The Effectiveness Of Group Guidance Services Using The Homeroom Technique to Enhance Students' Self-Esteem

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Abstract

Self-esteem is an evaluation conducted by an individual, particularly the tendency to pay attention to oneself according to the mentality of acceptance or rejection, which indicates the level of an individual's confidence in their abilities, interests, achievements, and worth. Group guidance services function to enable individuals to plan for themselves, decide their own direction, and foster a mentality and perspective to live freely without depending on others. This study aims to determine the feasibility of group guidance services utilizing homeroom techniques to enhance students' self-esteem. The research method used is quantitative experimental with a one-group pretest-posttest design. The population in this study consisted of all tenth-grade students at SMA Negeri 7 Medan, totaling 159 individuals, with a sample of 8 students who had low self-esteem. The sample was taken using purposive sampling techniques. Data analysis was performed using the Wilcoxon test with a significance value of asyimp.sig (2-tailed) $0.012 < 0.05$, meaning Ha is accepted. Therefore, it can be concluded that group guidance services with homeroom techniques are effective in increasing students' self-esteem.

Keywords : group guidance, homeroom, self-esteem

Abstrak

Harga diri adalah evaluasi yang dilakukan oleh individu, khususnya kecenderungan untuk memperhatikan diri sendiri sesuai dengan mentalitas penerimaan atau penolakan, yang menunjukkan tingkat kepercayaan diri individu terhadap kemampuan, minat, pencapaian, dan nilai dirinya. Layanan bimbingan kelompok berfungsi untuk memungkinkan individu merencanakan sendiri, menentukan arah mereka sendiri, dan menumbuhkan mentalitas serta perspektif untuk hidup bebas tanpa bergantung pada orang lain. Penelitian ini bertujuan untuk mengetahui kelayakan layanan bimbingan kelompok yang memanfaatkan teknik homeroom untuk meningkatkan harga diri siswa. Metode penelitian yang digunakan adalah eksperimen kuantitatif dengan desain one-group pretest-posttest. Populasi dalam penelitian ini terdiri dari seluruh siswa kelas sepuluh di SMA Negeri 7 Medan yang berjumlah 159 orang, dengan sampel 8 siswa yang memiliki harga diri rendah. Sampel diambil menggunakan teknik purposive sampling. Analisis data dilakukan menggunakan uji Wilcoxon dengan nilai signifikansi asyimp.sig (2-tailed) 0.012 < 0.05, yang berarti Ha diterima. Oleh karena itu, dapat disimpulkan bahwa layanan bimbingan kelompok dengan teknik homeroom efektif dalam meningkatkan harga diri siswa.

Kata kunci: bimbingan kelompok, homeroom, harga diri.

INTRODUCTION

In Law No. 20 of 2003, it is stated: "Education is a conscious and deliberate effort to create an atmosphere and learning process so that students can actively develop their mental strength, self-control, character, intelligence, noble morals, and useful potential abilities, as well as skills for themselves, society, the nation, and the state" (Sofian, 2019). Within the learning cycle at school, there is a group of individuals called students. High school students are in the midst of adolescence (ages 15 to 18). Adolescence is a critical period in adulthood, where individuals begin to realize their roles in society, explore and recognize their individuality, and develop their inherent abilities (Jannah, 2017). Adolescence is also a time when new challenges emerge in life. One must be able to solve problems according to societal standards and values.

The problems faced by adolescents are often self-inflicted and unconsciously create conflicts based on self-esteem issues. Adolescents tend to overthink quickly and make irrational judgments about themselves and others, even though they believe these perceptions, which may not necessarily be accurate. This results in emotional disturbances that subsequently affect their relationships with others. Failure to positively navigate social situations impacts low self-esteem. Adolescents with high self-esteem consistently view everything about themselves and their lives positively. Conversely, those with low self-esteem perceive their surroundings negatively and dislike many responses from their environment. These issues can affect a child's personality growth, as the development of a child's self-esteem determines the success or failure of their future (Ikbal, 2017).

Self-esteem is a vital aspect of self-respect that students need. When students have high self-esteem, they feel more confident and capable of fulfilling their own needs. This aligns with Maslow's statement that "self-esteem is a necessity for everyone, and once self-esteem needs are met, the need for self-actualization is likely to emerge" (Puluhulawa et al., 2017). Self-esteem refers to an individual's feelings about themselves, allowing them to accept and appreciate their own qualities (Rosani et al., 2021). These qualities include achievements, abilities, knowledge, true appearance, skill capacity, environmental acceptance, behavior, and more.

