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Home Room Technique Group Guidance to Improve Student's Confidence

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Abstract: The main problem in this study is the low self-confidence of students which is characterized by feelings of shame when they will argue in front of friends in a group atmosphere. The research participants were six students of SMP Negeri 3 Palu, and questionnaires on student self-confidence as the instrument. The collected data were analyzed descriptively and inferentially using the Wilcoxon sign rank test formula. The descriptive analysis revealed that five students had low self-confidence before attending group guidance with the home room technique, while one student had moderate self-confidence. There was an increase in students' self-confidence after attending group guidance services with the home room technique, with five students having moderate self-confidence and one having high self-confidence. The inferential analysis revealed a significant difference in student self-confidence before and after receiving the home room technique group guidance service.

Keywords: homeroom techniques, group guidance, self-confidence.

Introduction

The development of a student's potential will not be achieved by itself, but efforts are needed to optimize it, both by the individual concerned, parents, and teachers at school. One of the developments that need help is related to self-confidence, where low self-confidence can cause individuals to be insecure, uncomfortable, less participative, and embarrassed to appear in front of the class (Akbari & Sahibzada, 2020). On the other hand, people who have high self-confidence are emotionally mature, socially competent, optimistic, and independent (Nurhayati et al., 2017).

Self-confidence is a personal characteristic of a person who feels confident and able to develop and cultivate himself as a person, and is able to overcome a problem with the best situation (Komora, 2016).

While Mastuti (Iqbal, 2021) states that "self-confidence is a positive attitude of an individual that enables him to develop a positive assessment both of himself and of the environment/situation he faces". Self-confidence is an important aspect that must be owned by every individual because self-confidence is a belief or belief in one's own ability to do something.

Hakim (Kartini, 2019) argues that self-confidence is everything that can achieve goals in life accompanied by positive beliefs about the strengths it has. The self-confidence possessed by the individual can be seen by showing the advantages that exist in him. Self-confidence can also be seen from the individual's satisfaction with himself, both inwardly and physically. Individuals with self-confidence do not see the shortcomings that exist in themselves as weaknesses. Then self-confidence can also be seen from the individual's ability to face challenges in his life and be able to control himself in achieving the expected goals.

Based on previous research, including those conducted by Fitri (Fitri et al., 2018) shows that most of the adolescents' self-confidence is in the moderate category and not optimal, meaning that efforts are needed to increase adolescent self-confidence. Furthermore, research (Asiyah et al., 2019) shows that there is a significant positive relationship between self-confidence and achievement motivation. The higher the level of self-confidence experienced, the higher the student's achievement motivation. Conversely, the lower the level of self-confidence experienced, the lower the student's achievement motivation.

High self-confidence actually refers to the existence of several aspects of the individual's life where he feels competent, confident, capable and believes that he can because it is supported by experience, actual potential, achievements and realistic expectations of oneself (Sriyono, 2017). These supporting factors greatly affect the level of student confidence. Student self-confidence is not always stable. Sometimes it develops well and does not rule out a decline. That's why it is very important to make efforts that can increase students' self-confidence.

Confidence is one of the main assets for success to live life with optimism and the key to a successful and happy life according to Leman and Taylor (Komariyah & Nuryanto, 2019). But not a few of the students still have low self-confidence. Lack of self-confidence makes students afraid to try or do something. They will always feel inadequate and afraid of making mistakes. If left unchecked, students' self-confidence can continue to obey and can hinder the learning process at school / unsatisfactory achievement. Even students' interest in learning will be low. Adolescents who are satisfied with their quality will tend to feel safe, not disappointed and know what they need, so they can be independent and not depend on others in deciding everything objectively (Fitri et al., 2018)

