



## Implementation of Group Counseling Services to Enhance Students' Self-Confidence Students at Integrated Islamic Junior High School Al Hijrah

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### Abstract

Education is one of the efforts educators undertake to guide students towards maturity. However, this is often not accompanied by the necessary self-confidence among students, leading to negative impacts on the learning process. The objective of this research is to explore the implementation of group counseling services aimed at enhancing students' self-confidence at SMP IT Al-Hijrah. The research method employed is qualitative, utilizing data collection techniques such as interviews, observations, and documentation. The findings indicate that students' self-confidence increases after receiving group counseling services. Therefore, it can be concluded that group counseling services significantly enhance students' self-confidence in the learning process, particularly at SMP IT Al-Hijrah.

**Keywords :** group counseling services, self-confidence, Al-Hijrah IT Junior High School

### Abstrak

Pendidikan merupakan salah satu upaya untuk melakukan bimbingan terhadap peserta didik oleh pendidik untuk menuju kedewasaan peserta didik akan tetapi hal ini tidak dibarengi dengan kepercayaan diri yang dimiliki oleh peserta didik sehingga hal tersebut menyebabkan dampak negative terhadap proses pembelajaran. Tujuan penelitian ini yaitu untuk mengetahui bagaimana penerapan layanan bimbingan kelompok dalam upaya meningkatkan kepercayaan diri peserta didik di SMP IT Al-Hijrah. Metode penelitian yang digunakan dalam penelitian ini ialah menggunakan pendekatan kualitatif dengan teknik pengumpulan data yang digunakan yaitu wawancara, observasi, Dokumentasi. Hasil penelitian menunjukkan jika kepercayaan diri yang dimiliki oleh Peserta didik tersebut meningkat setelah diberikan layanan bimbingan kelompok. Maka peneliti dapat menyimpulkan jika layanan bimbingan kelompok secara signifikan dapat meningkatkan kepercayaan diri terhadap para Peserta didik dalam proses pembelajaran terutama pada Peserta didik di SMP IT Al-Hijrah.

Kata kunci : layanan bimbingan kelompok, percaya diri, SMP IT Al-Hijrah

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## INTRODUCTION

According to (Hakim,2019) self-confidence is the belief an individual holds in their abilities across various aspects, empowering them to pursue life goals with assurance. Confident individuals exhibit self-assurance and optimism in their endeavors, leveraging their strengths to set realistic life goals. This mindset allows them to achieve their aspirations effectively.

Furthermore, self-confidence is crucial in education, as emphasized by (Annisa, 2016). Students who trust their abilities are more inclined to embrace challenges, remain motivated to learn, and adeptly navigate obstacles. Educators play a pivotal role in fostering this confidence through acknowledging achievements, providing constructive feedback, and cultivating an inclusive and supportive learning environment.

Dhinarti and Amalia (2019) outline key characteristics of individuals with proportional self-confidence, such as maintaining composure during tasks, possessing adequate potential and abilities, neutralizing tension in diverse situations, adapting and communicating effectively, and maintaining mental and physical conditions that enhance performance. Such individuals also exhibit sufficient intelligence, social skills, resilience forged through life experiences, and a positive approach to problem-solving.

Moreover, feelings of low self-confidence are often considered a mild disorder because they may not initially lead to significant problems. However, many individuals experience such symptoms without realizing it. Signs of lack of confidence manifest in behaviors such as hesitation, anxiety, uncertainty, avoidance, lack of initiative, easily losing motivation, reluctance to speak in front of others, and other psychological symptoms that hinder their ability to act (Rahayu, 2013).

In the context of students, this lack of confidence can be influenced by both internal and external factors. Internal factors include self-hatred, fear, anxiety, difficulty accepting realities of life, and inability to actualize their abilities. External factors, on the other hand, involve family dynamics, school environment, peer interactions, and societal influences. These factors collectively contribute to the issues faced by individuals struggling with self-confidence (Rahayu, 2016).

In particular, lack of confidence is commonly observed among students, especially in environments like IT Al-Hijrah Junior High School (SMP). Indicators of low confidence among students include reluctance to ask questions or share opinions with teachers, avoidance of public speaking, nervousness while speaking, and evading interaction when questioned by teachers. These issues signify a lack or absence of self-confidence, which can significantly impede the learning process and hinder students from achieving optimal outcomes. Poor academic performance due to low self-confidence can also affect the formation of students' personalities, as they may struggle to meet educational goals and expectations.

