



## THE EFFECT OF INDIVIDUAL COUNSELING SERVICES USING MODELING TECHNIQUES IN ENHANCING STUDENTS'

May Syaroh Harahap<sup>1</sup>, Ali Daud Hasibuan<sup>2</sup>  
<sup>1,2</sup> Universitas Islam Negeri Sumatera Utara Medan  
[maysyaroh0303202092@uinsu.ac.id](mailto:maysyaroh0303202092@uinsu.ac.id),

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### Abstract

Self-confidence is crucial to instill from an early age, as adolescence is marked by emotional instability and internal conflicts that often lead to diminished self-esteem. Middle school students frequently experience such challenges as they transition into adolescence. This study evaluates the effectiveness of individual counseling services using modeling techniques to enhance students' self-confidence. A total of 30 participants were randomly selected, with five students identified as having the lowest self-confidence based on pretest results receiving targeted interventions. This quantitative study employs an experimental design with a one-group pretest-posttest model. Data were collected using a Likert-scale self-confidence questionnaire and analyzed using the non-parametric Wilcoxon Signed Rank Test in SPSS. The validity test identified 28 valid items out of 32, and the reliability test yielded a Cronbach's Alpha score of 0.751, indicating strong reliability ( $>0.05$ ). The findings show a significant improvement in students' self-confidence after counseling, with an asymp. Sig. (2-tailed) value of 0.043 ( $<0.05$ ). Thus, individual counseling with modeling techniques is proven effective in enhancing students' self-confidence at SMP Swasta Pahlawan Nasional Medan.

**Keywords:** Self-confidence, Individual Counseling, Modeling Technique

### Abstrak

Kepercayaan diri sangat penting untuk ditanamkan sejak dini, terutama pada masa remaja yang ditandai dengan ketidakstabilan emosi dan konflik internal yang sering menyebabkan rendahnya rasa percaya diri. Siswa SMP sering mengalami tantangan ini seiring dengan transisi menuju masa remaja. Penelitian ini mengevaluasi efektivitas layanan konseling individu dengan teknik modeling dalam meningkatkan kepercayaan diri siswa. Sebanyak 30 peserta dipilih secara acak, dengan lima siswa yang memiliki tingkat kepercayaan diri terendah berdasarkan hasil pretest mendapatkan intervensi khusus. Penelitian ini menggunakan metode kuantitatif dengan desain eksperimen one-group pretest-posttest. Data dikumpulkan melalui skala kepercayaan diri model Likert dan dianalisis menggunakan teknik statistik non-parametrik Wilcoxon Signed Rank Test dalam SPSS. Uji validitas menunjukkan 28 item valid dari 32 pernyataan, sementara uji reliabilitas menghasilkan nilai Cronbach's Alpha sebesar 0,751 ( $>0,05$ ), menunjukkan reliabilitas yang tinggi. Hasil penelitian menunjukkan peningkatan signifikan dalam kepercayaan diri siswa setelah layanan konseling, dengan nilai asymp. Sig. (2-tailed) sebesar 0,043 ( $<0,05$ ). Dengan demikian, layanan konseling individu dengan teknik modeling terbukti efektif dalam meningkatkan kepercayaan diri siswa di SMP Swasta Pahlawan Nasional Medan.

**Keywords:** Kepercayaan diri, Konseling Individual, Teknik Modelling

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## INTRODUCTION

Self-confidence is very important to instill from an early age, where if entering adolescence a teenager will begin to enter the stage of adulthood where unstable emotions that arise due to a clash of values to make someone in adolescence usually no longer have confidence. Parents have a fairly powerful obligation to shape self-confidence so that children have high self-confidence. The task of parents to shape children's self-confidence, among others, can be by being a child's story friend, showing polite forms of behavior, giving children confidence to train children's independence.

