



Enhancing Student Self-Efficacy Through Group Guidance and Problem-Solving Techniques

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Abstract

This research is motivated by the low self-efficacy of class X students at SMA Negeri 1 Teluk Batang which is shown through a lack of confidence, a tendency to avoid difficult tasks, low motivation to learn, and dependence on friends in completing academic tasks. This condition shows the need for more systematic guidance and counseling services to help increase students' self-confidence. This study aims to determine the effectiveness of the implementation of group guidance services with problem solving techniques in increasing the self-efficacy of class X students at SMA Negeri 1 Teluk Batang. The form of research used is Guidance and Counseling Action Research (PTBK) of the Kemmis and McTaggart model which includes the stages of planning, action, observation, and reflection. The study subjects amounted to 10 students who were selected using purposive sampling techniques based on low self-efficacy characteristics. Data collection techniques were carried out through observation, interviews, and psychological self-efficacy scales. The results of the study showed that group guidance services with problem solving techniques were effective in increasing students' self-efficacy from the category of fair to good. The increase occurred because students gained mastery experience, learned through observation of the success of their peers (vicarious experience), and received positive reinforcement during the service process. This process encourages a change in cognitive appraisal of academic assignments, from what was originally perceived as a threat to a challenge that can be overcome. These changes have an impact on increasing students' self-confidence, perseverance, and motivation to excel. Thus, group guidance services with problem solving techniques are effectively used to increase students' self-efficacy.

Keywords: *group coaching, problem solving, self-efficacy*

Abstrak

Penelitian ini dilatarbelakangi oleh rendahnya self efficacy siswa kelas X di SMA Negeri 1 Teluk Batang yang ditunjukkan melalui kurangnya rasa percaya diri, kecenderungan menghindari tugas sulit, rendahnya motivasi belajar, serta ketergantungan pada teman dalam menyelesaikan tugas akademik. Kondisi tersebut menunjukkan perlunya layanan bimbingan dan konseling yang lebih sistematis untuk membantu meningkatkan keyakinan diri siswa. Penelitian ini bertujuan untuk mengetahui efektivitas penerapan layanan bimbingan kelompok dengan teknik problem solving dalam meningkatkan self-efficacy siswa kelas X di SMA Negeri 1 Teluk Batang. Bentuk Penelitian yang digunakan adalah Penelitian Tindakan Bimbingan dan Konseling (PTBK) model Kemmis dan McTaggart yang meliputi tahap perencanaan, tindakan, observasi, dan refleksi. Subjek penelitian berjumlah 10 siswa yang dipilih menggunakan teknik purposive sampling berdasarkan karakteristik self-efficacy rendah. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan skala psikologis self-efficacy. Hasil penelitian menunjukkan bahwa layanan bimbingan kelompok dengan teknik problem solving efektif meningkatkan self-efficacy siswa dari kategori cukup menjadi baik. Peningkatan tersebut terjadi karena siswa memperoleh pengalaman keberhasilan (mastery experience), belajar melalui pengamatan terhadap keberhasilan teman sebaya (vicarious experience), serta menerima penguatan positif selama proses layanan. Proses tersebut mendorong perubahan cognitive appraisal terhadap tugas akademik, dari yang semula dipersepsikan sebagai ancaman menjadi tantangan yang dapat diatasi. Perubahan ini berdampak pada meningkatnya keyakinan diri, ketekunan, dan motivasi berprestasi siswa. Dengan demikian, layanan bimbingan kelompok dengan teknik problem solving efektif digunakan untuk meningkatkan self-efficacy siswa.

Kata kunci: *bimbingan kelompok, problem solving, self-efficacy*

A. Introduction

Adolescence is a developmental phase characterized by a variety of significant biological, cognitive, social, and emotional changes. In this phase, students are required to be able to adapt to various environmental demands, both in academic and social aspects. One of the psychological factors that plays an important role in the success of students is self-efficacy. Self efficacy is an individual's belief in his or her ability to organize and carry out the actions necessary to achieve certain goals. These beliefs will affect the way individuals think, act, motivate themselves, and face various challenges that arise in their lives (Rusuli, 2022).