Group counseling services provide an opportunity for students to participate collectively in dynamic group settings, where they receive valuable insights and materials from designated speakers. These sessions are instrumental in enhancing their understanding and daily life skills, fostering personal and academic development (Pendidikan et al., 2015). According to (Elvi, 2016), group counseling is a technique aimed at helping individuals achieve optimal development aligned with their talents, interests, and values, within a group context. It serves to prevent problems among students and cultivate their potential.

Education plays a vital role in guiding students toward maturity, as educators and parents work together to achieve predetermined goals (Putri et al., 2022). One of these goals is equipping children with the wisdom they need to navigate life as adults. Education, as defined by "Tentang Sistem Pendidikan Nasional" (2003), involves conscious and planned efforts to create a learning environment where students actively develop their potential, including spiritual strength, self-control, personality, intelligence, noble character, and necessary skills for society, nation, and state.

Developing education includes enhancing guidance and group counseling services. These initiatives in schools are not merely legal requirements but are driven by a commitment to facilitate students' development. Self-confidence is fundamental for individuals to meet their own needs, fostering freedom of thought and emotion. By nurturing these freedoms, individuals can grow into confident human beings. A crucial initial step in building self-confidence is understanding and believing that every individual possesses unique strengths and weaknesses (Wijayanti, 2015).

Therefore, it can be concluded that group counseling services are a form of support provided by counseling professionals to assist individuals in addressing issues, developing skills, and enhancing their quality of life through group interactions. In these sessions, individuals facing similar or related challenges gather in a group facilitated by a counselor or facilitator. The goal of group counseling is to provide social support, understanding, and new perspectives to group participants through discussions, reflections, and other group activities. This process helps participants realize they are not alone in facing specific challenges and provides opportunities to learn from others' experiences and viewpoints within the group.

Previous research by (Sinaga, 2022) evaluated the effects of group counseling services on increasing self-confidence among high school students. The study found that participation in group counseling sessions significantly contributed to improving students' self-confidence. Similarly, research by (Rofiqah, 2016) concluded that group counseling sessions effectively increased self-confidence levels among adolescent girls.

This research aims to identify the factors influencing students' self-confidence, measure changes in self-confidence levels after participating in group counseling sessions, and evaluate the most effective counseling approaches and techniques in this context. By focusing on efforts to enhance self-confidence, this study is expected to provide valuable insights for educational practitioners and school counselors in designing more targeted and effective counseling programs to support students' psychological and socio-emotional development.

Group counseling services are a method that involves multiple participants facing similar issues or needs, allowing them to support each other and share experiences. In group counseling sessions, each individual can feel heard and understood by other group members, which can strengthen solidarity and social support among them. Moreover, group counseling provides a platform to practice newly acquired social skills, such as effective communication and conflict resolution. This offers participants the opportunity to experiment in a safe environment and receive feedback from others who bring different perspectives (Erlangga, 2017). In addition to supporting social aspects, group counseling can also serve as a space for participants to build their self-confidence in facing life's challenges, seeing that they are not alone in their struggles.

Self-confidence is a key factor in facing life's challenges with a positive attitude and taking necessary steps to achieve goals. Self-confidence is a positive view of one's own abilities that enables someone to overcome obstacles and difficulties more effectively. When a person believes in their ability to handle any situation, they are more likely to take risks and act confidently. Strong self-confidence also enhances a person's ability to adapt and learn from failures, as they believe they have the internal resources to bounce back. Additionally, individuals with strong self-confidence tend to build healthier interpersonal relationships and receive recognition from others, signaling that they are confident in the value and contributions they bring to social interactions (Suhardita, 2011). Therefore, self-confidence is not just about believing in one's abilities but also about the mental attitude that encourages individuals to take initiative, manage stress, and proactively face the challenges of everyday life.

Utilizing group counseling services helps individuals train themselves to develop and understand that others share similar needs and challenges related to self-confidence during the learning process. Through group counseling, it becomes possible to address students' self-confidence issues more effectively by facilitating open discussions and identifying solutions. Based on this background, the researcher is interested in studying "The Implementation of

Group Counseling Services in Enhancing Student Self-Confidence at IT Al Hijrah Junior High School.”