Based on the observations of researchers at SMP Negeri 3 Palu when conducting group counseling before, it showed that during the group counseling process there were some students who were less active including some students who were not brave, hesitated and could not express their opinions during the group guidance process. This shows that students' self-efficacy is still low, namely there is a dependence on other students in answering the questions given. Some students actually already have something to say, but some of them still feel embarrassed to express their opinion in front of their friends. Unwittingly, these students have a low self-concept that is always assessing themselves negatively. In accordance with Lauster's opinion (Bunga Nurika, 2016) the characteristics of confident adolescents are, believe in their own abilities, act independently in making decisions, have a positive sense of themselves, dare to express opinions. Agree with the aspects of self-confidence according to Lauster (Rahmawati, 2015) are self-ability, social interaction, self-concept, and dare to express opinions.

According to Prayitno & Erman Amti (Monnalisza & S, 2018) that guidance and counseling services in general aim to help individuals develop themselves optimally in accordance with their stages of development, have various insights, adjustments and appropriate skills regarding themselves and the environment. The specific purpose of BK services is directly related to the problems experienced by students at school. One of the Guidance and Counseling services that can be provided to students to increase student confidence is group guidance. Group guidance is one of the guidance and counseling services that aims to provide assistance to counselees which is carried out in groups and discusses together a certain subject. In line with opinion (Tohirin, 2007) group guidance is a way of providing assistance to individuals through group activities.

Research conducted Puri (Puri et al., 2021) shows that group guidance services can be used to increase students' self-confidence. Furthermore, research conducted by Sulastri (Sulastri, 2021) shows that after

receiving group guidance services, students' self-confidence is higher than before receiving group guidance services.

According to Rusman (Puri et al., 2021) that group guidance is a process of providing assistance to students/counselors through the use of group dynamics from various experiences, with the aim of developing the insight needed to prevent problems or also to develop students' attitudes and personal skills. counselee.

Group guidance services are considered appropriate to help students build their social attitudes. Students are expected to interact with each other among group members by sharing experiences, knowledge, and ideas about the importance of efforts to build self-confidence using home room techniques. In line with Glauber's opinion (Muhammad & Zarina, 2020) states that "the main purpose of the home room is to build an ideal, intimate, democratic relationship between students and teachers in curriculum activities, extracurricular activities and guidance programs".

The characteristics of the home room technique are familial, open, free, fun, and in groups. The home room technique can create a family atmosphere like at home. A pleasant atmosphere will make students feel safe, comfortable and it is hoped that students will reveal problems that cannot be expressed in class during class hours. In line with Pietrofesa's opinion (Romlah, 2001) the technique of creating a family atmosphere (home room) is a technique for holding meetings with a group of students outside of class hours in a family atmosphere, and led by a teacher or counselor.

Some of the goals of implementing the ho technique Some of the objectives of implementing the home room technique are to make students familiar with the new environment, train students to be able to accept their weaknesses and strengths, train students to participate in group activities, develop positive attitudes and good study habits in students and Train students in maintaining relationships with other people. The stages of implementing group guidance according to Prayitno home room are making students familiar with the new environment, training students to be able to accept their weaknesses and strengths, training students to participate in group activities, developing positive attitudes and good study habits within students and training students in maintaining relationships. with other people. The stage of implementing group guidance according to Prayitno (Laili Sulistyowati, 2015) There are four stages, namely the formation stage, the transition stage, the activity stage and the termination stage. While the implementation method (Nursalim & Suradi, 2022) is: a) The counselor/teacher prepares the necessary room or class with all the facilities and infrastructure. b). Contacting students from various classes with a limited number to gather c) The counselor/teacher explains the purpose of the home room group being implemented d). An open dialogue between the counselor and the home room group is carried out e). Summarizing the results of activities.

Based on the description above, the researchers are interested in conducting research with the aim of seeing the differences in student self-confidence before and after being given home room technique group guidance.

