

Efforts to Increase the Self-Confidence of SMP Negeri 1 Tegaldlimo Students with Cognitive Behavior Counseling Guidebooks Modeling Techniques

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ABSTRAK

Rendahnya kepercayaan diri yang dimiliki oleh siswa ditunjukkan dengan sikap siswa yang tidak percaya diri untuk menyampaikan pendapatnya di depan kelas. Rendahnya tingkat kepercayaan diri tersebut kemudian berdampak pada penurunan hasil belajar siswa. Salah satu upaya yang dapat dilakukan untuk mengatasi permasalahan tersebut yakni dengan memberikan layanan bimbingan kognitif behavior kepada peserta didik. Adapun tujuan dari penelitian ini yakni untuk mengembangkan dan menguji keberterimaan buku panduan konseling kognitif behavior teknik modeling untuk meningkatkan percaya diri siswa. Penelitian ini tergolong kedalam jenis penelitian pengembangan, yang dikembangkan dengan menggunakan model 4-D. Subjek yang terlibat dalam penelitian ini yakni 3 dosen bimbingan konseling sebagai ahli, 2 guru bimbingan konseling sebagai praktisi, dan 7 orang siswa SMP yang digunakan sebagai subjek dalam uji coba terbatas. Pengumpulan data dalam penelitian dilakukan menggunakan metode kuesioner, dengan instrument penelitian berupa instrument validitas produk buku panduan. Data yang diperoleh dalam penelitian kemudian dianalisis dengan teknik analisis deskriptif kuantitatif. Hasil analisis penelitian menunjukkan bahwa hasil uji t-test memperoleh nilai probabilitas atau Sig.(2-tailed) sebesar 0,00, nilai probabilitas ini lebih kecil dibandingkan tingkat signifikansi 0,05, yang berarti H0 ditolak. Berdasarkan hasil tersebut maka dapat disimpulkan bahwa panduan konseling kognitif behavior berada pada kategori valid, sehingga efektif untuk meningkatkan percaya diri siswa.

ABSTRACT

The low self-confidence possessed by students is indicated by the attitude of students who are not confident in expressing their opinions in front of the class. The low level of self-confidence then impacts decreasing student learning outcomes. One of the efforts that can be made to overcome this problem is to provide cognitive behavior guidance services to students. This research aims to develop and test the acceptability of cognitive behavior counseling guidebooks for modeling techniques to increase students' self-confidence. This research belongs to the development research type developed using a 4-D model. The subjects involved in this study were three counseling guidance lecturers as Ali, two counseling guidance teachers as practitioners, and seven junior high school students who were used as subjects in a limited trial. Data collection in the study was carried out using the questionnaire method, with the research instrument as a guidebook product validity instrument. The data obtained in the study were then analyzed using quantitative descriptive analysis techniques. The research analysis results show that the t-test obtained a probability score or Sig. (2-tailed) of 0.00, this probability score is smaller than the significance level of 0.05, which means H0 is rejected. Based on these results, it can be concluded that the cognitive behavior counseling guide is in the valid category, so it is effective for increasing student self-confidence.

1. INTRODUCTION

Confidence is a person's belief in all aspects of their advantages, which makes them feel capable of achieving various goals in life (Kastanja & Watini, 2022; Wardani et al., 2021). The character of self-confidence provides opportunities for individuals to solve a problem with their abilities so that the ownership of self-confidence will make students more confident and believe in the results of the work

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they have done (Darusman, 2023; Hendriani & Gusteti, 2021; Munawaroh et al., 2020). Increasing student self-confidence can be divided into three categories high, medium, and low self-confidence (Rohmat & Lestari, 2019; Sabarrudin et al., 2022). This increase in self-confidence can be seen in the behavior of students in everyday life, such as during teaching and learning activities, activities interacting with friends, individual student activities, and other activities (Amalia, 2019; Sagita et al., 2020). A student with high self-confidence will positively impact himself now and in the future (Harahap, 2023; Khasanah et al., 2019). In addition, self-confidence will enable a person to think rationally in solving various problems (Darusman, 2023; Pangestu et al., 2020).

The reality shows that not all students have good self-confidence. It is in line with the results of observations and interviews that were conducted at SMPN 1 Tegaldlimo. Based on the results of observations that have been made, it was found that many students did not have confidence. For example, during the teaching and learning process, when the teacher explained, the students were silent even when they did not understand they were silent. If the teacher asks questions, students are silent. No one answers or expresses opinions. The reasons students do this include feeling afraid to answer when asked by the subject teacher, afraid if the answer he gives is wrong, and afraid of being laughed at. If the answer is wrong, therefore, students choose to be silent. The same is true when presenting in front of the class, either in groups or individuals. Students feel anxious because they fear their friends will not understand what is presented and fear being laughed at in front of the class. Even though these students have studied and prepared carefully before the presentation and feel ready in front of the class, these thoughts and feelings appear, so students feel insecure. If left continuously, this will certainly impact low student learning outcomes.