## RESEARCH METHOD

This research adopts a qualitative approach. Qualitative research is defined as a problem formulation that guides the exploration or portrayal of a situation to be studied comprehensively, extensively, and deeply (Sugiyono, 2017). The qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behaviors (Samuel, 2019). This qualitative research focuses on self-confidence, enhancing self-confidence, and group counseling services.

The sample for this study consists of 10 students participating in group counseling sessions. Data collection techniques employed include interviews, observations, and documentation. The research is conducted at SMP IT Al-Hijrah. The data analysis technique aims to analyze and examine all data from research instruments, analysis of interview data, notes, observation data, and other data presented in writing and documentation.



*Figure 1. Students Participating in Group Counseling Sessions*

## RESULTS AND DISCUSSION

### Research Results

Based on the provided description, the researcher conducted a group counseling intervention using a two-cycle action plan:

#### Cycle 1:

##### Observation

Observations were conducted to assess the development of learners during and after the group counseling sessions. These observations served as a follow-up to the group activities that had been conducted.

##### Observation During the Group Counseling Sessions

During this stage, the researcher observed the participants throughout the group counseling sessions. The observations from the first meeting indicated that some participants did not fully grasp the material, as evidenced by observational guidelines and the provision of group counseling evaluation sheets to gauge material absorption. In the second meeting, observations continued under the same guidelines, revealing that group members had a good understanding of the counseling material.

##### Observation of Group Counseling Effects

Observation of the effects of group counseling actions was carried out through ongoing observations during the counseling sessions and the provision of evaluation sheets to assess material absorption.

Previous research emphasizes that observing during group counseling sessions is a crucial practice for facilitators or counselors to monitor and evaluate the dynamics, interactions, and development of group participants. This practice helps in identifying group dynamics and assessing participant progress during counseling sessions.

Monitoring group processes such as observation allows facilitators to monitor the progress of group dynamics, including the formation of group norms, participant engagement levels, and progress towards set goals. Facilitators can use these observations to assess the

effectiveness of their interventions and make adjustments as needed. Identifying individual needs By observing participants individually, facilitators can identify the needs and issues that individual group members may have. This enables facilitators to provide more specific support and guidance tailored to each participant's needs (Sutanti, 2015).

Evaluating individual progress Observation also helps in evaluating the progress of individuals in achieving their personal goals set during counseling sessions. Facilitators can track changes in confidence levels, interpersonal skills, or problem-solving abilities of participants over specific periods of time. Improving service quality Through careful observation, facilitators can enhance the quality of the group counseling services they provide. They can identify areas for improvement, effective strategies, and facilitation techniques that can be enhanced to achieve better outcomes for group participants (Prayitno et al., 2017).

### **Reflection**

Researchers reflect after conducting 2 meetings in cycle 1 by reporting evaluation results. In this reflection phase, the researcher evaluates the overall process of group counseling that has been implemented. This stage is crucial as it serves as a reference for planning the second cycle. The evaluation conducted by the researcher is as follows:

#### **Process Evaluation**

Overall, the implementation of actions towards students with low self-confidence went well. Although at the beginning of the group counseling activities the students tended to be hesitant, by the end, those with low self-confidence became active, spoke without hesitation, and were willing to ask questions. This was achieved because the researcher continuously made efforts to make students with low self-confidence feel comfortable and motivated, enabling them to participate comfortably, openly, voluntarily, relaxed, and actively in the group counseling activities.

A challenge experienced during the group counseling activities was the use of inadequate space. Since the room used was not private, it was less conducive for group counseling. Based on the evaluation results from cycle 1, the researcher will develop a plan for cycle 2. The researcher will continue to create a conducive and comfortable environment for the group counseling sessions.

#### **Outcome Evaluation**

Through the implementation of group counseling actions to improve self-confidence in the learning process, there was an improvement where students started speaking confidently and asking questions. This was evident from the observational analysis in cycle 1. However, there were disruptions caused by noisy group members during activities, leading to wasted time. Group members still tended to be quiet, not fully open, not fully voluntary, and shy in presenting arguments. After the completion of the first cycle with 2 meetings.

### **Cycle 2 :**

#### **Observation**

Observations in cycle 2 are conducted with the goal of assessing the development of students' self-confidence throughout the group counseling process and after receiving group counseling. These observations also serve as a follow-up to the group counseling activities previously conducted.

