THE INFLUENCE OF EMOTIONAL LITERACY MATERIAL GROUP GUIDANCE SERVICES ON INCREASING SELF-EFFICACY IN CLASS X MAN 1 MEDAN STUDENTS

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Abstract

This research aims to determine the magnitude of the contribution of group guidance services to increasing self-efficacy in class X MAN 1 Medan students for the 2022/2023 academic year. This research uses a quantitative approach with a quasi-experimental type by looking at changes in research data between before and after treatment. The population in this study was 384 class X students, then the sampling technique used purposive random sampling so that the sample was 8 students. The instrument used is a questionnaire instrument with a Likert scale model. The results of the instrument validity test produced 29 valid items and the reliability was 0.905. Research data was analyzed using Pearson Product Moment Correlation.

The research findings show that with the correlation obtained from the SPSS output model summary 26.00, the results of the hypothesis test using the Product Moment Correlation test show an output of r = 0.989 with an Asymp.Sig value. = 0.000 (2-tailed) is smaller than < 0.005, then Ha is accepted. Here there is a positive correlation coefficient, which means that 10 students experienced an increase in student self-efficacy scores from the Pre Test score to the Post Test score. The difference in increase in Mean Rank or average increase is 30.00, the correlation coefficient is 0.989 with an influence level of 98.9% and the rest is influenced by other variables. Thus, it can be concluded that the implementation of Group Tutoring Services can have an influence on increasing the self-efficacy of class X students at MAN 1 Medan for the 2022/2023 academic year.

Keywords: Group conseling; student self-efficacy

INTRODUCTION

Education is a place or forum where humans can develop their potential. Through education, humans tend to have better and more independent personalities and a developed mindset. This is in line with the objectives of National Education stated in Law of the Republic of Indonesia number 20 of 2003 to develop the potential of students to become citizens who are faithful, knowledgeable and moral.

Therefore, it is necessary to carry out internal strengthening as a foundation for forming a positive attitude in learning activities in order to achieve academic success. Students who are able to realize and believe in their own potential can develop motivation independently and form a positive attitude in learning activities so that they can achieve academic success.

Students' beliefs about their abilities or potential are called self-efficacy. Self-efficacy was first introduced by Bandura (1986). Self-efficacy is a matter of an individual's perceived ability to overcome a specific situation in connection with an assessment of the ability to carry out an action that is related to a specific task or particular situation. Self-efficacy is an individual's assessment of self-confidence in his ability to carry out tasks as expected.

Efficacy plays a very important role in everyday life, a person will be able to use his or her potential optimally if self-efficacy supports it. One aspect of life that is influenced by self-efficacy is achievement.

In social cognitive theory, low self-efficacy will cause increased anxiety and avoidance behavior. Individuals will avoid activities that can make the situation worse, this is not caused by threats but because they feel they do not have the ability to manage risky aspects (Bandura 1997).

From the description above, it can be understood that self-efficacy is a form of respect for oneself to be able to show the potential that exists within oneself. Based on the results of observations made by researchers at MAN 1 Medan, there are students who have good potential and talent but they do not have the confidence to show this potential. Therefore, efforts that can be made to increase self-efficacy in students are by providing group guidance services to students as well as encouragement to maximize self-confidence and minimize anxiety that occurs in students.

In providing an understanding of good self-efficacy at school, the role of guidance and counseling cannot be separated. One type of guidance and counseling service is group guidance services. According to Tohirin (2015:4) group guidance is a way of providing assistance (guidance) to individuals or students through group activities which must be implemented to discuss sharing useful things for development or solving problems of individuals (students) who are service participants.

Group guidance, which refers to group activities that focus on providing information or experience through a planned and organized group activity, is a guidance and

counseling service provided to individuals to discuss general problems or topics in a broad and in-depth manner that is beneficial for group members.

