

# The Effectiveness of Group Guidance Services in Improving Students Self-Confidence in Junior High School: A One-Group Pretest–Posttest Study

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## Abstract

This research aims to analyze the effectiveness of group guidance services in improving students' self-confidence at SMPN 4 Lubuk Alung. This research used a quantitative approach with a one-group pretest–posttest pre-experimental design. The research was conducted at SMPN 4 Lubuk Alung in the 2024/2025 academic year. Participants were 11 students (aged 13–14 years; 4 boys, 6 girls) in grades VII and VIII, selected through purposive sampling technique based on the initial identification of students with low self-confidence levels. The intervention was carried out in 3 group guidance meetings, each lasting 30–40 minutes. The research instrument was a self-confidence questionnaire consisting of 38 items with a Likert scale of 1–5, covering three main dimensions: self-esteem, competence, and belonging. Data analysis was performed using the Wilcoxon signed-rank test. All students showed an increase in self-confidence scores after participating in group guidance services. The Wilcoxon test yielded a Z value of -2.934 with  $p = 0.003$  ( $p < 0.05$ ), indicating a significant difference between the pretest and posttest scores. It can be concluded that group guidance services have been proven effective in improving the self-confidence of junior high school students. These findings recommend the implementation of structured group services as an intervention strategy to develop self-confidence in adolescents in the school environment.

**Keywords:** *Self-confidence, group guidance, students*



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## Introduction

Junior high school (SMP) students, particularly those in grades 7 and 8, are in the early adolescent age range, vulnerable to emotional instability, including self-confidence. At this stage, adolescents are searching for their identity and beginning to face various academic and social demands that require courage in expressing opinions and interacting. In the learning process at school, self-confidence is a crucial skill for every student (Prihatin & Wati, 2024). This ability not only supports smooth communication in class but also reflects students' courage in expressing ideas, asking questions, or answering questions (Murad, 2023). Students with high self-confidence tend to be active in learning, while those with low self-confidence are more passive and less engaged (Pasaribu & Sijabat, 2022). Therefore, junior high school students are the focus of this study because

at this stage of development, they begin to face academic and social demands that require courage in expressing opinions.

Self-confidence is defined as a person's belief in their ability to deal with various situations. Markway & Ampel (2018) suggest that self-confidence is the ability to take steps toward a goal, even when accompanied by anxiety and uncertainty about the outcome. Sari & Yendi (2018) explain that self-confidence is a person's belief in their abilities, awareness of their shortcomings, and the ability to do something beneficial for themselves and others. Fitri et al., (2018) emphasize that self-confidence is a belief in their ability to achieve success by relying on themselves and developing a positive assessment of themselves and their environment. Based on the opinions above, it can be concluded that self-confidence is a person's belief in their abilities and strengths, acceptance of their strengths and weaknesses, responsibility for their actions, facing challenges calmly, optimizing their potential, and maintaining a positive mindset even when faced with failure.

Several previous studies have shown that low self-confidence is common in various schools, especially at the junior high school level. Research by Fitriyani & Handayani (2024) found that 7.41% of seventh-grade students at SMPN 115 Jakarta had low self-confidence. Furthermore, Milawati et al., (2024) found that 11.10% of seventh-grade students at SMP Negeri 2 Semarang had low self-confidence. Furthermore Astuti et al., (2024) showed that of the 35 students who took the pretest, 57.2% of ninth-grade students at SMPN 1 Semarang had low self-confidence. Based on the studies above, it can be concluded that there are still students who experience difficulties in building self-confidence, especially at the junior high school (SMP) level.

These findings align with the situation at SMPN 4 Lubuk Alung. Based on observations and interviews with guidance counselors, it was discovered that a number of students exhibited passive behavior in class, were reluctant to express their opinions, were afraid to ask questions, and were hesitant to complete academic assignments. They also lacked confidence in interacting with peers, which ultimately impacted their learning outcomes and engagement in school activities. Guidance counselors have attempted to address this issue through group guidance services, but implementation has been suboptimal. This is due to the high administrative burden, which has prevented optimal implementation of group guidance services. These services are generally only offered once a year and do not reach all students.