Students who have high self-efficacy tend to show optimism, confidence, have good motivation to learn, and are able to survive when facing difficulties. On the other hand, students who have low self-efficacy tend to give up easily,

lack confidence, avoid tasks that are considered difficult, and have doubts about their abilities. Low self-efficacy can have an impact on declining learning achievement, lack of participation in learning activities, and low ability of students to solve problems independently (Kurniawati et al., 2024).

Based on the results of initial observations at SMA Negeri 1 Teluk Batang, it was found that some class X students experienced low self-efficacy, which had an impact on their academic and social performance. This can be seen from the behavior of students who lack confidence when appearing in class, especially when asked to express opinions, answer questions, or do assignments in front of their friends. In addition, students also tend to avoid tasks that are considered difficult, which reflects doubts about their capacity to face academic challenges. Some students also show a difficult attitude to accept input or criticism from teachers, so they are less able to view evaluation as part of the learning process. Additionally, some students tend to rely on peers in completing academic assignments. This condition shows that the aspect of self-confidence has not developed optimally in accordance with the demands of their development.

This problem was strengthened based on the results of an interview on Monday, April 6, 2026 conducted by researchers with Guidance and Counseling (BK) teachers at SMA Negeri 1 Teluk Batang. The BK teacher revealed that in general, the self-efficacy of class X students is still relatively low. This can be seen from the tendency of students who feel incapable before trying to solve the problems they are facing. BK teachers also explained that students with low self-efficacy show characteristics such as lack of confidence, low motivation to learn, lack of confidence in their abilities, avoiding subjects that are considered difficult, and lack of effort to improve their abilities. In fact, some students choose to cheat and skip certain subjects because they feel unable to keep up with learning. This condition shows that low self-efficacy not only has an impact on the psychological aspect of students, but also has a direct effect on students' learning behavior and academic achievement. These problems need attention because they can hinder the academic and social development of students.

One of the guidance and counseling services that can be used to improve students' self-efficacy is group guidance services with problem solving techniques. Through this service, students are given the opportunity to discuss, exchange experiences, identify problems, analyze the causes of problems, formulate various alternative solutions, and make the right decisions in solving the problems they face. The experience of success gained during the problem-solving process is believed to increase students' confidence in their abilities (Hartanti. et al., 2022)

Based on these problems, this study aims to determine the application of group guidance services with problem solving techniques in improving the self-efficacy of class X students at SMA Negeri 1 Teluk Batang. The results of the research are expected to contribute to the development of guidance and

counseling services in schools, especially in an effort to improve the self-efficacy of students.

B. Literature Review

Self efficacy is one of the important concepts in psychology introduced by Bandura. Self-efficacy is defined as an individual's belief in his or her ability to organize and carry out the actions necessary to achieve certain goals (Suartini et al., 2023). These beliefs affect the way individuals think, feel, motivate themselves, and act in dealing with various life situations. Individuals who have high self-efficacy tend to be more confident, optimistic, have strong fighting power, and are able to survive when facing difficulties. On the other hand, individuals with low self-efficacy tend to give up easily, avoid challenges, and doubt their abilities, potentially hindering the achievement of their expected goals (Hardianto, 2014). In the context of education, self-efficacy is an important factor that affects learning motivation, perseverance in completing tasks, decision-making skills, and academic success of students (Risatur Rofi'ah, 2021). Bandura explained that self-efficacy consists of three main dimensions, namely magnitude, generality, and strength. Magnitude has to do with an individual's confidence in dealing with the difficulty level of a particular task. Generality refers to the breadth of beliefs that can be applied to different situations and areas of life. Strength indicates the level of steadfastness of an individual's belief in his or her abilities when facing obstacles or failures.