Group guidance services aim to provide students with an understanding of the importance of self-efficacy, as well as to shape student behavior. This group guidance service is provided so that students can increase their self-efficacy. Based on the background described above, the author is interested in conducting research "The Effect of Group Tutoring Services on Increasing Self-Efficacy in Class X MAN 1 Medan Students in the 2022/2023 Academic Year".

METHOD

The research was conducted at Man 1 Medan which is located on Jl.Williem Iskandar No.7 B, Sidorejo, Kec.Medan Tembung, Medan City, North Sumatra. This activity will be carried out in the 2022/2023 academic year, which starts from January 2023 to completion. The qualitative research population is the respondents who are used as sources to produce data. The subjects are students of class X MIPA 3 MAN 1 MEDAN for the 2022/2023 academic year, totaling 32 students. So the total population in this study was 384 students.

RESULT AND DISCUSSION

1. Description of Research Results

MA Negeri (MAN) 1 Medan, is one of the State Madrasah Aliyah in North Sumatra Province, Indonesia. Has the motto "Sincere Charity" and is accredited "A". The same as MA in general in Indonesia, the school education period at MAN 1 Medan is taken over three academic years, starting from class X to class XII. MAN 1 Medan is located next to MAN 2 Medan Model. In 2013, this school used the 2013 Curriculum. This school is also known for producing many outstanding students. MA Negeri 1 Medan has an official website, namely http://www.man1medan.sch.id/ This school implements Islamic culture which is illustrated by the cap clothing for male students and the hijab for female students. The Islamic style is also visible in subjects at each grade level, including Al-Quran and Hadith lessons, Islamic Arts and Culture, Islamic Aqidah, Jurisprudence, and Arabic.

a. Reliability of Student Self-Efficacy Questionnaires

So the reliability obtained from the student self-efficacy questionnaire has a result of = 0.905 after being compared with the correlation index, including high reliability. Based on the results of examinations and scoring carried out on student self-efficacy questionnaires. Based on these results, only 40 students were included as samples in this research.

Hypothesis test

1. Descriptive Analysis

To test the significance of the relationship, namely whether the relationship found applies to the entire population of 40 people, then the results of the r calculated Product Moment Correlation correlation were tested using spss 20.00 analysis. From the research above, based on the significance table, it can be seen that there is a positive relationship between the treatment of group guidance services and group discussion techniques on increasing student self-efficacy, namely with sufficient interpretation at the level of the relationship.

2. Data Normality Analysis

The normality analysis of the data tested in this research is "there is a significant effect of implementing group guidance services on increasing students' self-efficacy before and after being given treatment using group discussion techniques". To test this normality analysis, the SPSS program version 20.0 was also used with the Kolmogrov Smirnov 2 independent samples technique. Based on this technique, test results were obtained as summarized in the following table.

Based on the table above, it can be seen that the pretest Z score for the data normality analysis test is 0.241 and 0.153 with the probability figure Asymp. Sig. (2-tailed) student self-efficacy is 0.189 and 0.200, or probability with a normal distribution. From these results, Ho is rejected and H1 is accepted. Thus, the hypothesis in this research is accepted, namely "There is a significant influence of group guidance services on increasing students' self-efficacy after being given treatment.

Hypothesis Test Results

The first hypothesis proposed in this research is "there is a significant influence of group guidance services on increasing student self-efficacy. This hypothesis testing was carried out using the Product Moment Correlation data analysis technique using the SPSS

version 20.0 program. Based on this, the calculation results are obtained as summarized in the table below.

Table 4.5. Product Moment Results

Based on the table above, it can be seen that the pretest Z score for the data normality analysis test is 0.241 and 0.153 with the probability figure Asymp. Sig. (2-tailed) student self-efficacy is 0.189 and 0.200, or probability with a normal distribution.

From these results, Ho is rejected and H1 is accepted. Thus, then the hypothesis in this research is accepted, namely "There is an influence that significant guidance services group towards improvement student self-efficacy after being given treatment.