One effort that can be made to overcome this problem is through group guidance services. Several previous studies have shown that group guidance services can help students overcome low self-confidence. For example, research conducted by Nurlaily (2018) showed that group guidance services can increase students' self-confidence in expressing opinions. Noffiyanti, Martin & Mubasyir (2023) proved that group guidance successfully increased self-confidence in students' adjustment, having a positive impact. Kusuma, Anggraini, & Sofiah (2023) proved that group guidance services can improve students' self-confidence. However, to the extent of the researcher's research, no study has specifically tested the effectiveness of group guidance with a focus on three main aspects of self-confidence: understanding self-confidence and self-esteem, competence, and a sense of belonging in students at SMPN 4 Lubuk Alung. This creates a research gap that needs to be filled so that the intervention provided is truly directed at components relevant to students' needs.

Conceptually, group guidance services provide assistance to individuals in a group setting to achieve personal and social development. Syukur, Neviyarni, & Zahri (2019) stated that group guidance services are efforts to provide assistance to students through group activities by creating group dynamics to discuss various issues that are useful for the students participating in the service. Ramadani et al., (2022) argue that group guidance services are group activities carried out by a group of people that utilize group dynamics, namely interaction, which involves sharing opinions,

responses, and suggestions. The group leader provides useful information to help individuals achieve optimal development. Nurihsan (2016) emphasized that group guidance is assistance provided to individuals as members of a group, implemented in a group setting to enhance their understanding of the rules of life and ways to complete tasks and achieve a better future.

Based on this background, this research aims to test the effectiveness of group guidance services in improving students' self-confidence at SMPN 4 Lubuk Alung. The study focused on three main aspects of self-confidence, namely understanding the concept of self-confidence and self-esteem, competence (the ability to complete tasks and express opinions), and a sense of belonging in the social environment. Through this study, it is hoped that an effective service approach will be found to support the development of students' self-confidence in a sustainable manner. In line with this objective, the hypothesis proposed in this study is: There is a significant difference in students' self-confidence before being given services (pretest) and after being given group guidance services (posttest).

## Method

This research is an experimental study using quantitative methods. The research design used was a pre-experimental one-group pretest-posttest design. This study involved only one group, which was given an initial test before the intervention (pretest), then received the intervention in the form of group guidance services, and concluded with a final test after the intervention (posttest) to assess the changes that occurred (Sugiyono, 2019). This study did not use a control group for comparison, so the effectiveness evaluation was conducted by comparing the results before the intervention (pretest) and after the intervention (posttest) in the same group (Yusuf, 2017).

However, this design has limitations because it is vulnerable to threats to internal validity, such as natural changes in participants over time (maturation), the influence of events outside the intervention (history), the effect of repeated testing (testing), shifts in extreme scores toward the mean (statistical regression), and changes in behavior due to the feeling of being watched (Hawthorne effect). To minimize these threats, the study was conducted over a short period of time, used uniform testing conditions, and applied consistent procedures to all participants.

This design can be described as follows:

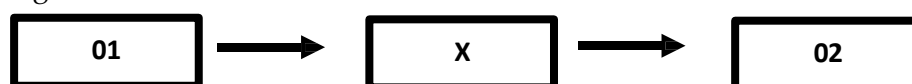


Figure 1. One-Group Pretest-Posttest Design (Sugiyono, 2019)

## Population and Sample

### Population

The population in this study were all students of SMPN 4 Lubuk Alung, a public junior high school located in Lubuk Alung District, Padang Pariaman Regency, West Sumatra. This school has 12 study groups divided into three grade levels (VII, VIII, and IX), with a total of 344 students in the 2025/2026 academic year. There are four study groups in grade VII, four research groups in grade VIII and four study groups in grade IX. The grade VII students were not involved in the study because at the time of the study, grade VII students were still in the introduction period of the school environment so they were not involved in this study.

