

Cognitive Behavior Counseling Guide Self Management Techniques to Increase the Self-Confidence of High School Students

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ARTICLE INFO

Article history:

Received February 19, 2023

Accepted June 30, 2023

Available online July 25, 2023

Kata Kunci:

Panduan Konseling, Self Management, Percaya Diri

Keywords:

Counseling Guide, Self Management, Self Confidence



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ABSTRAK

Rendahnya tingkat kepercayaan diri siswa biasanya ditunjukkan dengan sikap siswa yang tidak berani mengungkapkan pendapat pada saat pembelajaran berlangsung dan jika dibiarkan secara terus menerus, hal tersebut tentunya akan berdampak pada rendahnya hasil belajar siswa. Adapun tujuan dari penelitian ini adalah untuk menghasilkan produk panduan konseling cognitive behavior teknik self management untuk meningkatkan percaya diri peserta didik SMA Kelas X. Penelitian ini tergolong kedalam jenis penelitian pengembangan yang dikembangkan dengan menggunakan model 4D. Subjek yang terlibat dalam penelitian ini yakni 5 orang pakar. Pengumpulan data dalam penelitian ini dilakukan menggunakan metode observasi, wawancara, serta penyebaran angket, dengan instrument penelitian berupa lembar questioner. Buku panduan diuji kualitasnya dengan uji keberterimaan kepada ahli bimbingan konseling dan menguji tingkat keefektifan buku panduan kepada siswa langsung. Pengujian keberterimaan menggunakan formula Lawshe dengan menghitung CVR dan CVI. Uji efektivitas menggunakan uji t dengan menggunakan SPSS versi 23. Hasil dari uji keberterimaan menunjukkan tingkat kesesuaian buku panduan konseling cognitive behavior teknik Self management untuk meningkatkan percaya diri pada peserta didik SMA kelas X memiliki kategori sangat sesuai dalam segi kegunaan, ketepatan, dan kelayakan. Sedangkan uji efektivitas menunjukkan hasil implementasi buku panduan cognitive behavior teknik Self management efektif untuk meningkatkan percaya diri pada peserta didik SMA kelas X. Sehingga berdasarkan hasil analisis tersebut maka dapat disimpulkan bahwa buku panduan konseling cognitive behavior dapat meningkatkan percaya diri peserta didik SMA kelas X.

ABSTRACT

The low level of student self-confidence is usually indicated by the attitude of students who do not dare to express opinions during learning. If this is allowed to continue, this will, of course, impact low student learning outcomes. This research aims to produce a cognitive behavior counseling guide product and self-management techniques to increase the self-confidence of Class X high school students. This research is classified as a development research developed using the 4D model. The subjects involved in this research were five experts. Data collection in this research was carried out using observation methods, interviews, and the distribution of questionnaires with research instruments in the form of questionnaires. The quality of the guidebook is tested using an acceptance test with guidance and counseling experts and testing the level of effectiveness with direct students. Acceptance testing uses the Lawshe formula by calculating CVR and CVI. The effectiveness test used the t-test using SPSS version 23. The results of the acceptance test showed that the level of suitability of the cognitive behavior counseling guidebook for self-management techniques to increase self-confidence in class X high school students was categorized as very suitable in terms of usefulness, accuracy, and feasibility. Meanwhile, the effectiveness test shows that implementing the cognitive behavior guidebook on self-management techniques effectively increases self-confidence in class X high school students. Based on the results of this analysis, it can be concluded that the cognitive behavior counseling guidebook can increase the self-confidence of class X high school students.