Self-confidence is not just not daring to appear in front of people but difficulty socializing in friendships because they do not feel appropriate or feel lacking in various aspects such as intellectual, social, and physical, most of the students who lack self-confidence decide to avoid hospitality, always choosing to stay at home doing things they like alone because that will make them not feel less, because there is only himself, so when at school a person who lacks self-confidence will be more silent, because he feels he has shortcomings than his friends.

Ideally an individual's self-confidence must be very high because so that individual is able to carry out aspects of self-confidence that should exist in him, as for these aspects according to research Adyanitama et al., (2023) namely : 1) A sense of security, which is free, peaceful or brave enough to accept and face rejection. 2) Responsible for what has been done. 3) Belief in oneself, sure not to compare oneself with others. 4) Independent, not dependent on others to do something 5) Have positive views and expectations about themselves and their future. 6) Can control themselves and not impose their abilities.

According to Lauster in research (Sungkar & Partini, 2015) states that the characteristics of people who have positive self-confidence are: 1). Confidence in self-ability, 2) Optimistic, 3) Objective, 4) Rational and realistic.

The reality found at school, students still compare each other so that they do not have a sense of security to socialize, abnormal ambition where students force something beyond their abilities so that the results obtained are not as desired, students always depend on others do not believe in their own abilities to imitate whatever do.

Research Hasibuan, (2020) Mentioning that self-confidence is a basic trait that makes a person able to overcome all obstacles that exist in him, namely having confidence in one's own abilities which makes a person have a reference or encouragement to motivate himself to carry out certain tasks without requiring assistance from others.

Research Puspitasari et al., (2022) Mentioned that every student develops self-confidence, this means that self-confidence can help students achieve their goals because, if there is no self-confidence, they tend to hesitate when making decisions that can harm themselves and others.

Research Hasibuan et al., (2024) Mentioned that counseling services can be used to help students become more confident so that they can more easily solve difficulties. BK services provide people with the opportunity to learn about themselves, others, and their environment, which increases student confidence in class.

Research Triayu et al., (2022) Mentioned a number of factors that cause lack of confidence, namely: 1). Environmental factors that are often not noticed and underestimated by peers, 2). Parenting that limits children's activities, rarely praises good behavior, 3). Trauma of past failures, trauma of being humiliated or insulted in public, trauma of sexual abuse, 4). A sense of worthlessness, the assumption that their physical appearance is not perfect, and 5). The assumption that her education is lacking.

Therefore, to overcome the problem of low self-confidence and prevent more severe negative impacts, support and assistance are needed. If this problem is not resolved immediately, it can hinder students' academic and extracurricular abilities. The researcher decided to use individual counseling to help students upgrade their self-confidence. The researcher chose individual counseling for a number of reasons, students can meet directly

with the counselor, they will feel more comfortable to share their problems, and the process of implementing individual therapy makes it easier for the counselor to collect information about the students. In addition, because only students and counselors are aware of the individual counseling process, the confidentiality of the information shared by students is guaranteed, thus helping to reduce feelings of shame or fear in students when disclosing their problems. (Prananda & Christiana, 2020)

Research Andriyani, (2018) . Argues that the most appropriate service in solving problems for students is individual counseling. Some even argue that the heart of BK services is individual counseling. According to him, individual counseling is a fundamental service whose implementation requires very high standards and teamwork. A counselor must learn, practice, and have a lot of experience in counseling services with all its complexities in order to understand individual counseling services. The term "individual counseling" refers to a meeting between a counselor and a client on a face-to-face basis, where the counselor seeks to support and help the client personal and able to anticipate the occurrence of each.

Research musrifatu Bn (2014) from the results of the researchers conveyed that there was an increase after using modeling techniques in behavioral counseling activities, 8 students showed an increase with a score above 80% which had a positive influence on self-confidence. Based on the research, it can be concluded that modeling techniques are beneficial for students' self-confidence.

