



## BRIGHT VISION

E-ISSN: 2798-8872 P-ISSN: 2797-1716

Email: [brightvisionjournal@uinsu.ac.id](mailto:brightvisionjournal@uinsu.ac.id)

<http://jurnaltarbiyah.uinsu.ac.id/index.php/brightvision>

### IMPLEMENTATION OF INDIVIDUAL COUNSELING SERVICES TO BUILD STUDENTS' CONFIDENCE CLASS XI AT MAN 3 LANGKAT

**Mukhliza Rahmah\***

Universitas Islam Negeri Sumatera Utara Medan

Email: [mukhlizahrahmah14@icloud.com](mailto:mukhlizahrahmah14@icloud.com)

Corresponding Author's \* Mukhliza Rahmah

#### Abstract

This study aims to find out how the condition of student self-confidence, the implementation of individual counseling is given in building student self-confidence and how the planning is carried out by individual counseling teachers in building student self-confidence at MAN 3 Langkat. This study uses a type of qualitative research, with a case study design. The participants in this study were guidance and counseling teachers and 11 students. Data collection was carried out using observation, documentation and interview techniques. The data analysis technique uses data reduction, data presentation, and drawing conclusions. The results of this study revealed that the condition of the students' self-confidence at MAN 3 Langkat was quite good, but even so there were still some students who were not confident in their abilities, felt pessimistic that the goals they wanted would not be achieved, and lacked motivation. The implementation of individual counseling in schools in building students' self-confidence at school is considered successful, the counseling teacher uses several stages including, which allows students to be more flexible in conveying the feelings they want to convey. Obstacles faced in the implementation of individual counseling services include obstacles in terms of determining the schedule for the implementation of services, then in terms of places that make the implementation of services carried out quite well but are still less effective because there is no special place provided.

**Keywords:** Individual Counseling, Confidence

#### INTRODUCTION

One of the most important components in education is guidance and counseling. The existence of counseling guidance in schools is an awareness and commitment of experts and professionals in order to facilitate students in efforts to develop their potential and help in overcoming and preventing undesirable things. During this period, students need a lot of guidance and assistance in directing their life goals for a better future and to expand their insight and knowledge regarding themselves and their environment (Suhertina, 2014: 63).

One of the educational components that provides assistance activities to students is the field of counseling guidance. In order to improve the quality and qualities of students, counseling guidance activities are provided to individuals in general, and students at schools in particular. This is in accordance with the Law of the Republic of Indonesia Number 20 of 2003 article 1 explaining the purpose of national education, namely that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, intelligence, noble character, personality, self-control, and skills needed by oneself, the community, nation and state (Syarqawi, 2019: 114).

One of the bases of a person's attitudes and behavior is self-confidence, which is an attitude that can enable a person to develop according to his abilities and potential. A person who has a confident attitude can regulate himself, direct his feelings without the influence of others and can have skills in expressing feelings and behavior. However, not all individuals have good self-confidence.

However, in reality, the facts found in the field are that there are still students who have not developed in their social aspects, such as lack of self-confidence. This can be seen in students who have indicators of lack of self-confidence, characterized by attitudes and behavior that often feel afraid, not brave. When asked to come to the front of the class, they tend to be quiet and shy, don't socialize much with their friends and are unable to socialize and interact well with the environment around them.

The self-confidence that students have can increase their development, both by themselves and by the environment that will support their achievements. Self-confidence is a belief in all aspects of one's possessions and this belief makes one feel capable of achieving various goals in life. So people who have self-confidence have a sense of optimism about the advantages they have in achieving the goals they have set.

According to Thantaway in Pongky, self-confidence is a mental or psychological condition of a person who gives himself strong confidence to act or carry out an action. People who are not confident have a negative self-concept, lack confidence in their abilities, because people who lack self-confidence often close themselves to the wider outside world (Stiawan, 2014: 69). According to W.H. Miskell defines the meaning of self-confidence as belief in one's own abilities being adequate and being aware of the abilities one has and can be utilized appropriately (Sarastika, 2014). According to Mastuti, there are several traits or characteristics of individuals who have self-confidence.

Research conducted by Sriyono (2017:82) The research instruments used in this research were observation interviews and documentation. Interviews were conducted with the homeroom teacher, guidance and counseling teacher, and observations were made by observing the condition of the school environment and the existence of the school. Data analysis techniques are carried out by collecting data, grouping data, analyzing data and interpreting data which will be concluded as research results. This conclusion is that the role of guidance and counseling teachers is more effective in providing guidance and counseling services for class XA at SMK 28 Oktober Jakarta, which can be said to be quite effective.