Method

The population according to Sugiyono is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions (Sampul, 2013). The population in this study were seventh grade students of SMP Negeri 3 Palu, totaling 337 students. The population in this study were seventh grade students of SMP Negeri 3 Palu, totaling 337 students. Sampling was carried out using a purposive sampling technique, namely a sampling technique with certain considerations as conveyed by Sugiyono (Bella et al., 2019). The consideration used by the researcher is to find students with low self-confidence. Based on the information from the Guidance teacher at the school, for class VII, there are 2 classes that have these indications, namely grades 7 G and 7 H.

The researchers distributed questionnaires to the two classes to find sample criteria as well as to obtain an overview of the validity and reliability of the instrument. The results showed that 6 students had the lowest self-confidence scores based on the initial questionnaire scores given in class VII of SMP Negeri 3 Palu. The sample in this study were 6 students, namely MNG, NRH, MA, MR, MG, and NFM, 3 male students and 3 female students.

The research design used in this study was a single group design (without comparison) pretest-posttest. The research was carried out by giving the first stage of the questionnaire, before the home room technique group guidance was given and the second questionnaire was given after being given treatment. The following is the research design used:

| T_1 | X | T_2 |

(Sanjaya, 2013)

T_1: Giving the first stage of self-confidence questionnaire before taking part

home room technique group guidance.

X : Implementation of home room technique group guidance.

T_2: Giving the second stage of self-confidence questionnaire after following the guidance of the home room technique group.

The place of this research is SMP Negeri 3 Palu which is located on Jl. candlenut No. 35, Siranindi Village, West Palu District, Palu City. The thing that underlies the researcher to conduct research at this school is because the researcher has conducted PLP activities at the school, besides that there is a problem of low self-confidence at SMP Negeri 3 Palu. This research was conducted on January 17 to February 24, 2022.

The techniques used in collecting data in this study include questionnaires and documentation. The questionnaire was used to collect data on the self-confidence of the students of SMP Negeri 3 Palu. This is done by giving questionnaires to students twice. The first stage is giving questionnaires to students before following the home room technique group guidance and the second stage is giving questionnaires to students after following the home room technique group guidance. Meanwhile, Documentation is used as a supporting technique, to obtain data on the number of students who will be the subject of research and other data in the form of documents.

The instrument in this research is a questionnaire containing statements related to the problem to be studied in this study. The questionnaire is distributed to be filled out by students or research subjects. Researchers take a self-confidence instrument that has been validated (Rahmawati, 2015). However, the researcher modified the instrument by adding items and re-testing the validity and reliability of each item of the existing instrument.

The instrument in this research is a questionnaire containing statements related to the problem to be studied in this study. The questionnaire is distributed to be filled out by students or research subjects. Researchers take a self-confidence instrument that has been validated, based on Lautser's theory (Rahmawati, 2015). However, the researcher modified the instrument by adding 5 items and re-testing the validity and reliability of each item of the existing instrument. The original questionnaire was answered with a "yes or no" option, and the researcher changed it to an "always, often, sometimes, and never" option. The instrument was tested on 30 respondents from class VII. The following is an overview of the validity and reliability that has been carried out by researchers.

Table 1a. Validity and Reliability of Confidence Scale

No.	Item Statements	Validity	Reliability (α)
1	I dare to do the questions in front of the class	0,603 (α=0,00)	0,902
2	I pay attention to the teacher when explaining	0,736 (α=0,000)	0,899
3	I ask friends for help when answering teacher's questions	0,488 (α=0.006)	0,904
4	I use my time as best I can while working on the questions	0,555 (α=0,001)	0,903
5	I try to do the questions correctly	0,690 (α=0,000)	0,900
6	I try to be calm when the teacher explains the lesson	0,732 (α=0,000)	0,899
7	I dare to ask the teacher when the material is not clear	0,519 (α=0,003)	0,904
8	When the teacher asks I answer it fluently	0,509 (α=0,004)	0,904