Research Cicih A, Andi T, (2023) In his research, there are results of providing treatment (treatment) symbolic modeling services in individual counseling services can help AS in increasing confident behavior towards active learning. The average level at Baseline (A1) is 13.33, which illustrates this. Baseline (B) has an average level of 17.33. In addition, Baseline (A2) had an average level of 22.33. In addition, the overlape percentage was 0%; the lower the overlape percentage, the more effective the intervention was in affecting the AS research participants. Based on the results of the study, it can be said that students of SMK Negeri 6 Bandar Lampung benefit from individual counseling using symbolic modeling strategies in increasing self-confidence.

Research Ghassani et al., (2021) in his research it can be concluded that the results that have been carried out by researchers have concluded that modeling techniques have an influence and can generate self-confidence in children with disabilities, it is known that the difference in results for the first stage (A1) gets a value of 33.33% this data is obtained from the state of the child before the provision of counseling services. The service stage obtained a percentage score in the last stage with a total of 87.5% of the data obtained from the results of services using modeling techniques and ended by giving token economy in the form of chocolate coins every time the child managed to get a score of 3, namely being able to show confidence in their own abilities, and for the second stage (A2) get a final score of 66.66%.

Research Oktaviani & Barid, (2021) Based on the results of his research, it shows that both the experimental and control classes experienced an increase in the average pretest and posttest scores. Although the two classes gained an increase, the mean value of the experimental class was higher than the control class, as evidenced by the experimental class's posttest score which was higher than the control class (537 > 482 or 107.4 > 96.4). Thus, it can be said that the modeling technique is effective for increasing students' sense of trust.

The approach is useful and can be used in improving students' self-confidence in low to moderate groups, based on references to many previous studies. Students often struggle with self-confidence, such as difficulty voicing their thoughts, nervousness about speaking in front of the class, cheating, and so on. Providing modeling techniques to children as an intervention has the effect of changing their behavior in a more constructive direction. Although junior high school students are the main target of the modeling technique, students with disabilities from special schools have also been taught the modeling technique effectively. From previous references, that is the reason why researchers decided to conduct research with the Modeling Technique because as explained, the Modeling technique is

indeed quite effective in increasing self-confidence. But slightly different from other studies that use group counseling services to behavioral counseling, here researchers use individual counseling.

*Modeling* technique is a technique that includes a behavioristic approach which considers all behavior as the acquisition of learning and the influence of the interrelationship of the surrounding environment or the outside world.... Research Safitri et al., (2022) mentions this technique is done directly and also modeling techniques can also be obtained indirectly through seeing the actions and results of others. By using modeling techniques, students will see role models who inspire them, which will motivate them to follow in their footsteps and increase their self-esteem.

As the discussion of research on increasing self-confidence, this Modeling technique is what researchers think is appropriate to apply, The use of modeling techniques in students aims to eliminate negative behaviors such as anxiety when speaking in front of people, difficulty expressing opinions, shyness and reluctance to participate in school activities, as well as lack of initiative, responsibility, discipline, and creativity in learning. then switch to positive behavior. (Dyah Puspitaningrum, 2019) .

Here are some steps in the process of implementing individual counseling using modeling techniques: 1). Select a characterization format (symbolic model); 2). Select a symbolic model in the form of a film, video or picture that has characteristics with the client; 3). show several videos if possible, and make sure that the complexity of the represented behavior matches the complexity of the client's behavior; 4). Combine the application of behaviors, rules, directions, and reinforcement with modeling; 5). Provide buy-in and 6). Use role modeling where the character demonstrates actions that attract the attention of the counselee through a kind, considerate attitude, tactful language, and actions that the counselee finds agreeable.

## METHODS

Quantitative research is a type of research that is conducted in a value-free manner while remaining objective. It is said objectivity because the measurement of research results is carried out using instruments that have been validated and proven reliable. (Hasibuan, 2023).

The type of research used is experimental, according to Hasibuan (2023), experimental research is research that seeks to determine the cause and effect of an action on certain conditions experienced by the research sample so that through the actions the researcher can find differences or better changes in the research sample when compared between conditions before treatment and after treatment. The research design uses a *one group pretest posttest* design. In this design there is a *pretest* before being given treatment/treatment and a *posttest* after being given *treatment/treatment*.