Based on initial observations while the researcher was a PPL student at MAN 3 Langkat, the researcher found that some students felt less confident, this was indicated by many students being shy when asked to come to the front of the class and participate in several activities. Some students are reluctant to take part in competitions and there is a lack of competitive nature in the class because students lack confidence in their abilities.

Based on incidents that the author found in the field, and referring to existing theories in the field of counseling guidance services, namely individual counseling, according to the explanation above, it can be explained that individual counseling can increase students' understanding of self-confidence, and how to grow self-confidence, so that students' problems can be resolved and eradicated from lack of confidence in expressing their opinions and tending to be quiet and alone in class as well as being reluctant and often feeling inferior when invited to join their friends.

## **METHOD**

This research was carried out by researchers at MAN 3 Langkat, so the first step taken was to make a research proposal to the School Director and Principal. Next, the researcher made a schedule to have special time with the principal, teachers, parents and students in the form of individual interviews and focus group interviews/discussions. The research period starts from 12 September 2022, starting from planning (initial survey) until 22 April 2023. This qualitative research was carried out through several stages as follows: (1) pre-field stage, (2) field research implementation stage, (3) stage data analysis, (4) the stage of formulating findings and (5) the stage of producing research results reports.

## **RESULT AND DISCUSSION**

### **Implementation of Individual Counseling Services to Build Students' Self-Confidence**

The guidance and counseling process in schools is quite active, because researchers see reports from the guidance and counseling teachers themselves and researchers see that guidance and counseling teachers also carry out activities related to guidance and counseling. After that, the principal directed the researcher to meet the guidance and counseling teacher who would accompany the researcher and help the researcher in the research process. The results of the interview were the same as the results of observations made by researchers while at school. Guidance and Guidance Teachers tend to have difficulty carrying out services due to the lack of free schedules, this is also what researchers feel when they want to interview students, it is very difficult to find free time to be able to conduct interviews with students. Inadequate space was also felt to be a major obstacle when providing services, and in the end the guidance and counseling teacher carried out the service in the guidance and counseling room, the same as with the interviews that the researcher conducted with students, because there was no adequate place for the researcher to conduct the interview on the front terrace of the class.

Based on interviews conducted with several students, researchers saw that each of them had low self-confidence in different fields. There are those who feel insecure about the learning results they have obtained, then end up cheating on their friends so they don't get scolded by the teacher, then there are those who feel pessimistic that their dreams will not be achieved, because of the family's economic limitations, there are still those who feel insecure about their appearance. those who have it, feel that everyone is watching them when they walk or do something, then there are those who feel they don't believe in their abilities because they tend to often get blamed and feel that what they do is always wrong. That's why these students don't want or tend not to care about their surroundings. So it is necessary to build the self-confidence of MAN 3 Langkat students.

### **Discussion**

Based on the results of data that has been collected and carried out by researchers through observation and interviews. Then an analysis process was carried out between research information using field notes and documentation, then the researcher presented conclusions about individual counseling services in overcoming students' low self-confidence. The implementation of individual counseling services is carried out if

there are students' personal problems that may interfere with the student's effectiveness in learning or in socializing with those around him.

When the researcher asked a question about how the guidance and counseling services were at MAN 3 Langkat, it was submitted to the principal of MAN 3 Langkat. In this question, the researcher obtained information that the guidance and counseling service activity procedures in this school were very active because the guidance and counseling teachers always provided reports related to student problems at the school. Apart from that, BK teachers also always carry out activities related to guidance and counseling. Then when the researcher asked how the counseling services at MAN 3 Langkat were directly to the guidance and counseling teachers, the researcher received information that the implementation of counseling guidance services in the school was quite good but there were several obstacles in implementing individual counseling services because there were many students who needed the services. individual consumers but the educational staff concerned is very limited. So sometimes not all students can get counseling services.

When the researcher asked a question about how students' self-confidence at MAN 3 Langkat, the guidance and counseling teacher answered that the students at the school were quite good which could be estimated at 60% because there were many students who were always active in teaching and learning activities and actively contributed to the extracurricular activities in that school. However, it cannot be denied that there are 40% of students who do not feel confident which can be seen based on their inability to give an opinion, feel embarrassed when completing practice questions in front of the study room, do not do their homework independently and always copy from other assignments. to his colleagues, not being able to socialize well with his classmates and other things.