Table 1. Student Population of SMPN 4 Lubuk Alung

No	Grades	Number of Students
1	VII.1	32

2	VII.2	32
3	VII.3	32
4	VII.4	32
5	VIII.1	32
6	VIII.2	26
7	VIII.3	25
8	VIII.4	24
9	IX.1	32
10	IX.2	25
11	IX.3	26
12	IX.4	26
<b>Total</b>		<b>344</b>

Source: Administration of SMPN 4 Lubuk Alung semester June-December 2025

## Sample

The selection of research samples was carried out through coordination with the guidance and counseling teacher and homeroom teacher. The initial stage was a preliminary study through observation and interviews to identify students with low self-confidence. The selection criteria included: (1) students in grades VIII or IX who were registered as active students at SMPN 4 Lubuk Alung, (2) students who had participated in guidance and counseling services related to self-confidence. Based on the screening results, research participants were obtained with the following demographic characteristics: age range 13–15 years, consisting of male and female students, and spread across two grade levels (VIII and IX). The number of samples obtained was 11 students. This number was selected by considering suitability with the ideal number of group guidance group members, namely 7–12 people (Syukur, Neviyarni, & Zahri, 2019). So that group dynamics can be built optimally.

## Implementation of Group Guidance Services

Group guidance services were conducted in three meetings using assignment topics arranged based on aspects of self-confidence according to Preston (2007), namely self-esteem, competence, and sense of belonging. The instrument used was a self-confidence scale arranged based on Preston's theory (2007) with three subvariables: (1) Understanding self-confidence and self-esteem, (2) Competence, and (3) Sense of belonging. The instrument consisted of 38 statement items with a Likert scale format (1 = very inappropriate, 2 = inappropriate, 3 = sufficient, 4 = appropriate, 5 = very appropriate) (Sugiyono, 2019). The following are the assignment topics in implementing group guidance:

**Table 2. Design of Group Guidance Assignment Topics**

No	Meeting	Topics	Schedule	Time
1	I	Pretest	Monday, July 21, 2025	40 Minute
2	II	Self-confidence and Self-Esteem	Tuesday, July 22, 2025	40 Minute
3	III	Academic Competence	Friday, July 25, 2025	40 Minute
4	IV	Sense of Belonging	Tuesday, July 29, 2025	40 Minute
5	V	<i>Posttest</i>	Wednesday, July 30, 2025	40 Minute

According to Prayitno, Afdal, Ifdil, & Ardi (2017) group guidance consists of five stages: the formation stage, the transition stage, the activity stage, the conclusion stage, and the closing stage. Each stage plays a crucial role in fostering positive group dynamics and supporting increased student self-confidence, as explained below:

### **First Meeting: Self-Confidence and Self-Esteem**

In the formation stage, the group leader first explains what group guidance is, how it is implemented, and the principles of group guidance. Students are encouraged to get to know each other and respect each other's opinions. In the transition stage, the group leader explains the activities to be undertaken next and assesses whether group members are ready to enter the next stage. In the activity stage, the topic of the assignment is self-confidence and self-esteem. Through discussions, students are encouraged to understand self-confidence, self-esteem, and the importance of self-confidence in life. Several students begin to open up and share personal experiences related to feelings of inferiority or fear of public speaking. The group leader provides positive feedback and encourages students to support one another. At this stage, group dynamics began to emerge, although some group members tended to be passive during discussions. However, other group members began to respond to each other's opinions and began to show openness when expressing their own, although some still hesitated due to fear of being wrong. In the concluding stage, students shared their conclusions, stating that they were beginning to understand self-confidence and the importance of self-esteem. At the closing stage, the group leader announced that the activity would soon be ending and asked group members to share their impressions, messages, and hopes for the future.

### **Second Meeting: Academic Competence**

In the formation stage, the group leader briefly reiterated the previously agreed-upon rules and commitments. This was done to rekindle a sense of security and openness among members after the break between meetings. The group atmosphere felt more relaxed and friendly than the previous meeting. In the transition stage, the group leader explained the upcoming activities and assessed group members' readiness for the next stage. In the activity stage, the group leader discussed the assignment topic, namely academic competence. Students were encouraged to explore their understanding of their abilities to face learning challenges, complete schoolwork, and express opinions independently in class. The methods used at this stage included group discussions and positive feedback from both the group leader and peers. Several students began to demonstrate courage in sharing their experiences, having previously been afraid to ask questions during class, but began to speak up in front of the class. During the discussion and Q&A process, the group dynamics became more visible and more active than in previous meetings. Group members shared their opinions, responded to each other's ideas, and demonstrated enthusiasm. Group members respected each other by focusing on listening to each other's speeches, and the group atmosphere became more friendly than in previous meetings.