This design can be described as follows:

**Table 1. One group pretest-posttest design**

Pretest	Treatmen	Posttest
O1	X	O2

Description:

O1 = *Pretest* score (before *treatment*)

O2= *Posttest* score (after *treatment*)

X= Treatment given to the subject

The research was conducted at SMP Pahlawan Nasional Medan. The research sample amounted to 5 (Five) students, the research instrument used a questionnaire with a self-confidence scale compiled by the researcher. The measurement scale used is the Likert scale. The data analysis technique uses non-parametric statistics with the Wilcoxon Singed Rank Test formula. All statistical data analysis was analyzed using the SPSS version 2.40 application.

## RESULTS AND DISCUSSION

Based on the research conducted, the results obtained after providing pre tests, individual counseling services, and post tests, the researchers will present the data consisting of, 1) The level of student self-confidence before being given treatment (Pretest), 2) The level of self-confidence of students after being given treatment (posttest), 3) the difference in the level of self-confidence of students at the time of the pretest with the level of self-confidence of students at the posttest.

### 1. Students' confidence level before treatment (Pretest)

**Table 2: Frequency and Percentage Distribution of Pretest**

Category	Intrvl	F	%
Very High	120-140	0	0
High	97-119	0	0
Medium	74-96	1	20%
Low	51-73	4	80%
Very Low	28-50	0	0
Total		5	100%

In Table 2, there are results from the pretest which prove that the level of student confidence is in the low category. Based on the results of students' confidence levels, it can be seen that some students who are less active in the meeting only pay attention, but some are active such as expressing their thoughts during the meeting. From the pretest data that has been carried out, the low self-confidence of students is mostly due to not believing in their own abilities caused by the parenting given by parents, such as always comparing their children with other people's children, both in terms of physical and achievement. The reason is that parents often think that comparing their own children with other people's children is normal, with the hope that the child can think and imitate other people's children, but what actually happens is that it can make a person's self-confidence low, where he will feel inferior and feel inappropriate to socialize with anyone, because he feels he is bad as his parents think. and also students are not sure of their own abilities.

In accordance with research Bangun et al., (2021) , Regarding the mental awareness of parents to care for their children, the development of children's character is influenced by their parents. Because the family is the first place children get acquainted with norms and values. Although there is no structured curriculum or program of learning activities in the family, the nature of the family is basic and hopeful. by offering tutoring, advice, and inspiration. In addition to the above forms, special supervision of children for play and fun is another way parents show their concern, but the main focus is on supervising children who are free and responsible. In this way, the child can finally achieve maximum learning results, this is what can foster self-confidence. special supervision of children to play, have fun but more emphasis on the supervision of children who are free and responsible. That way parents can justify things until finally the child can achieve maximum learning results. This is what can foster

children's self-confidence ... Students' self-confidence level after being given treatment (Posttest)

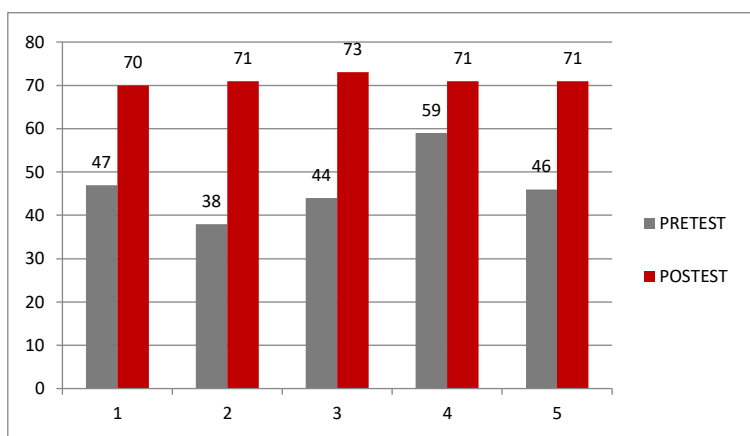
**Table 3. Frequency and Percentage Distribution of Posttest**