9	I want to show the results of my work to the teacher	0,794 (α=0,000)	0,897
10	I give an explanation to a friend who doesn't understand	0,598 (α=0,000)	0,902
11	I feel scared when the lesson starts	0,712 (α=0,000)	0,899
12	I dare to show the results of my work to my parents at home	0,526 (α=0,003)	0,904
13	My work is better than my friends	0,435 (α=0,016)	0,905
14	I feel happy when I get good grades	0,678 (α=0,000)	0,900
15	I think the questions given by the teacher are difficult	0,636 (α=0,000)	0,901
16	I feel happy when I can do the questions in front of the class	0,592 (α=0,001)	0,902
17	I dared to raise my hand to answer the teacher's question.	0,722 (α=0,000)	0,899
18	I ask a friend for help when doing homework	0,629 (α=0,000)	0,901
19	I chose not to ask the teacher even though I did not understand the subject matter.	0,647 (α=0,000)	0,901
20	I get nervous when speaking in public	0,430 (α=0,018)	0,905
21	I am ashamed to show my work to the teacher	0,828 (α=0,000)	0,897
22	I'm easy to make friends	0,558 (α=0,001)	0,903

Table 1b. Validity and Reliability of Confidence Scale (Indonesia version)

No.	Pernyataan Item	Validitas	Reliabilitas α
1	Saya berani mengerjakan soal didepan kelas	0,603 (α=0,00)	0,902
2	Saya memperhatikan guru saat menjelaskan	0,736 (α=0,000)	0,899
3	Saya meminta bantuan teman saat menjawab pertanyaan guru	0,488 (α=0.006)	0,904
4	saya menggunakan waktu sebaik mungkin saat mengerjakan soal	0,555 (α=0,001)	0,903
5	Saya berusaha mengerjakan soal dengan benar	0,690 (α=0,000)	0,900
6	Saya berusaha tenang saat guru menjelaskan pelajaran	0,732 (α=0,000)	0,899
7	Saya berani bertanya kepada guru saat materinya kurang jelas	0,519 (α=0,003)	0,904
8	Ketika guru bertanya saya menjawabnya dengan lancar	0,509 (α=0,004)	0,904
9	Saya berani menunjukkan hasil pekerjaan saya kepada guru	0,794 (α=0,000)	0,897
10	Saya memberi penjelasan pada teman yang kurang mengerti	0,598 (α=0,000)	0,902
11	Saya merasa takut saat pelajaran dimulai	0,712 (α=0,000)	0,899
12	Saya berani menunjukkan hasil pekerjaan pada orang tua di rumah	0,526 (α=0,003)	0,904
13	Hasil pekerjaan saya lebih baik dari teman saya	0,435 (α=0,016)	0,905
14	Saya merasa senang saat mendapat nilai bagus	0,678 (α=0,000)	0,900
15	Menurut saya soal yang diberikan guru sulit	0,636 (α=0,000)	0,901
16	Saya merasa senang saat bisa mengerjakan soal didepan kelas	0,592 (α=0,001)	0,902
17	Saya berani mengacungkan tangan untuk menjawab pertanyaan guru.	0,722 (α=0,000)	0,899
18	Saya meminta bantuan teman saat mengejakan tugas	0,629 (α=0,000)	0,901
19	Saya memilih untuk tidak bertanya kepada guru meskipun saya kurang paham dengan materi pelajaran.	0,647 (α=0,000)	0,901
20	Saya gugup saat berbicara depan umum	0,430 (α=0,018)	0,905
21	Saya malu menunjukkan hasil pekerjaan saya kepada guru	0,828 (α=0,000)	0,897
22	Saya mudah untuk mendapatkan teman	0,558 (α=0,001)	0,903

After being validated, then a descriptive analysis was carried out to provide an overview of students' self-confidence before and after the home room technique counseling guidance was carried out and a questionnaire was given about students' self-confidence. The percentage can be known by using the following formula:

$$P = \frac{sp}{sm} \times 100\%$$ (Thalib, 2009)

Explaining:

P   : persentase

SP   : acquisition score

SM   : max score

Furthermore, to describe the research data, a guideline for classifying the level of student confidence is made before and after being given the home room technique group guidance service:

75%   : very high

56% - 74%   : high

40% - 55%   : medium

  < 40   : low   (Thalib, 2011)

The next analysis calculation uses the Wilcoxon sign rank t test in accordance with Djarwanto's opinion which states that for samples < 25, the Wilcoxon T value table can be used (Sartika et al., 2016).(Sartika et al., 2016).

