

The Role Of BK Teachers In Increasing Students' Self-Confidence Through Group Counseling At MAN 1 Medan

¹Risdani Putri Nasution, ²Purbatua Manurung, ³Afrahul Fadhila Daulay

^{1,2,3} Universitas Islam Negeri Sumatera Utara

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Email :

risdaniputri2910@gmail.com,
purbatuamanurung@uinsu.ac.id,
afrahulfadhila@uinsu.ac.id

ABSTRACT

This type of research uses descriptive qualitative research. This research uses a descriptive qualitative approach, because the researcher wants to describe the actual role of guidance and counseling teachers in increasing students' self-confidence through group guidance. This approach was also chosen because it allows researchers to collect data and adapt it to the context. The data sources used to obtain research data are divided into two, namely primary data sources and secondary data sources. Then the data collection techniques used are observation, interviews and documentation. In this research, the problem formulation is the level of student self-confidence, what factors cause distrust, how group guidance is implemented, funds and the role of guidance and counseling teachers in increasing student self-confidence through group guidance. Group guidance services are very important to be implemented in schools because they suit the various needs of students. Among them is that through group guidance students can increase their self-confidence. Because the aim of group tutoring services is for students to have the courage to express their opinions in public which then leads students to achieve learning success according to what they want.

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INTRODUCTION

Guidance and counseling teachers are professional staff who receive special education regarding guidance and counseling. With the presence of guidance and counseling teachers, it is hoped that students will be able to develop their potential more optimally and be able to carry out the developmental tasks that they must complete. Guidance and counseling teachers also help students find solutions to problems they encounter at school.

In the school environment, a guidance and counseling teacher has a large role in instilling existing norms in the school so that students avoid problems. Instilling the values of these norms can be carried out by guidance and counseling teachers through classroom learning, where in this learning the guidance and counseling teacher gives advice and motivates students to be better than before. This aims to form behavior or character that can be used as a guide for students in facing negative influences from the external environment. So the learning carried out by guidance and counseling teachers greatly influences changes in student behavior.

One of the roles of guidance and counseling teachers which is an important component that must be developed in a student is the need to increase self-confidence. Where we need to first understand that self-confidence is a person's belief in all aspects of a person's strengths and this belief makes him feel capable of achieving his goals in life (Hakim, 2004: 6). In short, self-confidence is believing in one's own ability to do something.

In order to increase a student's self-confidence, motivation is needed from the guidance and counseling teacher, and this motivation can be in the form of advice given by the teacher, building the student's mindset to think positively, focus on what they want to achieve and stop comparing themselves with others. . Because everyone definitely has different goals and mindsets, so the

The Role Of BK Teachers In Increasing Students' Self-Confidence Through Group Counseling At MAN 1 Medan. Risdani Putri Nasution, et.al

methods used to achieve something will also be different. One form of motivation given by teachers to students is by changing students' mindsets to be better than before. According to psychologist Carol Dweck, a mindset is a set of beliefs that form or build self-confidence,

From the results of initial observations carried out, researchers have conducted interviews with guidance and counseling teachers. The results obtained by the researchers found that there were still students who had low self-confidence. This can be seen from the symptoms that appear, including not having the courage to express an opinion, not having the courage to ask questions when you don't understand the lesson, being hesitant when speaking in front of the class and being silent when appointed by the teacher to be at the front of the class, tending to be silent, not being confident in one's decisions, students tend to close themselves off, students do not believe that they are capable of solving their own problems.

In accordance with the problems that occur, the role of guidance and counseling teachers is very important in building the quality of their students related to self-confidence. In guidance and counseling there are several services that must be provided to students, one of the services that can be provided to students is group guidance services. Because group guidance services can foster confidence in expressing their opinions so that students are trained in speaking. The role of guidance and counseling teachers using group guidance is very useful for students because it provides an opportunity to express feelings, conflicts, and realize that they are happy to share their attention with their counselor.

METHOD

The research method used is a descriptive qualitative method or a phenomenological approach. Sugiyono (2016:9) said that what is meant by a qualitative research method is a research method that is based on the philosophy of postpositivism, used to research the condition of natural objects.

According to (Arikunto, 2006:87). In general, qualitative research is research that is descriptive in nature and tends to use the subject, process and meaning of the research using basic theories as an umbrella or support to match the facts in the field. Apart from that, the theoretical basis is used as a general description of the research background and supporting material for research discussions. Qualitative research requires researchers to build a complex and holistic (comprehensive) picture, analyzing words, opinions, information obtained from informants (subjects) in a natural setting and presenting it in a report. The report is the result of research which is described as is from data that has been tested for validity and meets credible criteria. (Feny Rita, et al,

Research subjects are data received by researchers, both data received by researchers directly and data obtained by researchers from existing sources. The subjects of this research are those who know, understand, they are resource persons and students who take part in guidance and counseling activities at school as well as being informants who provide information about how group guidance services are implemented. The sources concerned are:

1. Teachersupervisor as implementer of group guidance services at MAN 1 Medan.
2. Class XI MIPA 10 students who take part in the implementation of group guidance services, especially in developing students' self-confidence.

