to know students better and be able to guide students to be more confident again. 3) For students, they should be more courageous to speak / ask questions in class and not be afraid of being wrong in learning and utilizing the BK services available at school to become more confident again.</p>
<p>Haque, R. A., Susanto, D., Damayanti, S. D., & Apriliani, R. (2023).</p>	<p>The relationship between self-concept and self-confidence of high-achieving students in Class XI at SMK.</p>	<p>The results showed that there is a relationship between self-concept and self-confidence of high-achieving students in class XI of Antarctica 2 Sidoarjo Vocational School.</p>
<p>Fiorentika, K., Santoso, D. B., & Simon, I. M. (2024).</p>	<p>The effectiveness of self-instruction techniques to increase junior high school students' self-confidence.</p>	<p><i>Results from the study are students who have a low level of confidence there are five people , students were given counseling group with the techniques of self -instruction , students are given a pretest - posttest to measure the effectiveness of a given</i></p>

Author Name & Year	Title	Research Results
		<i>technique , students increase confidence after attending group counseling techniques self- instruction.</i>

Discussion

In the process of group guidance services, requiring each member in the guidance group to tell what is their personal problem, this aims for group members to be honest and open, this is as stated by Prayitno, that the purpose of group guidance is to train individuals to express their opinions in front of other individuals, train individuals to be able to be open in groups, foster intimacy with other individuals, train individuals to be able to have tolerance with others, train individuals to acquire social skills and help individuals recognize and understand themselves in relation to others. According to Titiek Romlah in her book that group guidance is a process of providing assistance given to individuals in group situations with the aim of preventing the emergence of a problem that hinders the development of individual potential. (Romlah, 2001).

Counseling teachers have an important role in designing and implementing effective guidance programs. They are expected not only to wait for students with problems, but also to be active in improving students' self-confidence through various techniques, including group guidance. Social environment and support from peers also contribute to students' self-confidence. Research shows that positive interactions in groups can help students feel more confident in participating. This study recommends that counseling guidance teachers use Group Guidance techniques and other interactive methods in group guidance to achieve better results in the development of students' self-confidence.

From the above discussion, it can be concluded that group guidance services are counseling guidance assistance efforts to conduct guidance in a group situation or a combination of several individuals who become one unit within the scope of the group.

Conclusion

Group guidance services are often successful in increasing students' confidence levels. This can be reflected in increased participation in class, the ability to overcome academic or social challenges, and a positive attitude towards oneself. Group guidance assists students in building the social skills necessary to interact with others. This can strengthen their confidence in social and academic situations. Through group guidance, students can feel emotionally supported by fellow students and mentors. This can help them feel more comfortable with themselves and boost their self-confidence. Group guidance can help students identify and develop their potential that they may not have realized before. It also contributes to an overall increase in self-confidence. Students can learn from the experiences and strategies shared in the group to overcome the problems or challenges they face, which in turn can increase their confidence in facing the future. It is important to note that the effectiveness of group guidance may vary depending on the design of the program, the qualifications and experience of the mentors, as well as the individual characteristics of the students. Further studies and careful research are still needed to understand more deeply about how and why group guidance services can effectively increase students' self-confidence.

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