In the perspective of cognitive social theory, self-efficacy works through cognitive, motivational, affective, and behavioral selection processes. Individuals who have high self-efficacy tend to conduct cognitive appraisal positively, that is, viewing tasks as challenges that can be overcome, not as threats.

Low self-efficacy in students can be overcome through various guidance and counseling services, one of which is through group guidance services. Group guidance is a service provided to a number of individuals in a group setting by utilizing group dynamics as a means to develop self-potential, improve social skills, and help students understand and solve various problems faced (Ana et al., 2024). Through interactions that occur in groups, students get the opportunity to share experiences, express opinions, receive feedback, and learn from the experiences of other group members. This condition allows students to gain positive experiences that can increase confidence and confidence in their abilities.

The implementation of group guidance services in this study is combined with problem solving techniques. Problem solving techniques are an approach that is oriented towards the process of systematically solving problems through the stages of problem identification, problem analysis, preparation of alternative solutions, alternative evaluation, decision making, and implementation and evaluation of decision results. According to John Dewey in (Diana et al., 2023), the problem-solving process that is carried out in a structured manner is able to

train individuals to think critically, logically, creatively, and responsibly in dealing with various problems that arise. Through the experience of finding and applying solutions to the problems faced, individuals will gain mastery experience which is one of the main sources of self-efficacy formation according to Bandura's theory.

Several previous studies have shown that the application of group guidance services with problem solving techniques is able to improve various aspects of student development, such as confidence, decision-making skills, social skills, and problem-solving skills. The results of the study show that students who are actively involved in the problem-solving process experience increased confidence in their own abilities and are better able to face challenges that arise in academic and social life. Thus, theoretically, group guidance services combined with problem solving techniques have strong relevance to be used as an effort to increase the self-efficacy of students.

Based on the theoretical study and the results of previous research, it can be understood that self-efficacy is an important aspect that supports the success of students in the learning process. Group tutoring services with problem solving techniques are seen as the right strategy because they provide opportunities for students to practice recognizing problems, looking for alternative solutions, making decisions, and evaluating the results obtained independently. Therefore, this study was conducted to examine the effectiveness of the implementation of group guidance services with problem solving techniques.

C. Method

This study uses the Guidance and Counseling Action Research (PTBK) method to improve students' self-efficacy through the application of group guidance services with problem solving techniques. The problem studied in this study is the low self-efficacy of class X students of SMA Negeri 1 Teluk Batang which is shown through a lack of confidence, doubt in expressing opinions, a tendency to avoid tasks that are considered difficult, and dependence on friends in completing academic tasks. Therefore, this study aims to determine the effectiveness of the implementation of group guidance services with problem solving techniques in improving students' self-efficacy.

The subject of the study was a student in class X of SMA Negeri 1 Teluk Batang who had a low level of self-efficacy based on the results of observations, interviews, and initial measurements using the self-efficacy scale. The research was carried out in two cycles, each consisting of the stages of planning, implementation of actions, observation, and reflection. At the implementation stage, students take part in group guidance activities that focus on the process of identifying problems, analyzing the causes of problems, preparing alternative solutions, making decisions, and evaluating the chosen solutions.

The data collection techniques used include observation, interviews, and self-efficacy scales. Observations and interviews were used to obtain

information about changes in students' behavior during the service, while the self-efficacy scale was used to measure the level of self-efficacy of students before and after the action was given. The data obtained were analyzed descriptively by comparing the condition of students' self-efficacy before the action, after cycle I, and after cycle II so that the level of self-efficacy increase that occurred during the research process could be determined.

D. Findings and Discussion

Student Self Efficacy Overview

Based on the results of interviews with BK teachers, it was obtained that the condition of self-efficacy of class X students at SMA Negeri 1 Teluk Batang is still relatively low and requires special attention. The low self-efficacy can be seen from the attitude of students who lack confidence in their own abilities in dealing with learning demands and daily problems in the school environment. Some students show doubts when given assignments, easily feel incapable before trying, and tend to give up when facing difficulties. This condition shows that students do not yet have a strong belief in the potential they have to achieve success.