The author can conclude that the data sources used to obtain data in this research are divided into two types, namely, that is :

1. Primary data source, namely the main data source received directly from the guidance and counseling teacher at MAN 1Medan.

2. Secondary sources, namely supporting or complementary data sources. Data obtained from the Principal, education staff, MAN 1 Medan students as well as obtained from documents, data and reference books relating to research obtained from the library or obtained from Administration.

To collect the necessary data, researchers use techniques: Observation,

Observation is observation by systematically recording the symptoms studied (Usman and Purnomo, 2004). The observations carried out by researchers here are participant observations, namely where those carrying out the research go directly into the field with the research objects (respondents) who will be studied. An interview is a question and answer activity carried out by two people to exchange information, so that it can be constructed in a meaning that refers to a particular topic. According to (Zuriah 2009) an interview is a tool for gathering information by asking a number of questions to be asked and answered orally or in writing. . Documentation: Documentation data collection techniques are looking for data about things or variables in the form of notes.

Data analysis techniques using qualitative methods. Qualitative data is data in the form of sentences, schemes and images. The data analysis method is a method for analyzing data that has been collected from the field. After the data is collected, the next step is to analyze it to produce appropriate conclusions that are appropriate to the existing problem. The type of this research is qualitative research, processing data through three stages, namely: Data Reduction and Categorization, Data Display, Drawing Conclusions.

RESULTS AND DISCUSSION

Self-confidence is a very important aspect of personality in human life. Self-confidence is a person's mental or psychological condition that gives them strong confidence to act or carry out an action. Confident people believe in their own abilities and have realistic expectations, even when their hopes do not come true, they still think positively and can accept it. Self-confidence, which is very necessary and beneficial for students, is a necessity for every individual. If students have self-confidence, then these students are ready to face the dynamics of life which is full of challenges.

An attitude of being confident in one's own abilities, not covering up one's weaknesses can lead students to maximize themselves. So that students who have high self-confidence according to their abilities will be able to respect themselves and others, be able to make plans for the future, and be responsible for what they do. However, not all students have high self-confidence and even tend to lack self-confidence. Individual attitudes that show a lack of self-confidence include always being filled with doubt, easily anxious, unsure, tending to avoid, not having initiative, easily discouraged, not having the courage to appear in front of many people.person.

1. Student Confidence Level at MAN 1 MEDAN

With good self-confidence, a person can actualize the potential that exists within him. Because basically every human being is born with unique potential and they are more interested in themselves, it's just that as humans sometimes in living this life they often don't think that they are born with a personality and potential that is greater than what they think.

In an interview with Mr. Drs. Husin Amir Pangaribuan, M.Pd. Kons as BK Coordinator on Tuesday 18 July 2023, at the front of the BK MAN 1 Medan room at 09.00 WIB, the students' level of confidence was as follows:

"The level of student self-confidence at MAN 1 Medan is quite high, although there are still some students who are not confident. This can be seen from the students who are still doubtful, embarrassed and afraid to express their opinions during the learning process. Then there are still students who are afraid even nervous during the kultum (seven minute lecture/speech) before studying begins. Furthermore, to develop

The Role Of BK Teachers In Increasing Students' Self-Confidence Through Group Counseling At MAN 1 Medan. Risdani Putri Nasution, et.al

students' self-confidence, several methods are carried out, one of which is through learning such as presentations in front of the class in front of their friends like students and there are also rebuttal sessions. refute. From learning activities like this, students can practice speaking and train their insight, in matters like this, students at MAN 1 Medan have a lot of self-confidence."

2. Factors that cause students' lack of self-confidence at MAN 1 Medan

Based on interviews conducted by researchers with sources Mr. Drs. Husin Amir Pangaribuan, M.Pd. Kons as BK Coordinator On Tuesday 18 July 2023, at the front of the BK MAN 1 Medan room, is of the opinion that:

"In my opinion, the factors that cause self-confidence in students that I have worked with are that one of them was that he entered this school not because of his wishes but his parents' wishes. So he felt insecure about going to this school because he was afraid of his friends from other people. people who are rich so they don't want to be friends with him, that's one of the factors, it could also be said to be economic factors."

