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GUIDANCE AND COUNSELING SERVICES STRATEGY IN INCREASING STUDENT CONFIDENCE

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Abstract

This research aims to elaborate on the theoretical basis and strategies for guidance and counseling services to increase self-confidence. The research method used is the library research method which is carried out using literature in the form of books, notes or other literature as the main object. The results of this research are the elaboration of the theoretical basis and strategies for guidance and counseling services to increase overall self-confidence including: 1) understanding self-confidence, 2) characteristics of self-confidence, 3) factors that influence self-confidence, 4) components of guidance and counseling services, 5) strategies for guidance and counseling services to increase self-confidence.

Keywords: Guidance and Counseling Service Strategy, Self-confidence

INTRODUCTION

In life for students, self-confidence is the capital to achieve success in any matter. Self-confidence can be interpreted as inner courage so that a person is able to do something that he considers right. Someone who can and wants to do something definitely has a good sense of self-confidence. In line with what Nurla (2011:60) emphasized, "self-confidence is an extraordinary force like a reactor that generates all available energy to achieve success" (Rian, 2019).

Self-confidence is an aspect of personality that plays a major role in a person's success in carrying out tasks in an individual's life. With self-confidence, a person will be

able to face all obstacles to produce something that can achieve their goals in life. Someone who has high self-confidence will always be confident in their abilities and strengths, always think realistically and positively, can control themselves, dare to accept and face rejection, and not easily give up on fate or circumstances.

Self-confidence also plays a role in achieving learning goals. Students who have high self-confidence will always be oriented towards learning. Students' confidence in their abilities will help students overcome learning problems. Confidence in their abilities makes students always think positively and realistically, so that in achieving learning goals students do not give up easily when facing difficulties, can control themselves, can accept things that happen in their learning process, and will always try to achieve their goals. learn at your own pace without dependence on the help of others. In fact, not all students have self-confidence, quite a few students lack confidence in their abilities. Students' lack of confidence in their own abilities causes students to be easily influenced and unable to develop their potential. Because they are easily influenced, students do not have the determination to develop their potential, so their learning is less than optimal (Chairunisya et al., 2022).

Students' self-confidence can be seen when presenting in front of the class where students still lack confidence when delivering presentations and interacting with presentation participants. Students also tend to show an embarrassed attitude when they want to ask a question to the subject teacher if they feel that the explanation given by the teacher is not clear. Apart from that, it can be said that students are still not confident in their appearance and abilities. People who have low self-confidence or lose self-confidence have negative feelings about themselves, have weak confidence in their abilities and have inaccurate knowledge of their capacities. When people have low trust or have lost trust, they tend to feel/act that they don't have something (desires, goals, targets) to fight for seriously, don't have decisions that are decisive (floating), often fail to complete tasks or responsibility (not optimal), unable to demonstrate convincing speaking and listening skills.

One of the studies conducted by Rian (Rian, 2019) shows that the researcher obtained data, namely in class It is true that there are some students who have a low level of self-confidence, which is proven when students are asked to carry out the task of presenting a topic, students are still unable to do it optimally, apart from that, students still look confused and embarrassed to speak in front of their classmates and The students

themselves experience fear and do not want to try, this is the impact that proves that the students' self-confidence is still lacking or relatively low. Apart from that, it was also supported by the results of the questionnaire which showed that 7 students had the lowest questionnaire results and were included in the category of students who had problems lacking self-confidence.

In line with the results of field observations carried out at VIP PESAWAT Wates Middle School on July 20 2020, it was found that students' different levels of self-confidence were different. Based on the results of observations, there is a tendency for class VII students to have low self-confidence. This can be seen from the symptoms that appear, including not daring to express opinions, not daring 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 subject teacher to come forward in front of the class, tending to be silent, not confident about their decisions, students tend to close themselves off, students do not believe that they are capable of making decisions (Astuti, 2021).

The research above shows that some counselors in schools have not been effective in providing guidance and counseling services in schools. Utami (in Hermawan et al., 2019) stated that the reasons why counselors are not good at providing counseling guidance services include the counselor's inability to plan services, the counselor's lack of interest in learning to provide counseling guidance services, and the lack of training given to counselors to carry out guidance and counseling services. good counseling.

In Permendikbud 111 of 2014 concerning guidance and counseling in primary and secondary education, counselors must provide guidance and counseling services well, in order to help students' successful development in school. The implementation of guidance and counseling services in Indonesia currently uses a comprehensive guidance and counseling pattern. The components of a comprehensive guidance and counseling program are basic services, individual planning, responsive services, and system support (in Hermawan et al., 2019).