One effort that can be made to overcome this problem is to carry out cognitive behavior guidance for students. Cognitive behavior guidance services are based on changing negative thoughts and behaviors, which greatly affect emotions (Inka, 2023; Purnama & Yustiana, 2022). Through Cognitive Behavior, counselees are involved in learning activities and self-training by making decisions, self-reinforcement, and other strategies (Jabbar et al., 2019; Naraswari et al., 2020). Cognitive behavior theory is a theory that believes that human thought patterns are formed through a series of cognitive-response stimulus processes that are interrelated and form a kind of network in the human brain, where cognitive processes will be the determining factor in explaining how humans think, feel and act (Nugroho & Purwandari, 2019; Qamaria, 2019; Sopiayah et al., 2020). Meanwhile, there is a belief that humans have the potential to absorb rational and irrational thoughts, where irrational thoughts can cause emotional and behavioral disturbances, so cognitive behavior is directed at modifying the functions of thinking, feeling, and acting by emphasizing the role of the brain in analyzing, deciding, asking questions, do and decide again so that by changing the status of his thoughts and feelings, the patient is expected to be able to change his behavior from negative to positive (Nurhidayah et al., 2022; Rufaidah & Karneli, 2020).

Implementation of cognitive behavior guidance will be more effective if it is accompanied by modeling techniques, where this modeling technique is one of the techniques in guidance and counseling that emphasizes counselees to observe other people and then learn to imitate and develop behavior that is by the desired changes (Dharsana et al., 2019; Gunawan, 2018; Sumarni, 2019). The implementation of this modeling technique is not just imitating or repeating what people (models) do, but modeling involves adding or subtracting observed behavior, generalizing various observations at once, and involving cognitive processes (Damayanti & Aeni, 2018; Nurhidayah et al., 2022). Furthermore, modeling techniques can be implemented in three techniques, direct, symbolic, and multiple (Durrotunnisa & Sari, 2022; Rahmatyana & Irmayanti, 2020). Utilization of modeling techniques will provide various benefits in the guidance process, such as increasing students' skills to adapt to their environment, giving someone a learning experience that can be imitated by their counselees, erasing poor or non-adaptive learning outcomes, obtaining more effective behavior or behavior, as well as overcoming disorders of social skills, disturbances of emotional reactions and also self-control (Ferdiansa & Karneli, 2021; Melati et al., 2023; Widyastuti & Sutoyo, 2021).

Several previous studies have revealed that self-management technique self-management cognitive behavior counseling guidebooks have a good index of validity, so they are very feasible to use to reduce student academic procrastination (Inka, 2023). The results of other studies reveal that cognitive behavior counseling guidebooks are appropriate to use to increase high school students' self-esteem (Naraswari et al., 2020). The results of further research revealed that cognitive behavioral therapy (CBT) group counseling, symbolic modeling techniques, and role-playing effectively increased the self-confidence of junior high school students (Nurhidayah et al., 2022). Based on some of the results of this research, it can be said that cognitive-behavioral counseling guidebooks are very feasible to be developed to support the guidance process. Besides that, applying cognitive behavioral therapy (CBT) modeling techniques can also significantly increase student self-confidence. In previous studies, no studies

specifically discussed efforts to increase junior high school students' self-confidence with cognitive behavioral counseling guidebooks using modeling techniques. So, this research is focused on this study to develop and test the acceptability of cognitive behavior counseling guidebooks modeling techniques to increase students' self-confidence.

2. METHOD

This type of research is research and development (*research and development*). This development research used 4D learning development procedures which included *define, design, develop, and disseminate*. At the *define stage*, a preliminary to final analysis was carried out, student analysis, material analysis, and needs analysis. At the *design stage*, the initial product preparation of the guidebook was carried out to increase student *confidence*. At the *develop stage*, a product validity test was carried out involving 5 guidance counseling experts including 3 BK FIP Undiksha lecturers and 2 BK teachers at SMP Negeri 1 Tegaldlimo and product acceptance testing involved 3 BK FIP Undiksha lecturers. After validation and acceptance testing, then at the *disseminate stage* a product trial was carried out on the actual target involving 7 students of SMP Negeri 1 Tegaldlimo. The subjects in this study were 3 BK FIP Undiksha lecturers and 2 BK teachers at SMP Negeri 1 Tegaldlimo to test the validity of the guidebook and test product acceptance involving 3 BK FIP Undiksha lecturers. The guidebook product trial was carried out on 7 students of SMP Negeri 1 Tegaldlimo using a *one group pretest posttest design experimental research method*. The data collection method in this study is to use a questionnaire. The questionnaire is a collection of written questions to obtain information from the respondent about himself or things he knows. In this method, a questionnaire is used to determine the needs of students. The validity sheet indicators developed consist of utility, feasibility, and accuracy. In addition, the self-confidence questionnaire adapts a questionnaire from (Asti et al., 2015) which consists of 4 indicators: self-love, self-understanding, clear goals, and positive thinking. In detail, the lattice sheets of product validity and research instrument grids can be seen in Table 1, and Table 2.