Results and Discussion

Result

The results of a descriptive analysis of the self-confidence of class VII students of SMP Negeri 3 Palu before and after attending the home room technique group guidance service, can be seen in the student self-confidence classification guidelines which are shown in the following table:

Table 2. Percentage and Classification of Confidence Before and After Participating

No.	Student	Score		Confidence classification	
		Pre	Post	Pre	Post
1.	MNG	38	53	low	medium
2.	NRH	39	55	low	medium
3.	MA	44	55	medium	medium
4.	MR	36	50	low	medium
5.	MG	39	41	low	medium
6.	NFM	36	56	lowst	high
Total		**232**	**310**		
Average		**39**	**52**	**low**	**medium**

Based on table 2 above, it can be seen that of the 6 students who were the research subjects, there were 5 students with the initials (MNG, NRH, MG, MR and NFM) who had low self-confidence and there was 1 student with the initials MA who had moderate self-confidence. After attending the home room technique group guidance service, students with the initials NFM had high confidence, MNG, NRH, MA, MR and MG had moderate confidence.

All research subjects experienced an increase in self-confidence after participating in the home room technique group guidance service. Each subject experienced a different increase in self-confidence. MNG experienced a 15% increase in self-confidence after being given a home room technique group guidance service, NRH a 16% confidence increase after a home room technique group guidance service was given, MA experienced an 11% increase in self-confidence after a home room technique group guidance service

was given , MR experienced an increase in self-confidence of 14% after being given a home room technique group guidance service, MG experienced a 2% increase in self-confidence after a home room technique group guidance service was given and NFM experienced a 20% confidence increase after being given a home technique group guidance service room.

Table 3 Data on Self Confidence Before and After Participating

Subje	X	Y	D	Rd	Rd Positive	Rd Negative
MNG	25	35	-10	5	0	-5
NRH	26	36	-10	5	0	-5
MA	29	36	-7	2	0	-2
MR	24	33	-9	3	0	-3
MG	26	27	-1	1	0	-1
NFM	24	34	-10	5	0	-5
Total of T *Wilcoxon*					**0**	**-21**

Information:

X   : The results of data collection before being given a home room technique

Y   : The results of data collection after being given a home room technique group guidance service

D   : The difference between X-Y

Rd   : Rank 1-8

T   : Wilcoxon sing rank test formula

Based on table 4.4 shows the value of T Wilcoxon = -21, while the value for N = 6 with a 95% confidence level (α = 0.05), obtained from the value of T table Wilcoxon = 2, based on this value indicates that the value of T count < T value wilcoxon, -21 < 2.

Based on this description, it can be concluded that the null hypothesis (H0) which reads that there is no difference in student confidence before and after being given the home room technique group guidance service was rejected. This proves that the home room technique group guidance service can increase students' self-confidence. So there is a significant difference in student self-confidence between before and after being given the home room technique group guidance service.

Discussion

The results of the descriptive analysis before being given the home room technique group guidance service the average percentage of student confidence is 39%. The results of the descriptive analysis showed that the students' self-confidence was in the low category. Students' self-confidence can be described in each research subject, namely MNG has low confidence in the home room technique group guidance service, NRH has low confidence in the home room technique group guidance service, MA has confidence in the home room technique group guidance service. medium classification before being given the home room technique group guidance service, MR had low confidence in the home room technique group guidance service before being given the home room technique group guidance service, MG had low confidence in the home room technique group guidance service and NFM had low confidence in the home room technique group guidance service before being given the home room technique group guidance service.