Apart from that, counselors should master the theory and implementation of guidance and counseling services well in line with the demands of Minister of National Education Regulation No. 27 of 2008 in providing guidance and counseling services, evaluating results, processes and guidance and counseling programs. This is one of the things that prompted a literature study to find a strategy for guidance and counseling services in an effort to increase students' self-confidence. The author wants to provide

guidelines and an overview of service strategies in guidance and counseling as an effort to increase self-confidence, because guidance and counseling is a service that can be a forum for students to increase self-confidence. Guidance and counseling services that have a continuous and systematic nature are an alternative for increasing student self-confidence, because students have quite a lot of time to spend at school so that counselors can provide guidance and counseling services to solve student problems and increase student self-confidence.

RESEARCH METHODS

This journal uses a qualitative approach with library research methods which are carried out using literature in the form of books, notes or other literature as the main object.

RESULTS AND DISCUSSION

1. Understanding Self-Confidence

Self-confidence is the belief in oneself that one has one's abilities and weaknesses, and with these abilities one feels optimistic and confident that he will be able to face problems well. With self-confidence, a person can think and act anticipatorily, what does that mean, what one thinks tends to look towards the future, anticipatory thinking will take into account one's own strengths and weaknesses, so that a confident person will feel ready to accept failure. However, with self-confidence he will rise again to improve himself so that he can achieve success in life (Walimsyah, 2020).

Self-confidence is a personal quality that students must have because it can be cultivated through daily study and learning, as well as by encouraging the courage to socialize both inside and outside the classroom and in the school environment. Students should have a healthy dose of self-confidence going to school as it is very important for their success. Psychiatric symptoms such as palpitations and body tremors, as well as internalized fear, the belief that one is not worthy of competing, low self-esteem, fear of failure, and the habit of finishing last are contributors to lack of self-confidence (Lubis et al., 2021, 2022) (in Afifah & Nasution, 2023).

Therefore, having self-confidence allows one to face challenges head-on, as it fosters the knowledge that it is more important to learn and improve from one's experiences, whether they end in success or failure. The motivation to take action and achieve one's goals is the source of the confidence a person has in themselves. In the same way that self-confidence is essential to engaging in public life, it is also essential to integrating into the culture of whatever group one chooses to join. When you believe in yourself, you perform better. Confidence in oneself is a mental state caused by the need to make oneself known. A person's sense of self-worth can develop as a byproduct of social affirmation.

2. Characteristics of Confidence

Characteristics of Confidence According to Thursan Hakim (2005: 5) (in Karina et al., 2023) the characteristics of a confident person include:

- 1) Always be calm when doing everything.
- 2) Have adequate potential and abilities.
- 3) Able to neutralize tension that arises in various situations.
- 4) Able to adapt and communicate in various situations.
- 5) Have sufficient mental and physical conditions to support your appearance.
- 6) Have sufficient intelligence.
- 7) Have a sufficient level of formal education.
- 8) Have expertise or other skills that support their life, for example foreign language skills.
- 9) Have social skills.
- 10) Have a good educational background.
- 11) Having life experiences that forge them mentally to be strong and resilient in facing various life trials.
- 12) Always react positively in facing various problems, for example remaining strong, patient and steadfast in facing life's problems.

3. Factors that influence self-confidence

Factors that influence students' self-confidence. Thursan Hakim (2005; 12) (in Karina et al., 2023) suggests several factors that influence a person's self-confidence, namely:

- 1) Physical Form. A good and proportional body shape will certainly make someone feel more confident because they look good to other people.
- 2) Face shape. Each person's attractiveness depends on many things, one of which is the face. A beautiful or good looking face makes a person's self-confidence much higher.
- 3) Economic Status. Middle or weak economic status can affect a person's self-confidence.
- 4) Education and abilities. The opinion of Shaykh Akram Mishbah Ustman (2006: 23) "good education will give someone self-confidence".
- 5) Self-adjustment. A person's ability to be less sociable or inflexible in socializing affects a person's self-confidence.
- 6) The habit of being nervous and stuttering. The habit of being nervous and stuttering that is cultivated since childhood will make a person less confident.
- 7) Family. Children who feel less abandoned and excluded from the family will feel less self-confident.