In the concluding stage, students were asked to reflect on what they learned in the meeting. Students began to realize the importance of recognizing their own abilities and daring to try new things, even if they were not yet perfect. They also began to understand that everyone has potential that can be developed through practice and effort. At the closing stage, the group leader announced that the activity would soon be over and asked group members to share their impressions, messages, and hopes for the future.

### Third Meeting: Sense of Belonging

In the third meeting, the group guidance service began with the formation phase. The group leader briefly reiterated the previously agreed-upon rules and commitments. The group leader created a warm atmosphere for the students to maintain a sense of security and comfort, ensuring they felt accepted and valued within the group. In the transition phase, the group leader explained the upcoming activities and assessed whether group members were ready to move on to the next phase. In the activity phase, the group leader addressed the third topic, Sense of Belonging. This material encompassed understanding the importance of feeling accepted by others, valued, and part of a community. The group leader began the discussion with questions such as, "When have you felt truly accepted in a group?" or "How do you feel when your friends value your presence?" During the discussion, students began to share experiences when they felt unappreciated at school or in their friendships, and how this impacted their self-confidence. Students reported that through this group, they began to feel valued, and several students spontaneously responded positively to their friends' experiences, indicating that they were beginning to build a sense of togetherness and empathy within the group. Throughout the activity, group dynamics were evident, and group members were more active than in previous meetings. Group members began to open up about personal experiences related to belonging, listening to each other, and responding to each other's opinions.

In the concluding phase, students were asked to summarize what they had learned from this meeting. The group leader encouraged students to recognize that each individual has an important role and uniqueness within a social group. In the closing phase, the group leader announced that the activity would soon be ending and then asked group members to share their impressions, messages, and hopes.

## Results and Discussion

### Results

The results of the study, conducted in grades VIII and IX of SMPN 4 Lubuk Alung, included 11 students with high, medium, low, and very low self-confidence. The study was conducted in July and consisted of five sessions, including a pretest and posttest. Each session covered material related to self-confidence. This study aimed to describe and illustrate whether group guidance services can improve students' self-confidence.

#### Students' Self-Confidence Before Services (Pretest)

A pretest was administered to the study subjects to determine their initial self-confidence levels before participating in group guidance services. The mean pretest score was 102.00, median 99.00, with an interquartile range (IQR) of 84.5–119.0. The subjects' initial conditions are shown in the following table:

**Table 3. Students' Pretest Scores Before Participating in Group Guidance**

No.	Name (Initials)	Pretest	
		Score	Category
1	R1	94	Low
2	R2	99	Low
3	R3	90	Low
4	R4	120	Medium
5	R5	137	Hight
6	R6	84	Low

7	R7	114	Medium
8	R8	87	Low
9	R9	119	Medium
10	R10	70	Very Low
11	R11	79	Low
<b>Average</b>		<b>102.00</b>	

The pretest results showed that the majority of students had low self-confidence. Based on the table above, the students' self-confidence was divided into several categories, as follows:

1. 9% (1 student) was in the very low category.  
Students in this category exhibited very low levels of self-confidence. They tended to withdraw from class activities, felt inadequate, and often displayed a resigned attitude. When asked to speak or express their opinions, students appeared fearful and refused, citing embarrassment or fear of being wrong.
2. 55% (6 students) were in the low category.  
Students with low self-confidence generally lacked confidence in their own abilities. They appeared passive in discussions, rarely asked questions, and tended to follow others' decisions without considering their own opinions. Several students expressed discomfort when having to present or express their opinions in front of the class.
3. 27% (3 students) were in the moderate category.  
Students with moderate self-confidence had sufficient, but unstable, self-confidence. They were able to express their opinions, but only in certain situations and often hesitated. Students in this category tend to need support from their environment to express themselves consistently.
4. 9% (1 student) are in the high category.  
Students with high self-confidence demonstrate an open attitude, are courageous in speaking, and are able to express their opinions independently. They also appear active in various learning activities, are not afraid of making mistakes, and are more confident in their own abilities.