Based on the description above, it shows that there are still students who have low self-confidence in class VII at SMP Negeri 3 Palu who are the research subjects. Alternatives that can be done to increase student confidence (Pranoto, 2016) namely providing information on tips to increase self-confidence and providing group guidance to increase student confidence. In line with Prayitno's opinion (Elfira, 2013) about the importance of group guidance for students, namely, students have broad opportunities to express

opinions, talk about various things that are happening around them so that these students have an objective, precise and broad understanding of the various things being discussed, students learn to be positive, and carry out activities. directly to produce results in accordance with the themes discussed.

Besides that according to Salahudin (Nafiah & Handayani, 2014) "home room program which is a program of activities carried out with the aim that teachers know their students better so that they can help them efficiently. The implementation of the home room technique creates a pleasant, free and familial situation so that students can express their feelings like at home and can play an active role in the implementation of group guidance services. So the provision of home room technique group guidance services is an effort that can be given to assist students in increasing self-confidence.

Based on the results of descriptive analysis after being given the home room technique group guidance service, the average percentage of students' self-confidence is 52% in the medium classification. The results of the descriptive analysis of the percentage of students' self-confidence showed that there was an increase in students' self-confidence in class VII at SMP Negeri 3 Palu. The increase in student confidence can be described in each student who is the subject of research, namely MNG has confidence from 38%, namely the low classification increases to 53%, namely the medium classification, NRH has the confidence from 39%, namely the low classification increases to 55% classification moderate, MA has confidence from 44%, namely the moderate classification increases to 55%, which is still in the medium classification, MR has confidence from 36%, namely the low classification increases to 50%, namely the medium classification, MG has confidence from 39%, namely the low classification. increased to 41% which is the medium classification. NFM has confidence from 36%, namely low classification, increasing to 56%, namely high classification.

At the first meeting held on January 20, 2022, at this meeting it is still in the process of the formation stage, namely the introduction stage. At this stage, group dynamics have not yet been formed, students are still reluctant and shy when following group guidance. At the second meeting which was held on January 31, 2022, group dynamics began to form. Some students are starting to be able to adjust themselves in participating in this activity, where adjustment is a process to find a meeting point between self-conditions and environmental demands according to Davidoff. (E. Fatimah, 2006). Students begin to feel comfortable with the atmosphere of group guidance that is being carried out. This is indicated by the activeness of students in following group guidance.

At the third meeting which was held on February 9, 2022, the atmosphere and dynamics in the group were more conducive than the previous meeting. students feel comfortable because of the creation of a family atmosphere. This is marked by the activeness of students in participating in activities that are daring to express opinions even though there are some students who are still hesitant in expressing their opinions. At the fourth meeting which was held on February 23, the atmosphere and dynamics in the group was very good, the students were very enthusiastic and felt happy in participating in this activity. This is marked by the courage of students in asking questions and expressing their opinions without feeling hesitant.

The results of progress in the realm of comfortable (feeling) students showed feelings of being happy, comfortable, and quite good in four meetings, while in the scope of understanding during four meetings students were able to understand what is meant by self-confidence, the benefits of have a sense of self-confidence, the impact of not being confident and how to increase self-confidence. As well as for the realm of action (actions) that the student shows an increase in self-confidence.

Based on the results of data analysis using the Wilcoxon T formula, obtained Tcount < from T table or - 21 < 2, this indicates that the null hypothesis (H0) which states that there is no difference in student self-confidence before and after being given home room technique group guidance services was rejected. . This shows that there is a significant difference in student confidence between before and after being given the home room technique group guidance service.