Category	Intvl	F	%
Very High	120-140	0	0
High	97-119	5	100%
Medium	74-96	0	0
Low	51-73	0	0
Very Low	28-50	0	0
<b>Total</b>		5	100%

In Tabel 3, there are results from the posttest which show that the level of student confidence is in the High category, after the handling is given, the test results are obtained in the high category. Based on the handling provided, there were several changes that occurred in students, such as starting to be brave in giving their opinions and being more active in following each stage. The posttest results showed an increase in students, students began to show many aspects of someone who has positive self-confidence, one of which is confidence in their own abilities.

Research Alkhofiyah, (2021) states Self-confidence requires being confident in one's own ability to handle any situation and solve any problem responsibly. In addition, someone who feels confident will be able to express himself freely without fear or inferiority.

3. Differences in Student Self-Confidence Levels at Pretest and Posttest



**Figure 1. The Difference Between Pretest and Posttest Results of Students' Self-Confidence Level**

The picture above shows the results of 5 (Five) research subjects concerned with the level of student self-confidence. It can be seen that the changes in improvement that occur after being given individual counseling treatment with modeling techniques, such as research conducted by Pratiwi, n.d (2022) , which states that modeling techniques are effective and can be used in raising the confidence of students with low to moderate categories. It can be seen that students experience an increase in their self-confidence where the value of the posttest results is higher than the value of the pretest results.

The implementation of individual counseling modeling techniques to increase confidence in students is carried out in 4 meetings. Where researchers determine the results of tests that have been given to students before and after being given treatment, the results are presented in the form of data which is also called hypothesis testing.

## Hypothesis Test

The following will be tested using the willcoxon test to see how the level of student confidence before and after being given individual counseling Modeling technique.

**Table 4. Willcoxon Test Results**

	<b>POSTTEST - PRETEST</b>
<b>Z</b>	<b>-2.023<sup>b</sup></b>
<b>Asymp. Sig. (2-tailed)</b>	<b>0,043</b>

Judging from the Wilcoxon test results, the asymp.sig. (2-tailed) on the level of student self-confidence before and after intervention was 0.043, which is below the alpha threshold of 0.05 ( $0.043 < 0.05$ ). This indicates a significant effect, confirming that individual counseling services utilizing modeling techniques play a crucial role in enhancing student self-confidence.

Furthermore, an analysis of changes in students' self-confidence characteristics identified several key aspects of positive self-confidence, including confidence in one's own abilities, optimism, responsibility, rational thinking, and realism. These aspects formed the basis of the intervention strategy used throughout the counseling process.

At the first meeting, the counselor focused on establishing rapport with the students, which is a fundamental principle in counseling. The counselor introduced the concept of openness, where students are encouraged to share their thoughts and emotions freely. This session also included an introduction to individual counseling and modeling techniques, highlighting the traits of confident individuals to help students assess their own self-confidence levels. To reinforce the session, the counselor assigned homework in the form of goal therapy, requiring students to reflect on a statement and decide whether they would act on it or not, along with their reasoning.

During the second meeting, the counselor evaluated students' reflections on the goal therapy homework from the first session. The counselor discussed obstacles faced by students who did not complete the task and explored possible solutions to overcome them. Additionally, the session incorporated a film screening titled *Minder*, created by TKJ Skaneka students. The film depicted a talented student struggling with self-doubt due to parental discouragement. Through the support of friends and guidance from a counselor, the student regained confidence and proved to his parents that success could be achieved through his passion for drawing. This session concluded with another goal therapy assignment to reinforce the lessons learned.

At the third meeting, the counselor continued the evaluation of students' progress, focusing on any remaining obstacles they faced. The session also included a reflection on the previous film, encouraging students to identify and emulate positive characteristics of self-confidence portrayed in the movie. The counselor then introduced a new animated video illustrating a student from a humble background who pretended to be wealthy but eventually faced the consequences of his deception. This video demonstrated the importance of embracing one's true self and developing confidence from within. Similar to previous sessions, students received a goal therapy assignment.