Table 1. Product Content Validity Sheet Instruments

No.	Indicator	Total Item
1	Utility	4
2	Feasibility	11
3	Accuracy	10

Table 2. Instrument Grid

No.	Indicator	Item		Total Item
		Positive	Negative	
1	Self Love	9,17,21,25,29	1,5,13,33,37	10
2	Self Understanding	2,6,14,26,30	10,18,22,34,38	10
3	Clear Life Purpose	3,7,11, 5, 9,27	23,31,35,39	10
4	Think positively	4,12,16,24,28	8,20,32,36,40	10
Total		21	19	40

They are testing the validity of the guidebooks in this study using formulas from Lawshe regarding Content Validity Ratio (CVR) and Content Validity Index (CVI). In measuring the Content Validity Ratio (CVR), judges (validators) are asked to correct each component of the measurement instrument. Furthermore, all statements are given a score, then the score that has been given can be analyzed using the CVR (Content Validity Ratio) formula. Benchmarks for acceptance of statement items can be classified as the minimum CVR score reference. Fill in the statement items accepted if they meet the criteria for a CVR score ≥ 0.60 . then, all statement items can be calculated using the CVI formula. Furthermore, the effectiveness test of the cognitive behavior counseling guidebook for modeling techniques was calculated using the t-test formula with the help of the Windows SPSS program. Furthermore, the effect size test was calculated to determine the magnitude of the effect of providing cognitive behavior counseling modeling techniques to increase self-confidence.

3. RESULT AND DISCUSSION

Result

The product produced in this study was a cognitive behavior counseling guidebook with modeling techniques to increase students' self-confidence. This guidebook is adapted to the 4D stages: Defining, Designing, Developing, and Disseminating. This product manual consists of 39 pages which cover the cover and attachments. The framework for the guidebook is Chapter 1, Introduction, Chapter 2, Related Theories, and Chapter 3, General Instructions and Attachments. Chapter 1 Introduction contains the rationale for making a guidebook for cognitive counseling behavior modeling techniques related to self-confidence. There is also a purpose for making a guidebook to help increase student self-confidence, and it can be used as a reference by Counseling teachers in dealing with self-confidence problems. Furthermore, Chapter 2 contains material on cognitive behavior, modeling, and self-confidence. The contents of this chapter are the definition of cognitive behavior, the benefits of cognitive behavior, cognitive behavior counseling techniques, understanding of modeling techniques, modeling objectives, modeling steps, procedures for implementing modeling techniques, definitions of self-confidence, aspects of self-confidence, types of self-confidence, factors that influence self-confidence.

Chapter 3, General Instructions, contains activities guidance counseling teachers must carry out before conducting cognitive behavior counseling services with modeling techniques. This chapter contains about determining the participants of counseling activities. Implementation of counseling (facilitator), method of activity, time of activity, and the role of the counselor and counselee in the activity. As well as Chapter 4, Special Instructions, contains explanations and stages of counseling cognitive behavior modeling techniques, things that must be considered in the implementation of counseling carried out during six times meetings. Also, in this manual, there is a bibliography and annexes. The results of the assessment of the validity of the content given to each judge on the cognitive behavior counseling guidebook for modeling techniques can be seen in [Table 3](#).