Then the researcher also conducted interviews with the sources which will be held on Saturday 22 July 2023 namely Mrs. Khairunnisa Mahdea Lubis S.Pd.I as the BK teacher, is located in the BK room. He is of the opinion regarding the factors that cause lack of self-confidence in students, namely:

"What I have encountered is the factor that causes lack of self-confidence in students, namely being physically bullied. When they are physically bullied, they feel depressed, then the second is environmental factors. Like they can't defend themselves when they are teased by their friends. Defending means they are immediately afraid, looked down and didn't want to look at the person who had mocked him. He should have been able to fight against being bullied by not being afraid and not wanting to talk.

Based on the results of interviews with researchers and informants, namely the guidance and counseling coordinator and guidance and counseling teachers at MAN 1 Medan, it can be concluded that the factors that cause students' lack of self-confidence are environmental factors. Both environmental factors at school and at home. And also the pressure that students receive so that there is no sense of confidence. themselves. Pressure such as the wishes of parents who want their children to study at MAN 1 Medan, even though this is what makes the child feel pressured. Then bullying is carried out by friends so that the student has no self-confidence.

3. Implementation of Group Tutoring Services at MAN 1 Medan

It is important that group guidance services are implemented in schools according to various student needs, such as developing students' level of self-confidence. based on an interview with Mrs. Khairunnisa Mahdea Lubis S.Pd.I as a BK teachersource person which will be held on Saturday 22 July 2023 in the BK room regarding group guidance services provided to students can be stated as follows:

a. Why is it necessary to provide group guidance services to students at MAN 1 Medan

"It is very important to provide group guidance services to students according to the students' own needs. Because implementing group guidance services can help students overcome student problems, we usually call students who have problems because they are late in attending and students who are often absent. By conducting this group guidance, students can exchange ideas with one another, as well as train students to be more courageous in expressing their opinions."

Based on the explanation above put forward by the guidance and counseling teacher, we can see that through group guidance services students can be more courageous in expressing their

opinions and by carrying out group guidance they can broaden students' knowledge horizons so that students can be more confident. Based on an interview with Mrs. Khairunnisa Mahdea Lubis, S.Pd.I as a guidance and counseling teacher at MAN 1 Medan on July 22 2023, in the guidance and counseling room regarding the purpose of implementing group guidance services for students at MAN 1 Medan:

b. What is the purpose of implementing group guidance for students at MAN 1 Medan?

"The aim of implementing group guidance services for students is to help students solve their problems, where in this group guidance service you can see the child's social abilities, the way the child communicates, the child's attitude, the child's thoughts and the child's expressions in expressing the problems that exist within him" .

Based on the explanation above, it can be seen that the purpose of group guidance services is to provide assistance to students in solving problems that befall them, where in carrying out group guidance services there are five stages of implementation, namely the formation, transition, activity, conclusion and closing stages. Implementing group guidance services means that we can help students understand themselves, so that negative behavior can be avoided from them. Therefore, with group guidance services, the problems faced by students can be eliminated.

c. According to Mrs. when will this group guidance service be implemented at MAN 1 Medan

"This group guidance service is carried out according to the students' conditions. In fact, this group tutoring service can be carried out every day, because there are some students who violate the rules, for example coming late to school, not attending class (skipping), and other problems. So, there is no specific time specified, because it can be done at any time."

Based on the results of interviews conducted by researchers with informants, it can be concluded that the implementation of group guidance services at MAN 1 Medan can be seen from the analysis of students' needs, namely when this guidance needs to be implemented.

d. Can the role of group guidance services increase student self-confidence at MAN 1 Medan?

"Group guidance services play a very important role in growing students' self-confidence. This group guidance service provides great benefits for individuals who take part in it, initially students feel inferior because they are often late and are called by the guidance counselor. By following this group guidance students are more confident because various solutions are found and students are enthusiastic about changing things. negative things into positive things."

From the explanation above, we can see that group guidance services can grow students' self-confidence. Group tutoring services also help students develop communication skills, receive and express opinions. Therefore, group guidance services can grow students' self-confidence.

4. The Role of Guidance Teachers in Increasing Students' Self-Confidence Through Group Tutoring Services at MAN 1 Medan

From research conducted by informants, it was found that increasing students' self-confidence includes eliminating the feeling of shame in giving opinions, not having the courage to express opinions, and always being silent when asked a question because they are afraid of making mistakes in conveying it, and feeling that what they do is always wrong in the eyes of their friends. and others. From this, the role of guidance and counseling teachers in developing self-confidence has been implemented as seen based on interviews with Dr.

So that it can train students' ability to communicate and be more confident in front of many people. And give students the freedom to choose activities without having to be forced. Because in my opinion that is one of the roles of guidance and counseling teachers who can develop students' self-confidence at MAN 1 Medan."

Based on the explanation above, it can be seen that the role of the guidance and counseling teacher has been implemented, but is not yet perfect in the implementation of guidance, especially in the implementation of group guidance services due to several reasons, namely time and place that have not been allocated.