Then, based on the explanation from the guidance and counseling teacher who had analyzed the students' problems, the researchers obtained information that there were 40% of students who were not confident in their abilities. Then, to overcome this problem, usually the guidance and counseling teacher in MAN 3 Langkat will resolve problems regarding self-confidence using individual counseling services. It is hoped that with this service students will be able to channel their ideas more freely to the guidance and counseling teacher. When the researcher asked how the implementation of individual counseling had increased the self-confidence of insecure students at MAN 3 Langkat, the guidance and counseling teacher gave the answer that the implementation

of individual counseling in increasing students' self-confidence had gone well because this individual counseling service was a service that was very often used to provide assistance to students in solving their problems and a means to share students' discomfort at school.

Even though until now MAN 3 Langkat Medan has not provided special infrastructure and facilities to provide guidance and counseling services, guidance and counseling teachers always provide information services and carry out guidance and counseling activities individually and even in groups. When providing services to students, the guidance and counseling teacher will conduct an AUM. With the implementation of AUM, guidance and counseling teachers know students' problems and based on the analysis they have carried out, there are 6 students who have a low level of self-confidence at MAN 3 Langkat. So, the guidance and counseling teacher will advise the 6 students with the lowest level of self-confidence to carry out individual counseling. With this service, guidance and counseling teachers feel closer to students so they can help them learn to solve their problems easily.

At MAN 3 Langkat, the guidance counselor will carry out several stages to carry out individual counseling services, including that the guidance counselor will try to call or visit the student concerned, then the guidance counselor will begin to provide an explanation of what the student needs to do, for example discussing the purpose of holding the meeting. Teacher. It cannot be denied that in MAN 3 Langkat there are many students who think that the guidance and counseling teacher is scary and the people who are called to the counseling room are definitely people who have bad problems so the guidance and counseling teacher needs to discuss the aims and objectives of this meeting. Then the guidance and counseling teacher will listen and understand the story given by the student by thinking and feeling what the student is thinking and feeling so that the students in this meeting will feel comfortable and more open when explaining what they want to explain. Moreover, giving a positive reaction can make students more active in telling stories. Furthermore, when the information gathered is deemed sufficient regarding the reasons why the student does not have high self-confidence and feels insecure, then the guidance and counseling teacher will formulate the results of the discussions that have been held and provide encouragement and motivation to the students. Some of the reasons why students do not have high self-confidence and feel

insecure are because they feel they do not have an attractive physique, do not believe in their abilities, and lack encouragement from the people around them.

Please note that this service is not carried out once, but each child will receive individual counseling at least twice so that the guidance and counseling teacher can review the progress the child has made and any significant changes seen in the child after being provided with individual counseling services. So, based on the answers from the guidance and counseling teacher, the researcher can assess that the implementation of individual counseling at MAN 3 Langkat has gone well through the use of various stages, namely approaching students or what is usually known as attending, then carrying out structuralization, namely explaining the aim and purpose of the service, then try to listen, respond and understand (3M, then provide motivation and ask openly so that you can get in-depth information, then the guidance and counseling teacher tries to empathize and feel what the student has experienced further in order to understand the student's feelings, then The guidance and counseling teacher will summarize and formulate the results of the discussions that have taken place. In this case, the guidance and counseling teacher will provide as much assistance as possible to the students in order to increase their self-confidence. This can be proven through the implementation of individual counseling services provided to students at least twice. Then the guidance and counseling teacher also always provides supervision to students through supervision of fellow students who have low self-confidence or the homeroom teacher directly. When asked what obstacles the guidance counselor faced in implementing individual counseling guidance in the MAN 3 Langkat class, the guidance counselor gave the answer that in implementing individual counseling guidance at MAN 3 Langkat there were several obstacles experienced, namely an uncertain schedule and inadequate space. Regarding this schedule, in MAN 3 Langkat there are no special hours for implementing guidance and counseling services.

If there is an empty schedule or there is a learning teacher who cannot attend, these hours will be used for the guidance and counseling teacher to provide guidance and counseling services. Arranging a schedule for providing guidance and counseling services is very difficult because the students' learning schedules are too busy to be able to implement the services carried out by the guidance and counseling teachers. Furthermore, regarding the place, until now BK teachers usually carry out individual counseling in the BK room.