Table 3. Expert Validity Results

No.	Statement	Relevant	Irrelevant	CVR	Conclusion
1.	The use of guidebooks for counseling guidance teachers to carry out cognitive behavioral counseling to increase student self-confidence.	5	0	1.00	Accepted
2.	Use guidebooks for students/counselees to increase self-confidence and overcome problems experienced due to low self-esteem.	5	0	1.00	Accepted
3.	The usefulness of a guidebook for implementing cognitive behavior counseling in schools to increase student self-confidence.	5	0	1.00	Accepted
4.	The usefulness of guidebooks in encouraging guidance and counseling teachers to carry out cognitive behavioral counseling services to increase student self-confidence.	5	0	1.00	Accepted
5.	The accuracy of the substance of the guidebook's contents with the dimensions, aspects, and indicators of student self-confidence.	5	0	1.00	Accepted
6.	Appropriateness of goals, materials, methods, and counseling techniques in the cognitive behavior model used for the counseling guidance curriculum.	5	0	1.00	Accepted
7.	Appropriateness of goals, materials, methods, and selected cognitive behavior techniques in increasing student self-confidence.	5	0	1.00	Accepted
8.	The accuracy of the language used in the guide with the characteristics of the students.	5	0	1.00	Accepted
9.	Clarity of description of the contents and substance of the guidebook.	5	0	1.00	Accepted
10.	The accuracy of the substance of the material in achieving the goal of increasing student confidence.	5	0	1.00	Accepted
11.	The accuracy of the cognitive behavioral	5	0	1.00	Accepted

No.	Statement	Relevant	Irrelevant	CVR	Conclusion
	counseling techniques used on the characteristics of junior high school students.				
12.	The accuracy of the selection of media/tools.	5	0	1.00	Accepted
13.	Appropriateness of time allocation for each counseling session.	5	0	1,00	Accepted
14.	Clarity of the steps for implementing counseling.	5	0	1.00	Accepted
15.	Appropriateness of techniques and procedures for evaluating the success of counseling.	5	0	1.00	Accepted
16.	Handbook practicality.	5	0	1.00	Accepted
17.	The effectiveness of material descriptions in achieving the goal of increasing student confidence.	5	0	1.00	Accepted
18.	The effectiveness of the use of language and grammar.	5	0	1,00	Accepted
19.	The practicality of counseling procedures or steps used to increase student confidence.	5	0	1.00	Accepted
20.	The effectiveness of the time needed to carry out the procedures and techniques of cognitive behavior counseling in the guidebook.	5	0	1,00	Accepted
21.	The feasibility of supporting theoretical foundations related to self-esteem and cognitive behavioral counseling	5	0	1.00	Accepted
22.	Appropriate display of the guidebook as a whole.	5	0	1.00	Accepted

Based on the CVR calculations in the table, which consists of 22 instruments used to assess content validity (CVI), it is stated that as many as 22 points in the guidebook have good validity. After the CVR index, the CVI content validity index is calculated. Based on expert assessment calculations, a CVI of 1.00 was obtained. Referring to the categories of the results of the CVI calculation above, the guidebook for cognitive behavior counseling modeling techniques to increase student self-confidence is in the Very Appropriate category. After the guidebook was tested for validity, it was tested for effectiveness using the one-group pre-test method and post-test design using limited trial subjects, seven students at SMP Negeri 1 Tegaldlimo. The students' pre-test and post-test results can be seen in [Table 4](#).

Table 4. Pretest and Posttest Recapitulation Results

No.	Name Initials	Pretest Score	Posttest Score
1.	AJR	80	90
2.	GU	77	90
3.	HKS	76	91
4.	KSA	75	92
5.	MF	67	95
6.	PAF	65	97
7.	VJP	65	103

Before testing the hypothesis, a prerequisite test is first carried out by conducting a data normality test. Based on the results of the Shapiro-Wilk normality test in the table above, it is known that the probability score or Sig. for the pre-test and post-test data scores of 0.144 and 0.138, respectively, this probability score is greater than the significance level of 0.05. It means that the normality assumption is met. Test the hypothesis of the cognitive counseling guidebook behavior modeling techniques can be seen in [Table 5](#).

Table 5. Hypothesis Test Results

Mean	Std. Deviation	Std. Error Mean	Paired Difference		t	Df	Sig. (2-tailed)
			95% Confidence Interval of the Difference				
			Lower	Upper			
21.867	3.18	1.20	18.91	24.80	18.16	6	0.00

Based on the results of the t-test data in the table above, it is known that the probability score or Sig. (2-tailed) is 0.00, this probability score is smaller than the 0.05 significance level. It means H₀ is rejected. Thus, cognitive behavioral counseling guidebooks are effective in increasing students' self-confidence. The Cohen's effect size test was calculated to determine the effectiveness of developing a counseling guidebook. The effect size test was calculated to determine the magnitude of the effect of giving cognitive behavioral counseling effective modeling techniques to increase student self-confidence. The calculation results obtained an effect size score of 6.86, referring to the effect size criteria table. So, the effect of developing the cognitive behavior counseling guidebook was classified as very high.