Furthermore, students with the initials MA after being observed from the results of the classification of self-confidence questionnaires before and after participating in the home room technique group guidance service remained in the same classification, namely moderate. This is because at the fourth meeting the students were less enthusiastic and tended to be silent, the researcher assessed that the motivation to change in the students was still very low. Furthermore, with limited time, the researcher consulted with guidance and counseling teachers to follow up in finding and obtaining alternative solutions to the problems faced.

Students who experience an increase in self-confidence after participating in the home room technique group guidance service are due to several internal and external factors. Internal factors such as willingness to attend each session with full attention, enthusiasm and willing to be actively involved in participating in group guidance. In addition, there is a commitment to strive to organize and change life in a more positive direction and to be more selective in choosing relationships to be a very important factor in achieving the success of group guidance services.

External factors from the client that cause an increase in self-confidence, due to group dynamics (D. Fatimah, 2015) namely "With the existing group dynamics, the group will be more effective in discussing topics related to self-confidence development". Because the atmosphere of group dynamics is very warm and familial, so students feel safe, comfortable and don't feel pressured to follow group guidance. The process of implementing group guidance services creates a lively, moving and developing atmosphere which is characterized by good interaction between fellow group members.

In addition, the strengthening of the opinion above is also shown in the results of research that has been carried out by Dewi and Sutijono (Dewi & Drs. H. Sutijono, 2013). The results of this study indicate that group guidance with the home room technique can increase students' confidence in the academic field at SMK Kartika 2 Surabaya. This is shown from the results of data analysis that has been carried out using the sign test, the following results are obtained: N = 5 and x = 0, then p (possible price is below H0) = 0.031. With (error rate) of 5% is 0.05. So it can be concluded that the price is 0.031 < 0.05. Thus H0 is rejected and Ha is accepted. Research conducted by Lestari dan Christiana (Lestari & Elisabeth Christiana, S. Pd, 2018) shows that there is an increase in students' self-concept scores after being given homeroom technique group guidance treatment. By using the Wilcoxon test, it can be seen that the calculated Z value is 0.017 with p value (Asymp. Sig 2 tailed) it is known that Z count> Z table with a significant level of 5% of 0.017 < 0.0071, besides that the mean value of the post test is greater than the pretest which is 121.4 < 146.1. So that the use of homeroom technique group guidance can improve students' self-concept.

The research conducted by showed that there was an increase in students' self-concept scores after being given the homeroom technique group guidance treatment. By using the Wilcoxon test, it can be seen that the calculated Z value is 0.017 with p value (Asymp. Sig 2 tailed) it is known that Z count> Z table with a significant level of 5% of 0.017 < 0.0071, besides that the mean value of the post test is greater than the pretest which is 121.4 < 146.1. So that the use of homeroom technique group guidance can improve students' self-concept.

Based on the results of descriptive and inferential analysis, it can be seen that the level of students' self-confidence increased after participating in the home room technique group guidance service. This shows that there is a significant difference in student self-confidence between before and after being given the home room technique group guidance service.

Conclusion

There is a significant difference in students' self-confidence between before and after being given the home room technique group guidance service. The average percentage of students' self-confidence before being given home room technique group guidance services, which is 39%, is included in the low classification. After being given the home room technique group guidance service, the percentage of students' self-confidence increased to 52% in the medium classification. The average increase in the percentage of students' self-confidence is 13%. Before being given the home room technique group guidance service, there were 5 students with the initials MNG, NRH, MG, MR, and NFM who had low self-confidence and there was 1 student with the initial MA who had moderate confidence, after being given the home room technique group guidance service there was 1 student with the initials NFM had high self-confidence and 5 students with the initials MNG, NRH, MA, MR and MG had moderate confidence.

Things that need to be evaluated and followed up from the guidance process that researchers carry out are more directed to the activeness of members. During the guidance process, there was one group member who did not show an increase in self-confidence classification after the guidance was carried out. So the researchers suggest guidance and counseling teachers to follow up on these students in order to increase their self-confidence.

Acknowledgment

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Article Information (Supplementary)