Indeed, this method is less efficient and effective because MAN 3 Langkat Medan does not yet have infrastructure and facilities that support and are suitable for carrying out individual counseling other than in the BK teacher's room. Schools do not have a special space to implement individual guidance and counseling services. Then other problems that occur are experienced by students. This is because students feel afraid if they are called to the guidance and counseling teacher's room. They are afraid that they will be given a summons to their parents, reprimanded or other things. So, guidance and counseling teachers find it difficult to implement services because they don't have a free schedule and don't have a suitable room

As with MAN 3 students with low levels of self-confidence, students who are not confident will tend to socialize less with their peers, and will also not be active in the learning process because they feel unable to express opinions or often feel that what they do is always wrong or feeling excessively embarrassed even though something may not have happened. This is where individual counseling is used to find out what causes students to be less confident, by knowing the cause the teacher will try to help, grow self-confidence, provide motivation, suggest activities that might be liked and make efforts in such a way as to help students overcome their lack of self-confidence himself.

## **CONCLUSION**

The results of this research show that the condition of student self-confidence at MAN 3 Langkat is quite good, however, there are still some students who are not confident in their abilities, feel pessimistic that their desired goals will not be achieved, and lack motivation. people around. The individual counseling planning that will be carried out is quite good. Plans have been prepared in the areas of personal guidance, social, study, career, family life, work life, religious life and community life. Implemented through ten services, namely orientation services, information services, placement and distribution services, content mastery services, individual counseling services, group guidance services, group counseling services, consultation services, mediation services and advocacy services. Implementation of individual counseling in schools to build self-confidence students at school are said to be successful, bk teachers use several stages including, which allows students to have more freedom in conveying the unique things they want to convey.



## REFERENCES

- Ali, Mohammad dan Mohammad Asrori. Psikologi Remaja Perkembangan Peserta Didik. Jakarta: Bumi Aksara. Cetakan Kedelapan. 2012
- Ardial. Paradigma Dan Model Penelitian Komunikasi. Jakarta: Bumi Aksara. 2014
- Al-Bukhari, Abu Abdullah Muhammad bin Ismail. Ensiklopedia Hadits Shahih Al- Bukhari 1, Ter. Masyhar dan Muhammad Suhadi, Jakarta : Almahia, Cet. I, 2011
- Baqi, Abdul, M . F. Kumpulan Hadist Shahih Bukhari Muslim. Solo : Insan Kail. 2010
- Dapartemen Agama RI. Al-Qur'an dan Terjemahannya. Bandung : CV JART. 2005
- Fitriana. Peranan Guru Bk dalam Membangun Kepercayaan Diri Siswa Melalui Bimbingan Kelompok di Man Lubuk Pakam. Medan: Skripsi Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan, Jurusan Bimbingan Konseling Islam. 2018
- Ghufron, M. Nur & Rini Risnawati S. Teori-Teori Psikologi. Jakarta: Ar-Ruzz Media. 2012
- Kriyantono, Rachman. Teknik Praktis Riset Komunikasi. Jakarta: Kencana Prenada Media Group. 2006
- Moleong, Lexi. Metodologi Penelitian Kualitatif. Bandung: Remaja Rosdakarya. 2016
- Putra, Nusa. Penelitian Kualitatif IPS. Bandung: Remaja Rosdakarya. 2013
- Prayitno. Layanan Konseling Perorangan. Padang. 2004
- Setiawan, Pongky. Siapa Takut Tampil Percaya Diri. Yogyakarta : Parasmu. 2014
- Sheldrake, Ricard. Student Intentions Towards Studying Science At Upersecondary School: The Defferential Effect Of Under-Confidance And Over –Convidence. 2016
- Sugiyono. Metode Penelitian Kuantitatif, Kualitatif dan R & D, Bandung: Alfabeta. 2017
- Suhartono, Irawan. Metodologi Penelitian Sosial. Bandung: Remaja Rosdakarya. 2008
- Suherti, Endang Ertiati. Bagaimana Konselor Bersikap. Yagyakarta: Pustaka Belajar. 2012
- Sukardi, Dewa Ketut. Pengantar pelaksanaan program Bimbingan dan Konseling di Sekolah. Jakarta: Rineka Cipta. 2008
- Sutoyo, Anwar. Pemahaman Individu. Yogyakarta: Pustaka Pelajar. 2017
- Tohirin. Bimbingan dan Konseling di Sekolah dan Madrasah Berbasis Integrasi. Jakarta: Raja Grafindo Persada. 2006
- Walgito, Bimo. Bimbingan dan Konseling (Studi Dan Karier). Yogyakarta : CV. Andi Offset. 2010.
- Willis, Sofyan S. Konseling Individu Teori dan Praktek. Bandung: Alfabeta. 2014