Discussion

Based on the results of the data analysis that has been done, it can be seen that the guidebook has good validity, so it is very feasible to use to increase student self-confidence. The results obtained in this study then confirm that the use of guidebooks can make it easier for counselors to guide students, where the guidance carried out has been adjusted to the needs and problems experienced by students. Cognitive behavioral counseling guidance is one type of guidance that students need. This is, of course, related to various problems experienced by students during the learning process. Implementing cognitive behavior guidance will assist students in seeking dogmatic beliefs in counselees and trying to reduce these traits (Nugroho & Purwandari, 2019; Qamaria, 2019; Sopiayah et al., 2020). The implementation of counseling guidance is more oriented to the present than the past but does not ignore the student's past and helps students accept their past to change their mindset in the present in order to achieve change in the future (Nurhidayah et al., 2022; Rufaidah & Karneli, 2020). Therefore, cognitive behavior focuses more on changing the current cognitive status from negative to positive (Inka, 2023; Jabbar et al., 2019; Naraswari et al., 2020).

Cognitive behavioral guidance is generally carried out to help counselees challenge wrong thoughts (and emotions) by showing evidence that contradicts their beliefs about the problem (Diswantika & Yustiana, 2022; Maiseptian et al., 2022). There are several principles in implementing cognitive behavior, including the need for greater participation and understanding of the counselee. The counselee cannot make changes on his own, so the participation and understanding of the counselor are needed for the success of the counseling process. In-depth exploration of thoughts, emotions, and behavior, the counseling process must achieve the counselee's negative beliefs as a whole (Utari & Lathifah, 2023; Zakariya et al., 2020; Zulkifli et al., 2022). Counselors must explore thoughts, expressions, and behaviors related to the disorder they are facing to compare with the norms that apply in real life (Hafid et al., 2023; Monica et al., 2021). In other words, the counselee's negative thoughts that are found can be modified into positive thoughts. The application of modeling techniques in the implementation of cognitive behavior guidance will certainly be able to maximize the development of student self-confidence, this is because self-confidence is a person's belief in all aspects of the advantages they have, and this belief makes them feel capable of being able to achieve various goals in life (Evi et al., 2022; Lastrini et al., 2020). The character of self-confidence provides opportunities for individuals to solve a problem with their abilities so that the ownership of self-confidence will make students more confident and believe in the results of the work they have done (Hendriani & Gusteti, 2021).

The use of modeling techniques in developing self-confidence is carried out by giving examples to students on how to develop self-confidence in the learning process and in the process of interacting in society (Damayanti & Aeni, 2018; Nurhidayah et al., 2022). Modeling techniques involve students adding or subtracting observed behavior, generalizing various observations simultaneously, and involving cognitive processes. Modeling techniques involve students adding or subtracting observed behavior, generalizing various observations simultaneously, and involving cognitive processes (Durrotunnisa & Sari, 2022; Rahmatyana & Irmayanti, 2020). Based on the description above, it can be clarified that the modeling technique is a technique in guidance and counseling that emphasizes the counselee to observe other people and then learn to imitate and develop behavior that is by the desired changes (Dharsana et al., 2019; Gunawan, 2018; Sumarni, 2019). In practice, three modeling techniques can be carried out by counselors, including direct, symbolic, and double modeling. Direct modeling is a method that uses a direct model to demonstrate the behavior desired or owned by the client.

In contrast, symbolic modeling is a method/procedure that involves illustrating the target behavior using video or audio recordings to demonstrate the behavior desired or owned by the client (Ferdiansa & Karneli, 2021; Melati et al., 2023; Widyastuti & Sutoyo, 2021). The multiple modeling technique is a method that is carried out by observing several models. The client has alternative ways of behaving so that the client can choose the right and successful behavior. Every modeling technique implemented will increase self-confidence and various good characteristics in students.

The results obtained in this study align with previous research results, which also revealed that self-management technique self-management cognitive behavior counseling guidebooks have a good index of validity, so they are very feasible to reduce student academic procrastination (Inka, 2023). The results of other studies reveal that cognitive behavior counseling guidebooks are appropriate to use to increase high school students' self-esteem (Naraswari et al., 2020). The results of further research revealed that cognitive behavioral therapy (CBT) group counseling, symbolic modeling techniques, and role-playing effectively increased the self-confidence of junior high school students (Nurhidayah et al., 2022). So based on some of the research results, it can be said that cognitive-behavioral counseling guidebooks are very feasible to be developed to support the guidance process. Besides that, applying cognitive behavioral therapy (CBT) modeling techniques can also significantly increase student self-confidence.

4. CONCLUSION

Based on the data analysis and discussion results, it can be concluded that the cognitive behavior counseling guidebook with modeling techniques is in the valid category, so it is effectively used to increase student self-confidence.

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