BK teachers explained that students with low self-efficacy generally have characteristics such as lack of confidence, fear of failure, passivity in learning activities, and lack of courage to express opinions. In addition, students also tend to avoid subjects that are considered difficult and choose to rely on friends when they have difficulty learning. Based on the results of the initial data analysis, it is known that class XA obtained a percentage of 81% in the Magnitude aspect (Task difficulty level), 77% in the Generality aspect (Area of the behavioral field), and 78% in the Strength aspect (Stability of confidence) which are all in the "Good" category. Furthermore, class XB obtained a percentage of 68% in the Magnitude aspect (Task difficulty level), 67% in the Generality aspect (Area of behavior), and 67% in the Strength aspect (Stability of belief) with the category "Good". Meanwhile, class XC obtained a percentage of 66% in the Magnitude aspect (Task difficulty level), 64% in the Generality aspect (Area of the field of behavior), and 66% in the Strength aspect (Stability of belief) which is in the "Sufficient" category. Class XD obtained a percentage of 65% in the Magnitude aspect (Task difficulty level), 59% in the Generality aspect (Area of the field of behavior), and 59% in the Strength aspect which is also in the "Sufficient" category. The XE class obtained a percentage of 68% in the Magnitude aspect (Task difficulty level) with the "Good" category, 68% in the Generality aspect (Area of the behavioral field) with the category "Sufficient", and 68% in the Strength aspect (Stability of confidence) with the "Good" category.

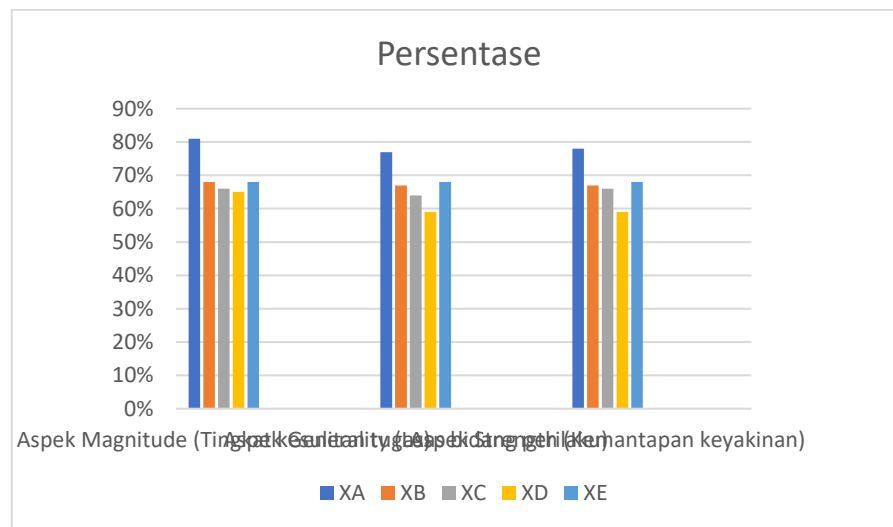


Figure 1. Self-efficacy Percentage Graph Before Action

Based on these considerations, the researcher designated the 10 students as research subjects, because they consistently showed low self-efficacy indicators that were relevant to the purpose of providing group guidance services with problem solving techniques.

Table 1. of Results of Students' Self Efficacy Scale Before Action

Yes	Name	Total Score	Percentage (%)	Categories
1	J	71	59%	Enough
2	MS	72	60%	Enough
3	S	70	58%	Enough
4	BG	74	62%	Enough
5	D	78	65%	Enough
6	O	77	64%	Enough
7	IS	58	48%	Less
8	W	72	60%	Enough
9	MDA	73	61%	Enough
10	RQ	76	63%	Enough