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1. INTRODUCTION

Self-confidence is the belief that a person can achieve the desired results according to their needs (Christina & Irwanto, 2019; Santander, 2017). It is further explained 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 (Amalia, 2019; Khasanah et al., 2019). Self-confidence is a person's most valuable attribute in social life. This is because, with self-confidence, a person is able to actualize all the potential that exists within him (Awaliyani, 2021; Rohmat & Lestari, 2019). Students who have high self-confidence tend to interact with other students easily, are able to express opinions without any doubt, respect other people's opinions, and are able to act and think positively in making decisions. On the other hand, if students have low self-confidence, they will find it easier to communicate and express opinions and will feel that they cannot compete with other students (Amri, 2018; Darusman, 2023; Pranoto et al., 2023). In the realm of education, teachers have an important role in increasing students' self-confidence. Teachers can provide knowledge about the meaning and benefits of having high self-confidence to students (Fransisca et al., 2020; Hendriani & Gusteti, 2021). The role of the Counseling Guidance teacher for students is to provide opportunities for students to express feelings and conflicts and realize that they are happy to share their attention with their counselor (Chan et al., 2020; Hartati et al., 2021).

However, the reality on the ground shows that not all students have good self-confidence. This is shown by the results of observations carried out at SMA Negeri 4 Singaraja, where the results of observations and interviews show that students' self-confidence is still very low. The low self-confidence of students is shown by the fact that many students are still hesitant and shy when interacting with new environments. Besides that, students also do not dare to express their opinions while learning is taking place. Some students also prefer to refrain from coming forward to present the results of learning activities.

Furthermore, based on the results of the distribution of self-confidence questionnaires, it was found that out of a total of 12 classes, there were six classes where the average self-confidence of students was classified as low. This was seen after the researchers received the results from filling out the questionnaire, which had been filled in by students from classes X-1 to X-12. Based on the results of filling out the questionnaire, it is known that, on average, students are less confident with themselves and less able or embarrassed when adapting to a new environment when entering high school. Students also do not dare to express opinions during learning, and students do not dare to appear or come to the front of the class to present the results of learning activities. Based on this, if it is a percentage, students who experience a low level of self-confidence are around 60%, and students who have a high level of self-confidence are around 40%. If left unchecked, students' low self-confidence will have an impact on decreasing learning outcomes.

Increasing students' self-confidence can be done by providing cognitive behavior counseling services using self-management techniques. This is because these services can have the effect of increasing self-confidence and eliminating feelings of shame, doubt, or anxiety (Nugroho & Purwandari, 2019; Rufaidah & Karneli, 2020). Cognitive behavioral counseling is an adaptation of behavioral counseling, which emphasizes attention to visible behavior and is related to a person's cognitive condition (Harahap, 2023; Sopiayah et al., 2020). Behavioral counseling can also help students learn to solve certain interpersonal, emotional, and decision problems (Hafifah & Asari, 2021; Purnama & Yustiana, 2022). A behavioral approach is given so that students are able to learn to change problematic behavior to comply with applicable norms and rules (Naraswari et al., 2020; Wibowo et al., 2019). The implementation of behavioral guidance can be accompanied by self-management counseling techniques, which are a set of rules and efforts for individuals to implement professional assistance practices so that they can develop their potential and resolve any problems by applying a series of principles or procedures including self-monitoring and active reinforcement (self-reward) (Hafifah & Asari, 2021; Hidayati, 2018; Suastari et al., 2021). Several previous studies have revealed that self-management techniques can significantly increase students' self-confidence (Sulistiyowati, 2021). The results of other research also reveal that self-management can overcome problems of nature, such as the research conducted by (Safithry and Anita, 2019). So, based on the results of this research, it can be said that self-management techniques are able to overcome students' self-confidence problems. It's just that in previous research, there have been no studies that specifically discuss the development of cognitive behavior counseling guides for self-management techniques to increase the self-confidence of tenth-grade high school students. So, this research focuses on this study with the aim of producing cognitive behavior counseling guide products for self-management techniques to increase the self-confidence of tenth-grade high school students.

2. METHOD

This research is a type of development research or Research and Development (R&D), which is carried out with the aim of producing creative and innovative products as well as developing certain products and test the effectiveness of the products so that they can be useful in the world of education (Apriansyah, 2020). This research is focused not only on research problems but also on the products and tools that will be produced. The 4D development research model consists of four stages: defining, designing, developing, and disseminating. The subjects were to find out the prototype and test the acceptance of the guidebook using a guidebook that had been prepared. The acceptance test result data obtained was sourced from five experts. The subject for the effectiveness of implementing the guidebook developed involved 12 students of SMA Negeri 4 Singaraja who were taken using purposive sampling.