According to Coopersmith (Susanto, 2018), self-esteem is an evaluation performed by an individual, especially the habit of self-observation in relation to behaviors of acceptance or rejection. This reflects the degree of confidence one has in their skills, interests, progress, and value. We can conclude that self-esteem is a self-evaluation of feelings of worth and should be evident in one's behavior towards oneself. The aspects of self-esteem according to Coopersmith (Susanto, 2018) are: Power is the ability to influence and control others. Recognition and respect from others are signs of power. Success in this context is measured by one's ability to control another person's actions and influence others. Significance is depicted through the consideration, appreciation, and love that a person receives from others. Virtue is the adherence to morals and ethics, manifested by the willingness to avoid incessant activities that cannot be evaded, as demonstrated by morality, ethical quality, and religion. Competence is the ability to successfully meet performance requirements and is characterized by the capacity to effectively perform various tasks at a higher level and at different ages.

In the initial observations conducted by the researcher, it was found that high school students exhibit signs of low self-esteem, characterized by a lack of self-confidence, feelings of rejection, and difficulty in establishing relationships in their environment. As a result, they are too weak to face and overcome their shortcomings. These issues indicate a significant reliance on the concepts of power, significance, virtue, and competence. If these problems are left unaddressed, they may negatively impact the students' interest in attending school.

Self-esteem is shaped not only by inherent factors but also by various external influences. According to (Kasmawati, 2021), factors affecting self-esteem include gender, intelligence, physical condition, family environment, and social environment. Among these factors, physical condition plays a significant role in the formation of one's self-esteem. People who are content

with their physical condition feel valued, while those dissatisfied with their physical state often feel unsatisfied with themselves, negatively impacting their self-esteem.

The family environment is another crucial factor. Parents play an essential role in the development of a child's self-esteem. A child initially interacts with their parents, who raise them, teach them, and provide the foundation for their socialization in a broader environment. Parents who frequently criticize and restrict their children can make them feel undervalued.

Moreover, the social environment also influences self-esteem development. This development stems from the awareness of being valued or not, which is the result of the surrounding environment's mechanisms of recognition, acceptance, and actions towards the individual. Students with low self-esteem tend to avoid people around them, lack confidence, and exhibit indifferent behavior, which can affect their grades and prevent them from achieving their academic goals optimally (Evita et al., 2019).

To optimize students' academic goals, it is essential to focus on self-development, positive reinforcement, and emotional support. School counselors or guidance counselors can assist students in achieving their academic objectives by enhancing their self-esteem. Educational institutions or schools can offer support by providing guidance counseling services, one of which includes group guidance sessions.

Group guidance is defined as utilizing a group of individuals to discuss various current topics, which are beneficial for students' self-development. According to (Harahap, 2021), group guidance involves assistance given to individuals within a group setting. This approach helps students by providing a platform for collective discussion, fostering a supportive environment where they can share experiences, gain insights, and develop their personal and social skills.

The purpose of group guidance is to develop communication, both verbally and non-verbally, among group members. Through group guidance, it is hoped that students can create their own plans, determine their own directions, and develop attitudes and perspectives towards independent living without relying on others, especially independent and confident students achieving optimal personal development according to their abilities (Nasution, 2019). One technique that can utilize group guidance is the home room technique. The implementation of the home room technique in schools is carried out as a target for guidance. The home room technique is one of the most common techniques often utilized and the only form of group guidance facility conducted in secondary schools. Home room can be a useful tool in the implementation of group guidance activities (Ridha, 2020). According to (Ridha, 2020), home room can be an effective tool for group guidance.

Menurut romlah (Ridha, 2020) Home room merupakan salah satu teknik untuk menciptakan keadaan seperti keluarga, melalui pertemuan dengan sekelompok siswa dalam suasana kekeluargaan pada waktu istirahat ataupun di luar pelajaran, dan dipimpin oleh guru bk atau konseling. Pada pelaksanaan teknik home room, peminpin kelompok menciptakan suasana kelompok menyerupai suasana rumah: menyenangkan, tenang, santai, leluasa dan tidak ada paksaan. Kondisi yang tercipta menjamin siswa merasa terlindungi ketika mengikuti instruksi sehinnga mencapai tujuan yang direncanakan. Home room merupakan peluang komunikasi antara guru dan siswa di sekolah. Dalam teknik home room terdapat ciri ciri yaitu: dengan keadaan kekeluargaan, bebas, menyenangkan, dan berkelompok.