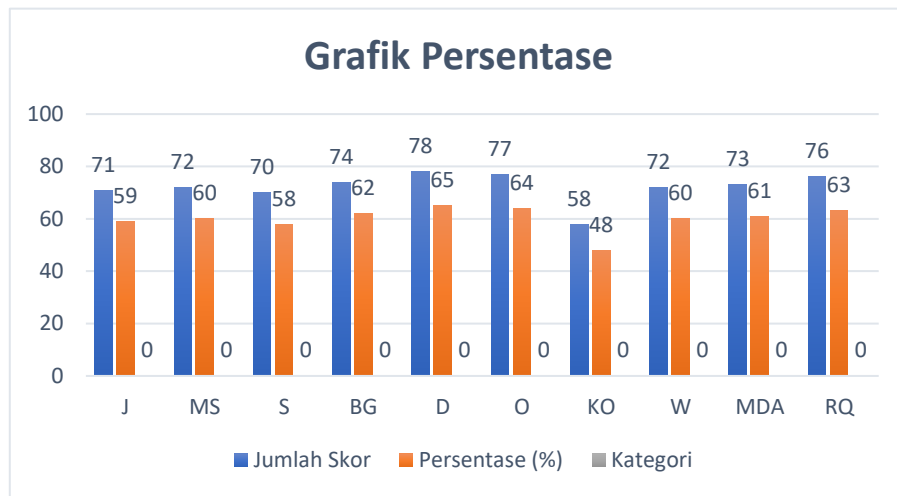


Figure 2. Student Self Efficacy Percentage Graph Before Action

Implementation of Group Guidance Services with Problem Solving Techniques to Increase Student Self-Efficacy

The implementation of group guidance services with problem solving techniques is carried out through two cycles. In the first cycle, activities were focused on group formation, introduction of service objectives, development of group dynamics, and exercises to identify and analyze problems faced by students. Through group discussions, students are given the opportunity to express the problems experienced and find various alternative solutions that can be applied. Although there are still students who are less active, the results obtained show an increase in courage in expressing opinions and involvement in group activities.

In the second cycle, the activity was focused on strengthening problem-solving skills through the application of more in-depth problem-solving measures. Students are trained to evaluate various alternative solutions, determine the most appropriate choice, and reflect on the experiences gained during the activity process. The results of the observation showed that students became more active in discussing, more confident in expressing opinions, and more able to make decisions independently compared to previous conditions.

Table 2. of Results of the Student Self Efficacy Scale After Action

Yes	Name	Total Score	Percentage (%)	Categories
1	J	102	85	Good
2	MS	109	91	Good
3	S	101	84	Good
4	BG	94	78	Good
5	D	93	78	Good
6	O	96	80	Good

7	IS	89	74	Enough
8	W	96	80	Good
9	MDA	95	79	Good
10	RQ	94	78	Good

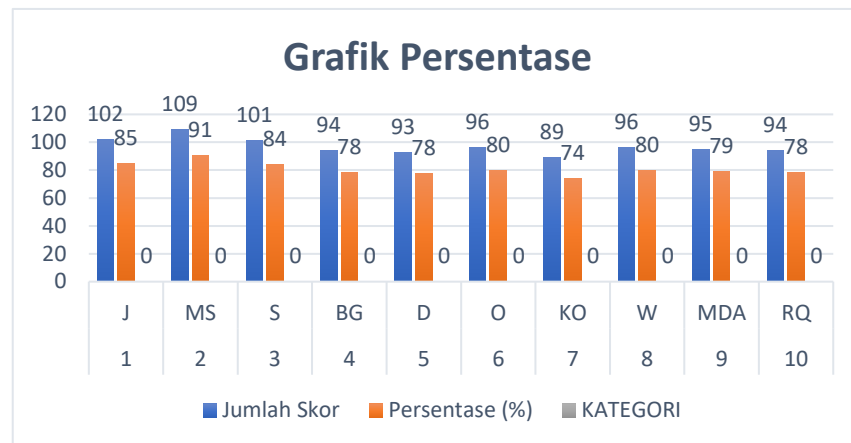


Figure 3. Graph of Students' Self Efficacy Percentage After Action

Improvement of Research Results

Based on the self-efficacy scale data taken from the research subjects before and after the implementation of group guidance actions with problem solving techniques in cycles I and II, the increase in self-efficacy can be seen in the graph.

