Behavioral Counseling Guidebook with Discussion Techniques and Positive Reinforcement to Increase High School Students' Self-confidence

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ABSTRAK

Banyaknya siswa yang masih malu-malu untuk menyampaikan pendapat serta mudah merasa gugup saat melakukan sesuatu menunjukkan bahwa tingkat kepercayaan diri peserta didik masih tergolong rendah. Untuk mengatasi permasalahan tersebut maka dibutuhkan suatu media bimbingan yang dapat membantu meningkatkan kepercayaan diri siswa. Adapun tujuan dari peneltian ini yakni untuk menghasilkan produk berupa buku panduan konseling behvioral dengan teknik diskusi dan penguatan positif untuk meningkatkan kepercayaan diri siswa. Penelitian ini tergolong kedalam jenis penelitian pengembangan, yang dikembangkan dengan menggunakan model 4D, melalui tahapan pendefinisian, perancangan, pengembangan, dan penyebaran. Subjek yang terlibat dalam penelitian ini yakni 5 pakar/praktisi dalam bidang bimbingan konseling dan 32 siswa SMA. Pengumpulan data dalam penelitian dilakukan menggunakan metode penyebaran angket kuisioner secara online melalui google form, dengan instrument penelitian berupa lembar uji validitas media. Data yang diperoleh dalam penelitian kemudian dianalisis dengan menggunkan CVR (Content Validity Ratio), CVI dari Lawshe, serta uji-t. Hasil analisis penelitian menunjukkan bahwa nilai probabilitas sebesar 0,000. Jika dibandingkan dengn taraf signifikansi 0,005, hal ini tentu menunjukkan bahwa taraf signifikansi lebih besar dibanding probabilitas data. Berdasarkan hasil tersebut maka dapat disimpulkan bahwa buku panduan konseling behavioral dengan teknik diskusi dan penguatan positif untuk meningkatkan kepercayaan diri siswa SMA layak diimplementasikan dan digunakan dalam proses bimbingan.

ABSTRACT

The large number of students who are still shy about expressing opinions and easily feel nervous when doing something shows that the level of self-confidence of students is still relatively low. To overcome these problems, we need media guidance that can help increase student self-confidence. This research aims to produce a product as a behavioral counseling guidebook with discussion techniques and positive reinforcement to increase student self-confidence. This research belongs to the development research developed using the 4D model through the stages of defining, designing, developing, and disseminating. The subjects involved in this study were five experts/practitioners in guidance and counseling and 32 high school students. Data collection in the study was carried out using questionnaires online via Google form, with the research instrument as a media validity test sheet. The data obtained in the study were then analyzed using the CVR (Content Validity Ratio), CVI from Lawshe, and the t-test. The results of the research analysis show that the probability value is 0.000. When compared with a significance level of 0.005, this certainly shows that the significance level is greater than the probability of the data. Based on these results, it can be concluded that a behavioral counseling guidebook with discussion techniques and positive reinforcement to increase high school students' self-confidence is feasible to implement and use in the guidance process.

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1. INTRODUCTION

Confidence is a condition where a person has confidence in his abilities to do the job properly and responsibly (Amalia, 2019; Sabarrudin et al., 2022). Through self-confidence, a person will be able to have confidence in doing tasks, have confidence in facing problems, be able to interact well, and always think positively (Fransisca et al., 2020; Munawaroh et al., 2020; Rohmat & Lestari, 2019). It shows that self-confidence can be one of the standard criteria for achieving children's social and emotional development, where this self-confidence can be a very effective motivational boost, especially in terms of developing children's talents and abilities (Darusman, 2023; Wibawati & Watini, 2022). Furthermore, it is explained that self-confidence functions to actualize the various potentials possessed by students (Chan et al., 2020; Hendriani & Gusteti, 2021; Pangestu et al., 2020). Someone with high self-confidence will also tend to have a high level of learning motivation. It is because self-confidence is related to mental conditions, which affect behavior and thinking (Amri, 2018; Kastanja & Watini, 2022; Sabarrudin et al., 2022).

The reality shows that not all students have good self-confidence (Amri, 2018; Wardani et al., 2021). In the learning process, the form of self-doubt is generally shown by the behavior of students who complain when given sudden tests, feel nervous when appearing in front of the class, do not dare to express opinions, often make cheat sheets, etc. (Fitri et al., 2018; Pratiwi & Laksmiwati, 2019). Students who have low self-confidence will also tend to have low learning motivation (Mandini & Hartono, 2018). If allowed to continue, this insecure attitude will decrease student learning outcomes. One of the efforts that can be made to overcome this problem is by using behavior counseling guidebooks for students. Behavioral counseling is a counseling theory that can be used to solve behavioral problems caused by self-motivation and encouragement to meet life's needs through a learning process so that people can act and behave effectively and efficiently (Maulana & Nugroho, 2019; Wati et al., 2021). Behavioral therapy also applies techniques and procedures rooted in various learning theories (Islami, 2022; Monica et al., 2022).