In general, the majority of students (64%) are in the very low to low category, indicating serious barriers to self-confidence. Low self-confidence impacts students' minimal participation in the learning process, lacks courage in speaking, and leads to feelings of shyness or fear of appearing in public (Surgandini & Sulistiawati, 2018). This situation emphasizes the importance of interventions in the form of group guidance services to help students understand themselves, build courage, and enhance self-confidence.

#### **Self-confidence after service (posttest)**

The posttest was conducted to determine the condition of the research subjects after receiving the intervention, namely group guidance services, to improve student self-confidence. The mean posttest score was 137.82, median 127.00, with an IQR of 123.0–155.0. The following are the posttest results of the students after receiving the service:

**Table 4. Student Posttest Scores After Participating in Group Guidance Services**

No.	Name (Initials)	<i>Posttest</i>	
		Score	Category
1	R1	126	Medium
2	R2	130	Medium
3	R3	124	Medium

4	R4	159	Hight
5	R5	179	Very Hight
6	R6	123	Medium
7	R7	155	Hight
8	R8	127	Medium
9	R9	153	Hight
10	R10	100	Low
11	R11	111	Medium
<b>Average</b>		<b>137,82</b>	

The posttest results showed an increase in students' self-confidence scores from before participating in the service (pretest) to after participating in the group guidance service (posttest). Based on the table above, students' self-confidence is divided into several categories, as follows:

1. 9% (1 student) was in the very high category.  
Students in this category demonstrated excellent self-confidence. They appeared active, took initiative, and believed in their ability to express their opinions without hesitation. These students also appeared able to inspire their group mates to be more open.
2. 27% (3 students) were in the high category.  
Students in this category demonstrated openness, confidence in interactions, and courage in speaking in front of the class. They were not only active in discussions but also began to express their opinions openly and voluntarily.
3. 55% (6 students) were in the moderate category.  
Students with moderate self-confidence appeared more stable and were no longer as passive as they were in the pretest. They were able to express ideas in groups and respond to questions without relying too much on others.
4. 9% (1 student) remained in the low category.  
Although there were no significant changes in the category, these students showed an improvement in their scores compared to the pretest. They began responding more actively, although they were not yet fully confident in public speaking.

This change indicates that most students experienced an increase in their scores and self-confidence category compared to the pretest. Furthermore, this change was reflected in a shift in student attitudes, from previously passive to more active participation in discussions and group activities. This indicates that group tutoring services are effective in improving student self-confidence.

### Comparison of student pretest and posttest results

The difference in pretest and posttest results for student self-confidence can be seen in the following table:

**Table 5. Comparison of Student Scores Before (Pretest) and After (Posttest)  
Group Guidance Services**

No	Name (Initials)	<i>Pretest</i>		<i>Posttest</i>		Score Increase	Percentage Increase (%)
		Score	Category	Score	Category		
1	R1	94	Low	126	Medium	32	34
2	R2	99	Low	130	Medium	31	31
3	R3	90	Low	124	Medium	34	38
4	R4	120	Medium	159	Hight	39	33