4. Guidance and Counseling Service Components

According to Bakar & Luddin (in Hermawan et al., 2019) it is explained that guidance and counseling contains four comprehensive service components, namely as follows:

- a) Basic services Basic services are guidance and counseling services which aim to help all students develop effective behavior and improve their life skills and

as a process of providing assistance to all students through classical or group structured experience preparation activities presented systematically in developing long-term behavior in accordance with stages and developmental tasks required in developing the ability to choose and make decisions and live one's life.

- b) Individual planning services Individual planning is helping students learn to monitor and understand their own development, plan and be able to formulate and carry out activities related to future planning based on an understanding of their strengths and weaknesses, as well as an understanding of the opportunities and opportunities available in their environment.
- c) Responsive services Responsive services are the provision of assistance to counselees who face needs and problems that require immediate assistance, because if they are not immediately assisted, it will cause disruption in the process of achieving developmental tasks. Individual counseling, crisis counseling, consultation with parents, teachers and handover to other experts are assistance that can be provided by responsive services.
- d) System support System support is a component of management services and activities, work procedures, infrastructure (for example information and communication technology) and ongoing professional development of counselors which indirectly provide assistance to counselees or facilitate the smooth development of counselees.

In the literature study process, several guidance and counseling service strategies were found to increase self-confidence.

1. Basic Services. Basic services are the provision of assistance through classically or group structured experiential preparation activities that are designed and implemented systematically in order to develop effective self-adjustment abilities in accordance with developmental stages and tasks. The basic service strategy provided is to provide classical guidance with material on "how to increase self-confidence" in this service, using brainstorming and discussion techniques. Discussion techniques are considered superior to the lecture method which makes participants feel bored.
2. Individual Planning Services. In individual planning services, guidance teachers provide strategies by designing various activities and formulating systematic activities related to understanding their strengths and weaknesses, opportunities and opportunities that exist in the environment, so that this can increase students' self-confidence and help them to move forward. a better future.
3. Responsive Service. Responsive service is a process of assistance to deal with problems and need immediate help, so that students do not experience obstacles in achieving developmental tasks. The responsive service strategy is consultation between the guidance and counseling teacher with the class teacher and subject teachers which aims to monitor and have information regarding student development in the classroom, learning achievement, attendance, and knowing

students' personal problems, so that the guidance and counseling teacher can more easily and quickly knowing the causes of students' low self-confidence and being able to increase students' self-confidence well.

4. System Support. System support is a process of assistance or facilities or indirect support for the smooth, effective and efficient implementation of guidance and counseling services. The strategy used in system support is to create collaboration with other parties (school principals, teachers and parents) to produce resources that have the power to increase student self-confidence. Collaborate with teachers in the school environment by creating policies to create an atmosphere that encourages students to further increase their self-confidence.

Based on these findings, researchers assume that guidance and counseling teachers have not implemented guidance and counseling service strategies optimally. Apart from that, the factor that causes this guidance and counseling service strategy to not work well is because the description and source of knowledge and guidance and counseling teachers are low.

CONCLUSION

Looking at theories and research results regarding lack of knowledge, the absence of training for guidance and counseling teachers regarding the implementation of guidance and counseling services, and the high workload of guidance and counseling teachers in schools, are the strongest reasons for a guidance and counseling teacher not implementing guidance and counseling service strategies well.

Based on the results of research and literature studies regarding guidance and counseling service strategies to increase students' self-esteem, the following conclusions were obtained: Implementation of guidance and counseling service strategies through four phases, namely; 1) Basic services, the strategy provided by basic services is to provide classical guidance in the classroom in the form of presenting material on "how to increase self-confidence". 2) Individual planning services, the strategy provided by individual planning services is by designing various activities and formulating systematic activities related to understanding the advantages and disadvantages, opportunities and opportunities that exist in the environment, so that this can increase students' self-confidence. 3) Responsive service, the strategy provided by responsive service is to consult with the homeroom teacher and subject teachers to monitor and have information regarding student development in the classroom, so as to know students' personal problems. 4) System support, the strategy provided by system support is to create collaboration with other parties (school principals, homeroom teachers, subject teachers and parents) to produce support resources that have the power to increase student self-confidence.

Based on the discussion presented by the researcher above, it is hoped that the guidance and counseling service strategy can become a guide and illustration for guidance and counseling teachers to increase students' self-confidence, and it is hoped that this strategy can be developed again according to the needs of students at school with the

support of existing theories and references. in accordance with increasing student self-confidence.

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