Behaviorism is a scientific view of human behavior. The basic reason is that behavior is orderly, and carefully controlled experimentation will reveal laws that control behavior (Azhar et al., 2020; Sastrawati et al., 2019). Behavioral counseling is behavior modification which can be interpreted as an action aimed at changing a behavior (Rayani et al., 2021; Sumarni, 2019). Behavior therapy will aim to obtain new behavior by removing maladaptive behavior and strengthening and maintaining the desired behavior (Antara et al., 2020; Sudyana et al., 2020). In the behavioral concept, human behavior results from learning, which can be manipulated and adapted to learning conditions (Ariandani et al., 2020; Putra & Khairi, 2020). Several models can be used to change behavior using a behavioristic approach (Dharsana et al., 2019; Gunawan, 2018). An example of a symptom easily seen is when the teacher carries out a discussion session. Most students do not ask questions for fear of being the center of attention and are afraid that what they are asking has already been asked before.

Behavioristic counseling will work well if it is assisted in its implementation by using discussion techniques. The discussion technique allows students to solve problems by discussing (Delima & Sari, 2021; Istatik et al., 2020). Each student also has the opportunity to express their thoughts in solving a problem. Students are given certain roles when discussing, such as discussion leaders (moderators) and note-takers. Through group discussions, students usually get the opportunity to solve problems with peers and give each other advice and considerations to solve the discussed problem (Khasanah et al., 2019; Sa'adah et al., 2022). Furthermore, the use of discussion techniques will enable students to be able to learn from each other to work together and communicate with each other orally, interact with each other, be active in discussions, and be creative and effective in solving the problems discussed (Marista et al., 2021; Sagita et al., 2020). Discussions provide the broadest opportunity for students to express opinions, reject ideas, provide feedback and suggestions, and participate actively (Syarifuddin, 2019). Several studies that have been conducted previously revealed that the behavioral counseling theory guidebook with the sociodrama technique has good validity in each item, so it is very feasible to use in the guidance process (Usemahu et al., 2022). Other studies revealed that cognitive behavior counseling guidebooks to increase high school student self-esteem met the eligibility criteria for implementing counseling guidance services, especially using cognitive behavior counseling to increase self-esteem (Naraswari et al., 2020). Further research revealed that the behavioral counseling model manual effectively increased student self-management (Suastari et al., 2021). Based on some of the results of these studies, cognitive behavior counseling guidebooks are very effective in increasing student self-confidence. In previous studies, no studies specifically discussed the development of a behavioral counseling guidebook with discussion techniques and positive reinforcement to increase high school students' self-confidence. So this research is focused on this study to produce a product in the form of a behavioral counseling guidebook with discussion techniques and positive reinforcement to increase student self-confidence.

2. METHOD

This research belongs to the type of development research that was developed using the 4D model. The 4D development model comprises the Define, Design, Develop, and Disseminate stages. The sample used to test the product's effectiveness is from the eleventh grade at SMA Negeri 1 Petang, which involves 32 students and will later be used as a subject in the effectiveness test of the developed handbook. The data collection technique used in this research is online questionnaires via Google Forms. The respondents in the research implementation are experts in counseling guidance services. The research instrument grid can be seen in Table 1.

Table 1. Self-Confidence Measuring Instruments

Variable	Indicator	Item Number	Total
	Self-understanding	1,4,5,7,13,18	6
Confidence	Positive thinking	2,3,6,20,21,22,23	7
	Firmness	8,12,19,24,25	5

The results obtained in the study were then analyzed using validity tests by experts. The product validation process can be carried out by presenting several experts or experts who are experienced in assessing a newly designed product. Each expert or expert is asked to assess the design of the guidebook, which will then identify its weaknesses and strengths. In carrying out the content validation of the designed book, the researchers involved three expert lecturers in guidance and counseling and two counseling teachers in high schools.

3. RESULTS AND DISCUSSION

Result

This development research was carried out based on the 4D development stages consisting of the define, design, develop, and disseminate stages. The results of each stage of development are as follows: first, the define stage is carried out by determining and knowing the needs related to implementing guidance and counseling services in schools and collecting information about the products that will be developed later. In developing this counseling model, at this stage, it is also referred to as a needs analysis using a questionnaire. Needs analysis related to counseling guidance services is carried out because each product that will be produced will require different needs analysis.