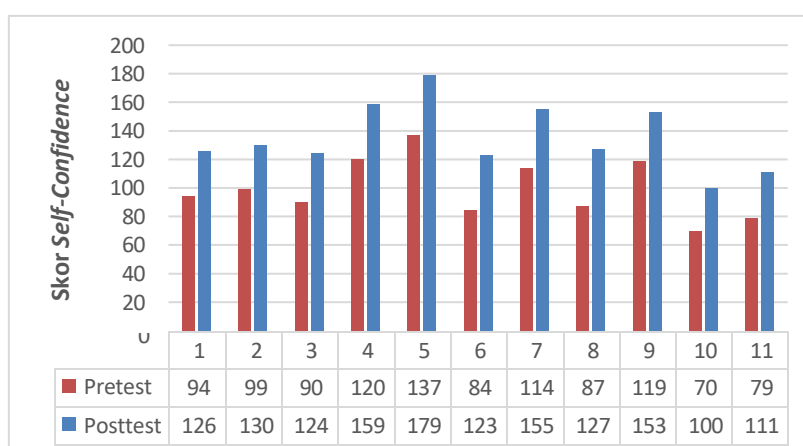
5	R5	137	Hight	179	Very Hight	42	31
6	R6	84	Low	123	Medium	39	46
7	R7	114	Medium	155	Hight	41	36
8	R8	87	Low	127	Medium	40	46
9	R9	119	Medium	153	Hight	34	29
10	R10	70	Very Low	100	Low	30	43
11	R11	79	Low	111	Medium	32	41
<b>Average</b>		<b>102,00</b>		<b>137,82</b>		<b>35,82</b>	<b>37</b>

The results from the table above show that students' scores before the service (pretest) were in the very low, low, medium, and high categories. However, the average pretest score was generally in the low category. After the service (posttest), there was an increase in self-confidence scores, with the average being in the medium category. The following comparison of pretest and posttest results shows an increase in self-confidence scores for all students:

1. All students experienced an increase in self-confidence scores, with the lowest increase being 30 points and the highest being 42 points.
2. The percentage increase ranged from 29% to 46%, indicating the quantitative effectiveness of the intervention.
3. The average score increased from 102.00 (low-medium category) to 137.82 (medium-high category).

This increase in scores from pretest to posttest occurred because, during the group guidance service, the researchers engaged in open discussions and self-reflection activities that encouraged students to recognize their potential, overcome feelings of inferiority, and develop the courage to express their opinions. Furthermore, a supportive and accepting group atmosphere helps students feel valued and motivated to gain confidence. This allows students to feel empowered to learn and valued when expressing their opinions, leading to an increase in self-confidence scores on the posttest.

The following is a bar chart showing the difference in scores before (pretest) and after the intervention (posttest) in the form of group guidance services.



**Figure 2. Bar Chart Showing the Difference in Scores Before the Intervention (Pretest) and After the Intervention (Posttest)**

The bar chart shows a comparison of the self-confidence scores of 11 students before and after participating in group guidance services. The red color represents the pretest score, while the blue color represents the posttest score. The chart shows that:

1. Each student experienced an increase in their score after the service was provided. This is indicated by the blue bar (posttest), which is consistently higher than the red bar (pretest) in each column.
2. Students' pretest scores ranged from 70 to 137, while posttest scores increased between 100 and 179.
3. Student 5 experienced the highest score increase, from 137 to 179.

Based on the chart above, it can be concluded that there was an increase in scores from before the group guidance service (pretest) to after the group guidance service (posttest).

The hypothesis proposed in this study is "There is a significant difference in students' self-confidence before the service (pretest) and after the service (posttest)." The decision-making criteria for testing the hypothesis are as follows:

1. Accept  $H_0$  and reject  $H_1$  if the probability (2-tailed sig)  $\geq$  alpha ( $\alpha = 0.05$ ).
2. Reject  $H_0$  and accept  $H_1$  if the probability (2-tailed sig)  $\leq$  alpha ( $\alpha = 0.05$ ).

In this study, the hypothesis is "There is a significant difference in students' self-confidence before (pretest) and after (posttest) receiving group guidance services." This hypothesis was tested using the Wilcoxon Signed Rank Test. Based on this, the data was processed using SPSS 20, as shown in the following table:

**Table 6. Results of the Wilcoxon Signed Ranks Test Analysis of Student Self-Confidence Test Statistics<sup>a</sup>**

	<i>Posttest - Pretest</i>
Z	-2,938 <sup>b</sup>
<i>Asymp. Sig. (2-tailed)</i>	,003

In the table above, the Asymp. Sig. (2-tailed) self-confidence value is 0.003, or a probability below alpha 0.05 based on the processing results. Therefore,  $H_0$  is rejected and  $H_1$  is accepted, namely, "There is a significant difference in students' self-confidence before (pretest) and after (posttest) receiving group guidance services."