Analysis of the guidebook acceptance instrument, which will be analyzed by experts to test the acceptability of the Behavioral Self Management Techniques counseling guide to increase students' self-confidence. To test the acceptability of the guidebook in this research, five experts or practitioners used the Content Validity Ratio (CVR) and Content Validity Index (CVI). Furthermore, this research uses a pre-experimental research design, one group pretest, and posttest, which aims to test the effectiveness of the Cognitive Behavior counseling guide and self-management techniques to increase students' self-confidence. Before carrying out the analysis using the t-test, as a requirement for the analysis, a prerequisite test must be carried out consisting of a Normality test and a Homogeneity test (Pujiyanto et al., 2020). The normality test is used to determine whether the research data obtained is normally distributed or not (Fahmeyzan et al., 2018). To carry out this test, researchers used the SPSS version 23 application. The results of the analysis will be described in descriptive statistics. Then the second requirement in the prerequisite test is the data homogeneity test. The data homogeneity test is used to determine whether research data comes from the same group of variants or not (Usmadi, 2020). In the homogeneity test, researchers also used the SPSS version 23 application, and the results will be described in descriptive statistics.

3. RESULTS AND DISCUSSION

Result

Testing of product quality includes testing the acceptability of guidelines and testing the effectiveness of guide implementation. The flow or stages of 4D research are in accordance with the order of implementation: the first stage, the define stage, which is carried out through a process of analyzing various needs at the research location, SMA 4 Singaraja to find out various problems that are used as a reference in carrying out research and as the urgency of the research. At the definition stage, analysis of the guidance service program, analysis of student character, analysis of guidance and counseling services, and theoretical analysis are carried out. Analysis of the guidance service program was carried out by conducting interviews with Guidance Counseling teachers to determine the objectives of the guidance and counseling services so that they could be used as a reference in preparing the guidebook being developed. Based on the results of interviews conducted with Guidance and Counseling teachers at SMA Negeri 4 Singaraja, it was found that the implementation of group guidance services at SMA Negeri 4 Singaraja was rarely carried out, resulting in low knowledge of students in the group guidance service program. From the results of the interviews, students also found various aspects, such as not daring to come to the front of the class, being passive, and preferring independent exams. From this problem, researchers will use group guidance to increase students' self-confidence because group guidance will help students in optimal self-development and make the service delivery process easier.

Next, an analysis of student character is obtained from data regarding student needs. This step is carried out by distributing an initial questionnaire to determine the level of student confidence. Based on the results of filling out the questionnaire, it is known that, on average, students are less confident with themselves and less able or embarrassed when adapting to a new environment when entering high school. Students also do not dare to express opinions during learning, and students do not dare to appear or come to the front of the class to present the results of learning activities. Based on this, if it is a percentage, students who experience a low level of self-confidence are around 60%, and students who have a high level of self-confidence are around 40%. Apart from that, the results of interviews conducted with guidance and counseling teachers and also several students showed symptoms that lead to students' low self-confidence. Interview results from Guidance and Counseling teachers who obtained reports from class teachers showed that students were often found reluctant to come to the front of the class to express their opinions to their friends and preferred to remain silent. Students are also often found when they are appointed to present or read out the results of their completed work, attracting their classmates to be accompanied or appointed to come to the front of the class. As a result of interviews with students, many students chose daily essay tests rather than assignments that included presentations in class.

Analysis of counseling guidance services is carried out by collecting the truth and alternative solutions, which will make it easier to develop counseling guidebooks. Data collection related to counseling guidance services at SMA 4 Singaraja found that the implementation of counseling guidance services still prioritizes responsive services. In contrast, services that have planning, such as group guidance and classical guidance, still need to be carried out due to limited implementation hours and constraints on general lesson hours. Interviews were also conducted with students regarding their understanding of school counseling guidance. The results showed that students had a better understanding of knowledge about school guidance counselors. Many still think that guidance counselors are tasked with punishing students who violate them. The final analysis is a theoretical analysis carried out by examining several theories and research results that prove the effectiveness of cognitive behavioral counseling self-management techniques for increasing students' self-confidence. The results of this study were used to identify and compile guidebooks systematically.