According to Nursalim, there are several stages in implementing group guidance services using the home room technique (Ridha, 2020). These stages include: (1) The counselor prepares the room that will be used to conduct the home room technique, (2) The counselor contacts a number of students from each class and gathers them as members in the prepared room, (3) The counselor outlines the group's objectives and the objectives of the home room technique to be implemented, (4) The counselor engages in open dialogue with the formed group members, (5) The counselor concludes the outcomes of the group's dedication activities within the home room technique space. Researchers expect the group guidance service through the home room technique to contribute to enhancing students' self-esteem. Therefore,

researchers are interested in studying the effectiveness of group guidance services using the home room technique in improving students' self-esteem. b This study aims to explore how the implementation of the home room technique can influence students' positive self-perceptions regarding their abilities and self-worth. By delving into this, the research hopes to provide better insights into effective guidance strategies within the context of developing students' self-esteem in the school environment.

The effectiveness of group counseling services can enhance the quality of social interaction and individual empowerment. Group counseling services hold significant potential for improving the quality of social interactions and empowering individuals in a holistic manner. In this context, participants can share experiences, receive emotional support, and learn effective communication skills. Group counseling also facilitates the formation of supportive social networks, allowing individuals to feel more connected to their environment. Furthermore, through group interactions, participants can develop self-confidence and collaborative problem-solving skills. This creates an environment that supports personal and social development, while increasing self-awareness of one's abilities and potential. In conclusion, the effectiveness of group counseling services extends beyond enhancing the quality of social interactions to fostering comprehensive individual empowerment through collaborative and supportive learning processes.

Homeroom technique is an educational strategy aimed at strengthening the relationship between students and the school. In practice, homeroom refers to the time when an educator serves as a mentor to a small group of students. Through these regular meetings, students have the opportunity to feel more connected to the school environment and to each other. Additionally, homeroom serves as a platform for developing social skills such as cooperation and empathy, which are crucial for their social lives. In this supportive environment, students are also more likely to share their personal or academic concerns with the educators they trust. Thus, the homeroom technique is not only about enhancing social cohesion among students but also supporting their academic progress through deeper engagement and support in the learning process.

Self-esteem is crucial for mental and emotional well-being. Self-esteem refers to the way individuals perceive and value themselves, influencing their thoughts, emotions, and behaviors. When someone has high self-esteem, they tend to have a positive self-image and confidence in their abilities. This can lead to healthier relationships, as individuals with strong self-esteem are better equipped to assert their needs and boundaries. Conversely, low self-esteem can manifest in self-doubt, negative self-talk, and difficulty in handling criticism or setbacks. It is often developed through experiences in childhood, interactions with peers, and societal influences. Building and maintaining healthy self-esteem involves self-awareness, self-acceptance, and practicing positive affirmations and behaviors that reinforce one's worth and capabilities

RESEARCH METHOD

This research employs a quantitative experimental method. In this experimental method, there is a treatment. According to (Sugiyono,2010) experimental research method is a method conducted to find a specific treatment using at least one independent variable and related in a controlled situation. The research design to be used in this study is a one-group pretest-posttest design.

This research was conducted at SMA Negeri 7 Medan, involving the entire Class X population for the academic year 2023/2024, totaling 159 students. From this population, 8 individuals with low self-esteem were selected as subjects using purposive sampling technique. According to (Priadana, 2021) purposive sampling involves selecting samples from a predetermined population based on specific criteria established by the researcher. The measurement of students' self-esteem utilized a self-esteem scale. Non-parametric statistical analysis was conducted using the Wilcoxon signed-rank test, supported by the SPSS program.

The writer has developed an instrument to be used as a measurement tool to determine students' self-esteem levels in the form of a self-esteem scale. Based on the summary of the validity test results of the self-esteem scale questionnaire data using Microsoft Excel and SPSS software, it was found that out of 30 statement items, 28 items were valid. This can be determined by comparing the calculated correlation coefficient (r) with the critical value (r table), which is 0.2542 at a significance level of 5%.

Furthermore, in the reliability test using SPSS software, the Cronbach's alpha coefficient obtained was 0.866. According to the criterion mentioned (Cronbach's alpha greater than 0.05), with 0.866 > 0.05, the results can be considered reliable.