Not much different from the interview above, one of the class students representing his friends, namely Ananda Azriyan Mulia Asnawia, argued that the interview which was conducted on Monday 24 July 2023 at 10.00 WIB took place at the MAN 1 Medan school mosque:

"There is a role for the guidance and counseling teacher at this school, such as when a problem occurs, you have to go to the guidance and counseling teacher to resolve the problem. And the implementation of group guidance services in this school and carried out by the guidance and counseling teachers themselves is rare, especially regarding self-confidence, I have never participated in these activities, but I have seen guidance and counseling teachers giving guidance to several students and forming groups, usually students who are late and like I miss school, my place is in the school pavilion."

Then, not much different from the interview above which was conducted on Tuesday 25 July 2023 at 10.00 WIB, there was also one student, namely Ananda Aliyah Azra Amadea, who argued that:

"There is a role for the guidance and counseling teacher at MAN 1 Medan, Sis, such as when there are students who have problems they will definitely go to the guidance and counseling teacher, then they will be processed by the guidance and counseling teacher according to the problems they have created, Sis. Then, Sis, if I want to take part in the group guidance service, I have never "Incidentally, the topic taken in the group guidance service activity was about increasing students' self-confidence. It's true that after participating in this activity, I personally felt that my self-confidence had increased. I was able to give my opinion in this activity."

Based on personal interviews with informants, it can be concluded that the role of guidance and counseling teachers in schools is functioning well and playing an active role in overcoming students' problems, but the implementation of group guidance services related to self-confidence is rarely carried out due to limited time and space.

Self-confidence is a person's courage in displaying their opinions, talents and potential, and with this courage, it turns out that a student does not easily have it because there are factors that make some students have self-doubt, as has been discussed, the factors that cause The occurrence of self-distrust is caused by family environmental factors and also school environmental factors. With family pressure which can interfere with a person's personality development, this can continuously trigger students' self-distrust, resulting in the things mentioned above occurring.

Furthermore, in the problems described above, a guidance and counseling teacher can provide one of the services in guidance and counseling, namely group guidance services. This service is intended for students to collectively obtain information that they do not yet know. Through group guidance services, students can also be more courageous in expressing their opinions and broaden their knowledge. The ability to communicate, socialize and behave can be developed so that students can think, feel and act responsibly regarding the material discussed in the group guidance. With this group guidance service, students are directed to avoid self-doubt, and this group guidance service is also carried out with the cooperation of all parties.

Through group guidance services, things that disturb students' feelings can be expressed in various ways. Blocked and frozen thoughts can be thawed through various input and responses in

a more positive direction, and perceptions and insights that have become distorted can be straightened out and expanded through awareness and explanation. The role of guidance and counseling teachers in overcoming student problems, especially through group guidance at MAN 1 Medan, will help students solve various problems experienced by students and this will ultimately create students who have high self-confidence.

If you look at the results of interviews with BK teachers, the level of self-confidence of students at MAN 1 Medan is quite high. Why do they say that, because MAN 1 Medan students are able to socialize with friends and teachers. They are brave in expressing their opinions, able to speak in front of many people.

CONCLUSION

The level of student self-confidence at MAN 1 Medan is quite high. This can be seen from how the students are easy to get along with and communicate with both friends and teachers. Then when learning to teach they are able to follow well and actively. Namely by presenting in front of the class and then being able to refute in a positive way in accordance with context of ongoing learning. However, there are also some one or two people in the class who lack self-confidence during the teaching and learning process, because they feel embarrassed and afraid when expressing opinions. One of the factors that causes students' lack of self-confidence at MAN 1 Medan is family environmental factors, more precisely economic factors. Namely the parents' desire for their children to go to school at MAN 1 Medan, but their children don't want to because they are afraid because there are few students at MAN 1 Medan. quite capable in the economy. So it makes students feel pressured and not confident about making friends, so they prefer to be alone and silent. This is what creates students' lack of self-confidence at school. Then it is due to school environmental factors, namely bullying from their friends. This makes them not brave and confident. The implementation of group guidance services at MAN 1 Medan is already underway but can be said to be perfect due to time and space limitations. The implementation of group guidance services is carried out if there are students who are late coming to school, and students who are absent. The implementation of group guidance services at MAN 1 Medan is seen from the analysis of students' needs, namely when this guidance needs to be implemented. The role of guidance counselors in increasing students' self-confidence through group guidance services has been implemented well, but the implementation of guidance, especially in the implementation of group guidance services, has not been implemented perfectly for several reasons, namely time and place that have not been allocated. Then the role of guidance counselors in increasing students' self-confidence can almost be said to be successful, judging from the students' responses regarding the group guidance services provided by the guidance and counseling teachers.

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The Role Of BK Teachers In Increasing Students' Self-Confidence Through Group Counseling At MAN 1 Medan. Risdani Putri Nasution, et.al

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