The direction of the pretest and posttest differences is used to determine the results of the pretest and posttest, as shown in the following table:

**Table 7. Results of the Wilcoxon Signed Ranks Test Self-Confidence Analysis Based on Direction of Change**

		<i>Ranks</i>		
		N	Mean Rank	Sum of Ranks
<i>Posttest - Pretest</i>	<i>Negative Ranks</i>	0 <sup>a</sup>	,00	,00
	<i>Positive Ranks</i>	11 <sup>b</sup>	6,00	66,00
	<i>Ties</i>	0 <sup>c</sup>		
	<i>Total</i>	11		

*a. Posttest < Pretest*

*b. Posttest > Pretest*

*c. Posttest = Pretest*

Based on the table above, the number 11<sup>b</sup> indicates that 11 respondents experienced an increase in self-confidence from the pretest to the posttest. Based on the results of this hypothesis testing, it can be concluded that students' self-confidence increased significantly after receiving the intervention in the form of group guidance services. The Wilcoxon Signed Rank Test analysis showed  $Z = -2.938$ ,  $p = 0.003$  ( $<0.05$ ), indicating a significant difference between the pretest and posttest scores. The effect size was calculated using the formula:

$$r = \frac{2,938}{\sqrt{11}} = 0,89$$

An  $r$  value of 0.89 indicates a very large effect size. All students ( $N=11$ ) experienced an increase in their scores, with no decreases or scores remaining constant.

## Discussion

### Student Self-Confidence Before Participating in Group Guidance Services

Based on the results of the pretest conducted before the implementation of group guidance services, it was found that students' self-confidence generally fell into the low to moderate category. The average pretest score was 102.00. This score indicates that most students lacked strong self-confidence in facing learning situations and social interactions at school. Furthermore, low self-confidence was also reflected in students' tendency to be passive in discussions, reluctant to express opinions, and embarrassed to ask questions. Several students expressed discomfort when having to appear in front of the class or when asked to provide opinions in discussions. This situation indicates that before the intervention, students lacked strong self-confidence. Low self-confidence can hinder students' learning and social development (Surgandini & Sulistiawati, 2018).

### Student Self-Confidence After Participating in Group Guidance Services

After students participated in group guidance services, positive changes occurred in their self-confidence. This was demonstrated by a significant increase in post-test scores compared to pre-test scores. The average self-confidence score increased from 102.00 to 137.82, representing an increase of 36 points (37%). Furthermore, changes were evident in student behavior, as students became more active in discussions, began to express their opinions, and demonstrated the courage to ask questions during discussions. Some students who had previously appeared quiet and withdrawn began to show involvement in class and group activities. Furthermore, students began to realize that their opinions had value and were valued. These changes occurred because group guidance services provided students with a safe and supportive space to express themselves, receive positive feedback, and learn from the experiences of their peers in the group (Hartanti, 2022).

### The Effectiveness of Group Guidance Services in Improving Student Self-Confidence

Based on the comparison of pretest and posttest scores, it was found that group guidance services were effective in improving student self-confidence. The average score increased by 36 points, from 102.00 before the service to 137.82 after the service, a 37% increase. This indicates that the services provided significantly increased student self-confidence. The effectiveness of the services was also evident in the dynamics during the group guidance process. Students showed gradual progress, from being able to speak in small groups, expressing their opinions independently, and having the courage to ask questions. Furthermore, they learned self-acceptance, respect for others, and felt that their presence was important both in the group and in the class. A supportive group environment provided opportunities for students to develop interpersonal skills and build confidence in their own potential. It can be concluded that systematically designed group guidance services can be an effective intervention in helping students improve self-confidence (Kusuma et al., 2023).

## Conclusion

Based on the results of this study on the effectiveness of group guidance services in improving student self-confidence, it can be concluded that group guidance services have proven effective in increasing student self-confidence. This is evident in the significant increase in scores between pretest and posttest scores. Most students experienced an increase in self-confidence, reflecting positive changes. It can be concluded that group guidance services are a suitable intervention strategy to help students develop self-confidence, especially those who exhibit a passive attitude and lack confidence in learning activities and social interactions at school.

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