Hypothesis Test Results

The first hypothesis proposed in this research is "there is a significant influence of group guidance services on increasing student self-efficacy. This hypothesis testing was carried out using the Product Moment Correlation data analysis technique using the SPSS version 20.0 program. Based on this, the calculation results are obtained as summarized in Based on table 4.8 above, it can be seen that the probability number Asymp. Sig. (2-tailed) student self-efficacy is 0.005 or probability below alpha 0.000 ($0.000<0.05$). From these results, Ho is rejected and H1 is accepted. Thus, the hypothesis tested in this research can be accepted, namely "There is a significant positive contribution of group guidance services to students' self-efficacy before and after being given treatment.

Based on the results of the Pearson Product Moment Correlation calculation, the r coefficient value obtained is 0.989 with a p value (Asymp. Sig 2 tailed) of 0.000 which is less than the research critical limit of 0.05 so that the hypothesis decision is to accept H1 or which means there is a difference meaningful between pretest data and posttest data.

Next, to see the direction of the difference, whether the pretest or posttest is higher, you can see the data description obtained in the following table Pretest Posttest 85.6000 88.6000.

Table 4.7. Mean Gain

Overall, the conclusions drawn can be interpreted that the experimental process data experienced a change or decrease in the increase in self-efficacy after group guidance services were carried out using group discussion techniques. This can be seen from the posttest results being greater than the pretest results.

Research result

The aim of this research is to find out whether there is a significant effect of implementing group guidance services using group discussion techniques on increasing self-efficacy in MAN 1 Medan students. From the results of data analysis and hypothesis testing, researchers can discuss the research results, namely:

1. The data obtained in this research shows that there is a significant positive influence on the implementation of group guidance services using group discussion techniques with a high increase in self-efficacy among MAN 1 Medan students for the 2022/2023 academic year. Data obtained from the results of correlation analysis with Pearson produced an r coefficient of 0.989.

2. The results of this research indicate that the implementation of group guidance services using group discussion techniques has a positive effect on increasing self-efficacy for MAN 1 Medan students. This is obtained from the Z value obtained at 0.153 with a p value (Asymp. Sig 2 tailed) of 0.000 which is less than the research critical limit of 0.05 so that the hypothesis decision is to accept H1, which has a significant effect.

3. In hypothesis testing, the second SPSS output is used, namely the "Test Statistics" output. In the Product Moment Correlation test we can use it as a guide or guide. The basis for decision making in the Product Moment Correlation Test, with an r coefficient of 0.989 with a value of Asymp.Sig. (2-tailed) is smaller than <0.005, then Ha is accepted. conversely, if the value of Asymp.Sig. (2-tailed) is greater than > 0.05, then ha is rejected.

4. From data analysis, it has been proven that student self-efficacy has increased significantly. This is indicated by the correlation obtained from the output of the Product Moment Correlation hypothesis test of 0.989 with the Asymp.Sig value. = 0.000 (2-tailed) is smaller than < 0.005, then Ha is accepted.

The results of this research are supported by previous research by Amin, M. (2018). The Influence of Group Tutoring Services on Student Self-Efficacy at SMK Negeri 1 Pecut Sei Tuan (Doctoral dissertation, State Islamic University of North Sumatra). This research was carried out based on the phenomenon that occurred at SMK Negeri 1 Percut Sei Tuan, namely that there were students who had low self-efficacy. phenomena that occur such as students still often cheating, lacking self-confidence, anxiety and so on. Through group

guidance services it is hoped that it can increase student self-efficacy. This research aims to find out whether there is an effect of group guidance services on increasing student self-efficacy and whether there is a difference in self-efficacy between classes that are given group guidance services and classes that are not given group guidance services. The population in this study was the entire Electrical Engineering class, totaling 2 classes. Electrical Power Network Engineering class-1 is used as a control class, and class X Electrical Power Network Engineering -2 is used as an experimental class. The sampling technique in this research uses a random sampling design (random sampling). The results of this research prove that there is an influence of group guidance services in increasing students' self-efficacy at SMK Negeri 1 Percut Sei Tuan. This is proven by the results of hypothesis testing using the t-test, obtained tcount of 2.558 and ttable 1.68595 so tcount is greater than ttable (2.558 > 1.68595) so it can be concluded that Ha is accepted and Ho is rejected.