The fourth meeting involved a final evaluation of students' reflections on the previous session's goal therapy. The counselor assessed students' ability to apply lessons from the videos and identified visible behavioral changes. Many students showed signs of increased confidence, as demonstrated by their willingness to ask questions and share their opinions. The session concluded with motivational encouragement from the counselor, emphasizing the importance of self-confidence in achieving personal and academic success.

In the last session, students completed a posttest to measure changes in self-confidence levels before and after the intervention. The posttest results revealed a positive transformation,

confirming the effectiveness of the modeling technique in improving students' self-confidence.

This study highlights the crucial role of counseling interventions in addressing self-confidence issues among adolescents. The structured approach of modeling techniques, combined with reflective goal therapy and audiovisual aids, provides an engaging and effective means of fostering self-belief. By focusing on gradual self-discovery and guided reflections, students can break free from self-imposed limitations and build a solid foundation of confidence.

Another significant observation from the intervention process was the students' gradual shift in their perspectives on self-worth. Initially, many students exhibited reluctance in expressing themselves, influenced by past experiences of criticism or neglect. However, through consistent guidance, positive reinforcement, and exposure to relatable narratives, students began demonstrating self-assurance in their interactions and academic performance.

The findings of this study align with previous research suggesting that self-confidence is not an innate trait but a skill that can be nurtured through systematic interventions. Counseling programs designed to reinforce positive self-perceptions and challenge negative thought patterns contribute significantly to students' overall psychological well-being.

Moreover, this study highlights the importance of integrating multimedia resources such as films and animations in counseling sessions. These tools provide relatable contexts that resonate with students, making the learning process more engaging and impactful. Visual storytelling serves as a powerful medium to challenge existing beliefs and encourage new perspectives.

From an educational standpoint, the application of modeling techniques in counseling can be extended beyond self-confidence issues. This method can be adapted to address various psychological challenges faced by students, including anxiety, stress management, and social adaptation difficulties. Schools and educational institutions should consider incorporating structured counseling programs that utilize similar techniques to support students' holistic development.

While the study demonstrated the effectiveness of individual counseling and modeling techniques, it also underscores the necessity of continued support beyond the intervention period. Regular follow-up sessions, peer support groups, and mentorship programs can help sustain the progress achieved through counseling.

Future research should explore the long-term impact of modeling techniques on students' confidence levels over extended periods. Longitudinal studies would provide deeper insights into the sustainability of these interventions and identify additional strategies for maximizing their effectiveness.

Furthermore, comparative studies examining different counseling approaches could offer valuable insights into the most effective methodologies for enhancing self-confidence in adolescents. By evaluating diverse techniques, educators and counselors can refine their practices to better cater to students' individual needs.

In conclusion, this study reaffirms that individual counseling services utilizing modeling techniques are an effective tool in improving student self-confidence. The structured and engaging approach, which includes self-reflection, multimedia resources, and guided interventions, fosters meaningful personal growth. Educational institutions should consider implementing similar programs to empower students, helping them navigate adolescence with confidence and resilience.

## **CONCLUSIONS AND SUGGESTIONS**

When individual counseling services with modeling techniques are provided to students the goal is to counter negative behaviors such as inability to follow instructions, worrying about people, lack of desire to participate in school activities, and lack of discipline,



responsibility, initiative, and creativity in learning-with new behaviors that are more positive and more confident in one's own abilities.

From the results and discussion that has been available, the author can draw conclusions, namely before the provision of services there were 5 (five) students who had low self-confidence, after being given individual counseling services modeling techniques, from the results that have been presented it can be seen that there has been a significant increase where the 5 (five) students are already in the high category. Individual service modeling techniques are declared to have an effect because from the results of the *Willcoxon signed rank test* data, with *the asymp.sig (2-tailed)* result is smaller than 0.05 which indicates that the alternative hypothesis ( $H_a$ ) can be accepted.

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