RESULTS AND DISCUSSION

The results of the research that have been conducted, before the implementation of group counseling services (pretest) and after the completion of group counseling services (posttest). Students with low self-esteem are considered as subjects with low self-esteem before being treated (pretest). The pretest results will be shown in the following table:

Table 1. *Frequency Distribution and Presentation of Pretest*

Score	Category	Pretest	
		F	%
Very high	118-140	0	0%
High	95-117	0	0%
Medium	73-94	0	0%
Low	51-72	8	100%
Very low	28-50	0	0%
Total		8	100%

Based on the results of the table above, the condition of students' self-esteem before the treatment was given can be observed. The category of students with low self-esteem numbered 8 students, with a percentage of 100%. To achieve changes in self-esteem, group counseling services with the homeroom technique were provided. The results of the post-test after the treatment can be observed in the following table:

Table 2. *Frequency and Percentage Distribution Of The Post-Test*

Score	Category	Pretest	
		F	%
Very high	118-140	3	37,5%
High	95-117	5	62,5%
Medium	73-94	0	0%
Low	51-72	0	0%
Very low	28-50	0	0%
Total		8	100%

Based on the results of the post-test above, there was an increase in self-esteem. In the high category, there were 5 students with a percentage of 62.5%, and in the very high category, there were 3 students with a percentage of 37.5%. Subsequently, the researcher conducted data analysis using the Wilcoxon signed-rank test, assisted by the SPSS program. The results of the Wilcoxon signed-rank test are as follows:

Table 3. *Results of the Wilcoxon Signed-Rank Test*

	Postest-pretest
Z	-2,524[b]
asyimp.sig (**2-tailed**)	0,012

The results of the Wilcoxon test with an asymptotic significance value (2-tailed) of 0.012 < 0.05 indicate that the alternative hypothesis (Ha) is accepted. This shows that the students' self-esteem levels differed before (pre-test) and after receiving group counseling services using the home room method (post-test). It can be concluded that group counseling services using the home room technique are effective in improving students' self-esteem.

The results of the pretest indicated that there were 8 students with low self-esteem. The pretest data showed that these students lacked self-esteem in several areas: power, significance, virtue, and competence. This aligns with Coopermith's opinion (Salsabila et al., 2022), which identifies four aspects of self-esteem: power (acceptance and respect from others), significance (how others accept one's presence), virtue, and competence, which can be seen from a person's successes or failures. (Srisayekti et al., 2015) state that high self-esteem should reflect a positive personal state, demonstrating good behavior in interactions with others, while low self-esteem tends to make students more prone to depression and close to violence.

To improve the self-esteem of students with low self-esteem, this study implemented a treatment by providing group guidance services using the home room technique (Harahap et al., 2022). Group guidance services involve a school counselor or guidance teacher offering various questions or materials to the group, depending on the situation and needs of the clients (Dachmiati, 2017). Group guidance motivates the development of feelings, thoughts, and behavior in a more positive direction. Furthermore, (Suhartiwi, 2014) stated that group guidance services can provide significant strength for the development of self-esteem in learning.

The results of the pretest showed that the aspects of power and competence had the lowest scores on the self-esteem scale, leading students to feel unsuccessful in achieving academic performance. This aligns with the opinion of (Islamiah et al., 2015) who stated that students with high self-esteem have a positive self-assessment, which allows them to identify their strengths and recognize their weaknesses. Conversely, students with low self-esteem always focus on their shortcomings. (Az Zahro, 2022) also noted that students with high self-esteem possess self-confidence, belief in their abilities, and a sense of self-worth, which helps them earnestly strive to achieve their goals. On the other hand, students with low self-esteem feel inadequate and rely more on others, making them vulnerable to negative behaviors such as cheating on assignments. Refnaldi (2018) added that high self-esteem allows students to feel valued and respected, which motivates them to progress and develop.

The highest score on the self-esteem scale was in the aspect of significance. Significance is the sense of care and attention from others. (Nurhayati, 2022) argue that a caring attitude is crucial for students because humans are social beings who need attention and consideration from others. This study confirmed that implementing group guidance services with the homeroom technique can enhance students' self-esteem. The posttest results showed that 3 students were in the very high self-esteem category, and 5 students were in the high self-esteem category.

CONCLUSION AND SUGGESTIONS

Based on the pre-test results, before the treatment, there were eight students classified as having low self-esteem. There was a significant increase in students' self-esteem after receiving the treatment in the form of group guidance services. Post-treatment, five students were in the "high" self-esteem category, and three students were in the "very high" self-esteem category. The data analysis results using the Wilcoxon signed-rank test, with an asymp.sig (2-tailed) value less than or equal to 0.05, indicate that the alternative hypothesis (Ha) can be accepted. From the analysis results, it is evident that group guidance services using the homeroom technique can build or improve students' self-esteem. Therefore, this service significantly enhances students' self-esteem and has proven to be effective..

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