Furthermore, Widaryati, S. (2013). Effectiveness of the Influence of Group Counseling on Student Self-Efficacy. PSYCHOPEDAGOGIA Journal of Guidance and Counseling, 2(2), 94-100. The aim of this research is to determine the effect of group counseling on the self-efficacy of class X SMA N 1 Pengasih Kulon Progo students. This research includes experimental research with pre-test and post-test experimental methods. Subjects were taken in this research through the results of a self-efficacy scale screening and a sample of 16 students was taken which was then divided into an experimental group and a control group based on random assignment. The data collection technique uses a self-efficacy scale instrument which, before use, is first tested for validity and reliability. The data analysis technique used was an independent t-test which was previously tested for prerequisites, namely normality and homogeneity. The results of the data analysis showed that the score gain data for the experimental and control classes met the prerequisite tests, namely normal and homogeneous, then an independent t test was carried out. The results of the independent t test for self-efficacy score gain show a p-value of 0.000, which means it is smaller than the significance level (0.01). Based on these results, it can be concluded that there is a very significant influence of group counseling on the self-efficacy of class X students at SMA N 1 Pengasih Kulon Progo.

Furthermore, Anggara, F., Yusuf, A. M., & Marjohan, M. (2016). Effectiveness of Group Tutoring Services with Modeling in Increasing Students' Self-Efficacy in Facing Exams. Counselor, 5(1), 42-49. Self-efficacy is the most important factor for students'

success in facing exams, because self-efficacy beliefs make a strong and independent contribution to predicting their academic performance. Modeling is one of the techniques used to improve it and group guidance is very helpful in increasing students' self-efficacy. This research aims to see the effectiveness of group guidance in increasing students' self-efficacy through modeling and facing exams. The subjects of this research were 9 students in class XII of the Diniyyah Pasia Modern Islamic Boarding School who were suspected of having low self-efficacy. This research is classified as pre-experimental research using The One Group Pretest-Posttest design. Treatment was given through modeling in eight meetings. Data collection was carried out using a previously validated self-efficacy scale. The research results show that the application of group guidance services through modeling is effective in increasing students' self-efficacy into the good category. Students are confident in their ability to face exams, confident in being able to defend themselves, and confident in managing their abilities in dealing with situations or other conditions.

CONCLUSION

Based on the results of research conducted by the author regarding the significant positive influence of implementing group guidance services on increasing student self-efficacy for MAN 1 Medan students for the 2022/2023 academic year. So the author will put forward several conclusions as follows, namely:

1. The results of this research show that the condition of self-confidence of students who are in the low category of self-efficacy are those who feel they do not have good confidence and belief in their potential and ability to do something and even feel unable to complete all certain tasks that are their obligations in live his life.

2. There is a significant positive influence on the implementation of group guidance services on increasing student self-efficacy for MAN 1 Medan students for the 2022/2023 academic year. Data obtained from the results of correlation analysis with Pearson produced an r coefficient of 0.989.

3. The results of this research show that the implementation of group guidance services has a significant correlation in increasing student self-efficacy for MAN 1 Medan students for the 2022/2023 academic year. This is obtained from the Z value obtained at 0.189 with a p value (Asymp. Sig 2 tailed) of 0.000 which is less than the research critical limit of 0.05 so that the hypothesis decision is to accept H1, which has a significant effect. He added that there was a significant difference in

increase in pretest data and posttest data after the research was carried out, namely 85.6000 to 88.6000.

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