Second, the design stage (design) is carried out by making modules or guidebooks according to the results obtained when carrying out the needs analysis, with the content framework of the results of the curriculum analysis and the material for the guidance and counseling program in schools. After the implementation, it will be followed by a draft guidebook concept framework that will be made with its contents. There are objectives, procedures or steps, implementation of the counseling model using the techniques, and accompanying instruments needed in the book that will be written later. The display of the behavioral counseling guidebook with discussion techniques and positive reinforcement can be seen in Figure 1.
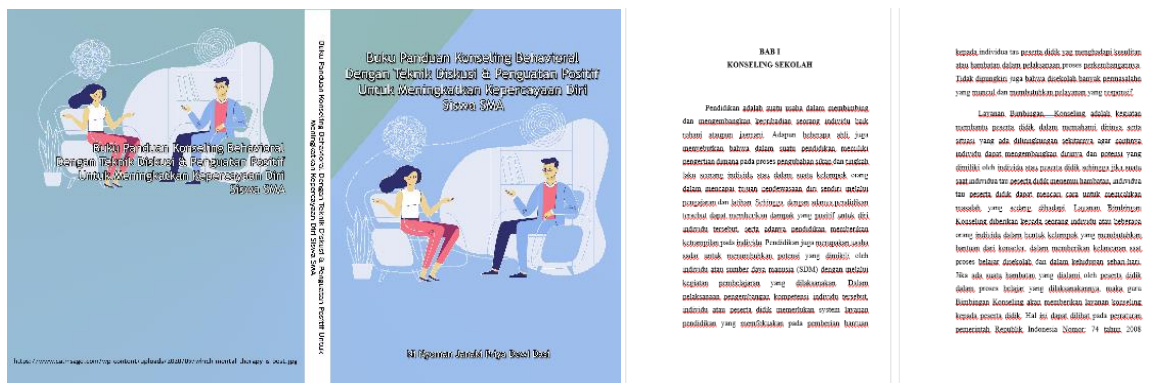

Figure 1. Display of a Behavioral Counseling Guidebook with Discussion Techniques and Positive Reinforcement

The third stage is the development stage, which consists of an expert validation process (expert appraisal) and product testing (development testing). Validation of expert results is carried out once. This implementation is carried out to validate or assess the feasibility of the behavioral counseling manual that will be developed. The results of the judges' validation that CVR and CVI have analyzed are shown in Table 2.

Table 2. Results of CVR and CVI Analysis

Item Number	Expert					CVR	Description
	1	**2**	**3**	**4**	**5**		
1	1	1	1	1	1	1	Valid
2	1	1	1	1	1	1	Valid
3	1	1	1	1	1	1	Valid
4	1	1	1	1	1	1	Valid
5	1	1	1	1	1	1	Valid
6	1	1	1	1	1	1	Valid
7	1	1	1	1	1	1	Valid
8	1	1	1	1	1	1	Valid
9	1	1	1	1	1	1	Valid
10	1	1	1	1	1	1	Valid
11	1	1	1	1	1	1	Valid
12	1	1	1	1	1	1	Valid
13	1	1	1	1	1	1	Valid
14	0	1	1	1	1	0	Valid
15	1	1	1	1	1	1	Valid
16	1	1	1	1	1	1	Valid
17	1	1	1	1	1	1	Valid
18	1	1	1	1	1	1	Valid
19	1	1	1	1	1	1	Valid
20	1	1	1	1	1	1	Valid
21	1	1	1	1	1	1	Valid
22	1	1	1	1	1	1	Valid
∑CVR							22

The fourth stage is the dissemination stage. At the dissemination stage, trials were carried out on the counseling guidebook developed in this study. The effectiveness test was carried out by analyzing the pre-test and post-test using the t-test with the help of SPSS Windows 25. The t-test analysis begins with the data normality test and homogeneity test. The normality and homogeneity test analysis results can be seen in Tables 3 and 4.