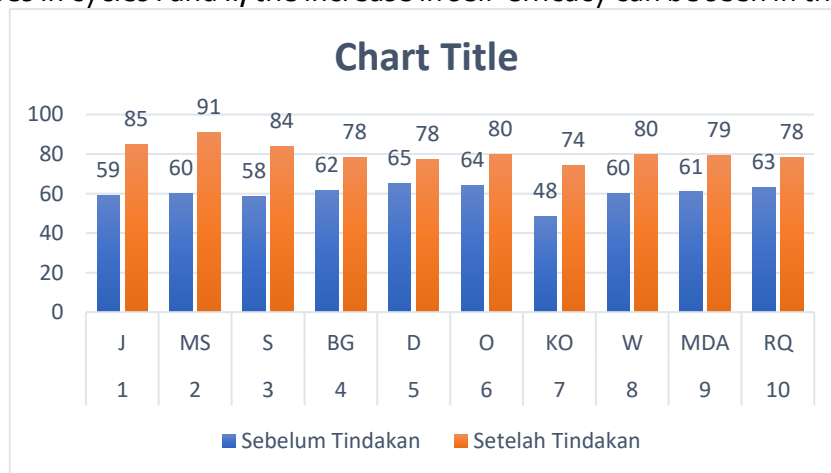


Figure 4. Graph of Improving Students' Self Efficacy Before Action and After the Action

The increase in student self-efficacy after participating in group guidance services with problem solving techniques shows a change in students' self-confidence in facing academic demands. Before action, most students show low

expectations of success, characterized by doubts about their abilities, a tendency to avoid difficult tasks, and dependence on friends when facing learning problems. This condition indicates the weak dimensions of magnitude, generality, and strength in the structure of student self-efficacy.

Based on Bandura's social-cognitive theory, the increase in self-efficacy in this study is mainly influenced by the formation of mastery experience during the problem solving process. When students successfully identify problems, devise alternative solutions, and find appropriate solutions, they gain experience of success. This change in belief is the main foundation for improving self-efficacy.

In addition, group dynamics result in a robust modeling process. Students not only learn from personal experiences, but also observe the successes of peers who previously had similar difficulties. These observations form a vicarious experience that expands students' belief that success is something realistic and achievable. Thus, changes in self-efficacy do not occur individually, but are built through the process of social learning in a group.

From a cognitive perspective, there is a change in cognitive appraisal of academic tasks. Before services are provided, students tend to interpret difficult assignments as threats that have the potential to lead to failure. After joining the service, students begin to view difficulties as challenges that can be overcome through problem-solving strategies. This change in the way of assessing situations leads to a decrease in self-doubt and an increase in the courage to act.

Increasing self-efficacy also has implications for the growth of achievement motivation. Students become more diligent, more courageous to take academic risks, more actively express their opinions, and do not give up easily when facing obstacles. These findings show that group tutoring services with problem solving techniques not only increase self-efficacy scores, but also reconstruct students' way of thinking about their abilities, resulting in more adaptive motivational and behavioral changes.

E. Conclusion

Based on the results of the study, it can be concluded that the application of group guidance services with problem solving techniques is effective in increasing the self-efficacy of students in class X of SMA Negeri 1 Teluk Batang. Before being given action, students show a relatively low level of self-efficacy which is characterized by a lack of confidence, doubt in making decisions, and a tendency to avoid tasks that are considered difficult. After participating in the group guidance service through two cycles of action, there was an increase in various aspects of self-efficacy, such as confidence in one's own abilities, courage to express one's opinion, responsibility in completing tasks, an optimistic attitude, and the ability to solve problems independently. The results of this study show that problem solving techniques can be an effective alternative strategy in group guidance services to help students develop confidence in their abilities and increase readiness to face various academic and social challenges.

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