#### **Observation During the Group Counseling Activities**

During this stage, the researcher observes the students throughout the group counseling sessions. The observations during the third meeting, conducted with observation guidelines and evaluation sheets for the counseling material, revealed that all members were attentive, willing, and actively expressed their opinions. Similarly, observations during the fourth meeting, using observation guidelines and evaluation sheets for the counseling material, found that all members were attentive, willing, and actively expressed their opinions.

#### **Observation of the Outcomes of Group Counseling Actions**

Observation of the outcomes of group counseling actions is carried out through continuous observation during the sessions and the use of evaluation sheets for the counseling material to assess the extent of material absorption.

### **Reflection**

The researcher reflected after conducting 2 sessions in cycle 2, by reporting the evaluation results. At this reflection stage, the researcher evaluated the overall process of conducting group guidance interventions. This evaluation included the success of the group guidance interventions, the encountered challenges, and efforts to overcome them. The researcher's evaluation is as follows:

#### **Process Evaluation**

Overall, the implementation of guidance interventions for students with high, moderate, and low self-confidence went well. All members were able to participate effectively in the group guidance activities from start to finish. During the second counseling session, the researcher did not encounter any difficulties.

#### **Outcome Evaluation**

Through the group guidance interventions, there was an improvement in self-confidence in the learning process. The self-confidence of these students was evident in the classroom setting. The follow-up from this second group guidance intervention will be handed over to the school counselor. The school counselor has the responsibility to provide group guidance services according to the students' needs.

In this second cycle, besides assessing self-confidence in the learning process, the researcher also conducted observations. The analysis of the observation results showed an increase in self-confidence in the learning process among students who had moderate and low self-confidence, while students with high self-confidence showed relatively similar outcomes.

### **Discussion**

This research was conducted at SMP IT AL Hijrah. The research observation results indicate that students, particularly in class XI A, have low self-confidence. This can be observed in students preferring solitude and feeling nervous when approached for conversation. Through interviews with the school counselor, the researcher found that students at this school generally lack self-confidence due to various factors such as comparing themselves with others, which undermines their self-belief and makes them feel incapable. Other factors include lack of support from their environment, family, and peers.

In an effort to improve students' self-confidence, the researcher will implement group guidance services. Group guidance sessions will cover specific topics or assignments where the topic is either assigned by the group leader or chosen freely by group members. Each member takes turns proposing topics, and collectively they decide which topic to discuss first and so on.

The main obstacles in this research are the lack of time and dedicated space for conducting group guidance sessions in schools. This means that finding suitable free time slots and a specific room for group guidance sessions is challenging. For researchers interested in continuing this study on the application of group guidance services to enhance students' self-confidence, there are several suggestions to consider.

Firstly, it's important to broaden the sample scope of students involved in the research, including variations in age, social backgrounds, and academic achievements. This can provide deeper insights into the overall effectiveness of these services.

Secondly, besides measuring improvements in self-confidence, researchers could also consider identifying other factors that might influence outcomes, such as family support, previous school experiences, or students' personality traits. This approach could help develop more targeted strategies to optimize group guidance services.

Thirdly, employing robust research methodologies, such as experimental designs with control groups, is recommended to evaluate the direct impact of these interventions on enhancing self-confidence. Quantitative data can be complemented with qualitative insights

through interviews or in-depth observations, allowing researchers to gain a more comprehensive understanding of students' experiences with group guidance services.

## CONCLUSION AND SUGGESTIONS

### Conclusion

Students at SMP IT AL HIJRAH, particularly in class XI A, exhibit varying levels of low self-confidence which can impact their learning. Before receiving group guidance services, these students expressed feelings of low self-confidence and uncertainty, which served as indicators of their lack of confidence, especially in class XI A. After implementing group guidance sessions over two cycles, there was observed improvement in students' self-confidence in the learning process. Students who initially had low self-confidence showed a noticeable change, progressing from low to high levels of self-confidence.

### Suggestions

For future research on the application of group counseling services to improve students' self-confidence, several suggestions can be considered to deepen and broaden the research outcomes. First, it is recommended to expand the research sample by involving more schools and various educational levels to make the results more representative and enable more accurate generalization. Second, future research can consider varying group counseling methods, such as cognitive-behavioral or humanistic approaches, to determine which method is most effective in enhancing self-confidence. Third, long-term evaluation of changes in students' self-confidence following the implementation of group counseling services should be conducted to understand the sustainable impact of this intervention.

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