Table 3. Data Normality Test Results

Shapiro-Wilk		
Statistic	**df**	**Sig.**
.929	9	.476
.910	9	.318

Table 4. Homogeneity Test Results

df1	**df2**	**Sig.**
1	16	.943

Table 3 above shows that the normality test results are based on the Shapiro-Wilk model, where the data's probability value or Sig can be observed. The pre-test value is equal to 0.476, and the post-test is 0.318. This value shows a significance level of 0.05, which is smaller than the value indicating that the normality assumption is met. Furthermore, the data in Table 4 shows the probability value or Sig. The pre-test and post-test data values were 0.943, where these results showed a significance level of 0.05 which was smaller than the probability value, indicating that the assumption of homogeneity was met in this study. After the normality and homogeneity test results were obtained, the analysis continued with the t-test. The results of the t-test analysis can be seen in Table 5.

Table 5. T-test results

		Paired Differences						t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
					Lower	Upper				
Pair 1	Pre-Test Pos-Test	8.88889	3.55121	1.18374	11.61859	6.15919		7.509	8	0.000

Based on the data in Table 5, the results or values of the t-test in Table 5 above can be observed and examined, which shows a probability value of 0.000. When compared with a significance level of 0.005, this certainly shows that the significance level is greater than the probability of the data. By looking at the results above, it is concluded that Ho is rejected, so implementing the Behavioral Counseling Handbook Using Discussion and Positive Reinforcement Techniques to Increase High School Students' Confidence.

Discussion

Based on the results of the data analysis that has been done, the use of behavioral counseling guidebooks with discussion techniques and positive reinforcement can be used well to increase high school students' self-confidence in the implementation of learning and everyday life. It is shown from the results of the calculation of the effectiveness of the guidebook trial on SMA Negeri 1 Petang students with the result that the t-count value is 7.509, which is greater than the t-table value of 2.039. Assessing the module's or counseling guidebook's content validity index is very important. It is because behavioral counseling guidebooks can help guidance and counseling teachers provide guidance and counseling services, especially to increase student self-confidence (Mandini & Hartono, 2018; Rayani et al., 2021; Sumarni, 2019). It can be provided using several approaches in carrying out or providing group counseling services. One example of implementing group counseling services is a behavioral approach (Islami, 2022; Monica et al., 2022).

The behavioral counseling approach allows counselors and students to solve behavioral problems caused by self-motivation and encouragement to meet life's needs through a learning process so that people can act and behave effectively and efficiently (Azhar et al., 2020; Sastrawati et al., 2019). Behavioral therapy also applies techniques and procedures rooted in various learning theories (Dharsana et al., 2019; Gunawan, 2018). Furthermore, behavioral counseling is behavior modification which can be interpreted as an action to change a person's behavior (Ariandani et al., 2020; Putra & Khairi, 2020). Behavior therapy will aim to obtain new behavior by removing maladaptive behavior and strengthening and maintaining the desired behavior (Antara et al., 2020; Sudyana et al., 2020). In the implementation of guidance and counseling, behavioral concepts can be used to change the level of negative behavior into positive behavior, as well as increase students' self-confidence (Khasanah et al., 2019; Sa'adah et al., 2022; Syarifuddin, 2019).

Nowadays, self-confidence is one of the characteristics that students must have to improve their quality of life. Self-confidence is related to individual belief in their abilities to do tasks properly and responsibly (Amalia, 2019; Darusman, 2023; Sabarrudin et al., 2022; Wibawati & Watini, 2022). Someone who has high self-confidence will tend to be able to do something to the fullest without any doubts (Fransisca et al., 2020; Munawaroh et al., 2020; Rohmat & Lestari, 2019). The development of student self-confidence is not only the responsibility of educators and counselors but also the responsibility of parents, as the initial place where children grow and develop (Chan et al., 2020; Hendriani & Gusteti, 2021; Pangestu et al., 2020).

The results obtained in this study are in line with the results of previous research, which also revealed that the behavioral counseling theory manual with the sociodrama technique has good validity in each item, so it is very feasible to use in the guidance process (Usemahu et al., 2022). Other studies revealed that cognitive behavior counseling guidebooks to increase high school student self-esteem met the eligibility criteria for implementing counseling guidance services, especially using cognitive behavior counseling to increase self-esteem (Naraswari et al., 2020). Further research revealed that the behavioral counseling model manual effectively increased student self-management (Suastari et al., 2021). Based on some of the results of these studies, cognitive behavior counseling guidebooks are very effective in increasing student self-confidence.

4. CONCLUSION

Based on the data analysis in this study, the Behavioral Counseling Handbook Using Discussion and Positive Reinforcement Techniques to Increase the Confidence of High School Students is feasible to implement and use because the content validity shows good results. Regarding the effectiveness of the guidebook, based on the results of data analysis, the Behavioral Counseling Guidebook Using Discussion and Positive Reinforcement Techniques to Increase High School Students' Confidence.

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