The second stage is the design stage, which is carried out systematically through the process of formulating and compiling the guidebook so that it can be used efficiently and effectively and can increase students' self-confidence. The structure of the Cognitive Behavior Counseling Guidebook with Self Management Techniques to Increase the Self-Confidence of High School Students Class ten can be seen in [Table 1](#).

Table 1. Structure of the Cognitive Behavior Counseling Guidebook with Self-Management Techniques

No	Component	Contained Aspects
1	Cover	The title and name of the author of the book are combined with various illustrations to make it look attractive
2	Preface	Expressions of gratitude to God Almighty, hopes, benefits, criticism, and suggestions
3	Table of contents	Information about the page layout of parts of the manual in a coherent manner
4	Introduction	The phenomenon of problems regarding self-confidence, the urgency of self-confidence, understanding the cognitive behavior counseling model, self-management techniques, and the objectives of the techniques used
5	Section 1	Contains a complete description of cognitive behavior counseling, a description of self-management techniques for group guidance, as well as the stages of implementing group guidance
6	Section 2	It contains a series of activity instructions related to the implementation of the counseling guidebook. These instructions consist of instructions for using the guidebook, the purpose of implementing the service, facilitator, methods, and techniques used, place and time, and syntax for implementing counseling.
7	Section 3	It contains a special explanation of the implementation of cognitive behavioral counseling self-management techniques to increase students' self-confidence. The discussion of each meeting is described in a table in a coherent and clear manner
8	References	Contains a collection of reference sources used in the guidebook
9	Attachment	The guidebook contains various instruments such as self-confidence questionnaires, process and results evaluation instruments, guidance contracts, Service Implementation Plans, student worksheets, and service implementation reports.

The third stage is Development. The development stage in this research is in the form of testing a prototype of a cognitive behavior counseling guidebook for self-management techniques to increase students' self-confidence. This testing includes acceptance tests and effectiveness tests. The guidebook acceptance test was carried out on experts and then analyzed using the Lawshe formula. The guidebook acceptance analysis aims to measure the quality of the guidebook according to guidance and counseling experts. Expert acceptance assessments refer to aspects of accuracy, usefulness, and feasibility. In this test, the Lawshe formula is used as a data analysis technique. The data is then recapitulated based on the results of the expert assessment, and calculations are carried out to obtain the CVR and CVI scores for each question item. The CVR and CVI test results can be seen in [Table 2](#).

Table 2. CVR and CVI

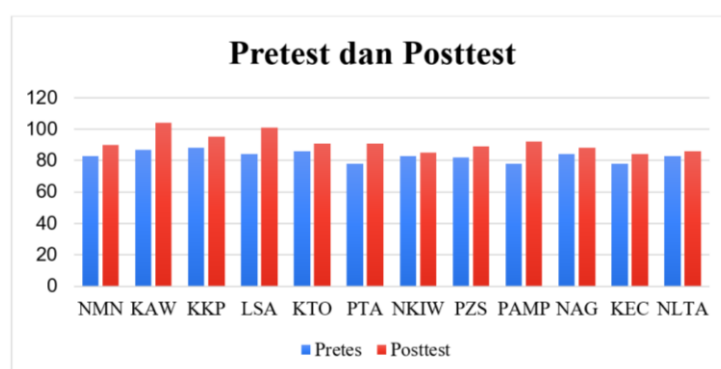
No.	Accepted	Not accepted	CVR	CVI
1.	5	0	1	
2.	5	0	1	
3.	5	0	1	
4.	5	0	1	
5.	5	0	1	
6.	5	0	1	
7.	5	0	1	
8.	5	0	1	
9.	5	0	1	
10.	4	1	0.6	
11.	5	0	1	0.98
12.	5	0	1	
13.	5	0	1	
14.	5	0	1	
15.	5	0	1	
16.	5	0	1	
17.	5	0	1	
18.	5	0	1	
19.	5	0	1	
20.	5	0	1	
Total			19.6	

The results of the CVI calculation are then converted into a range of acceptance category scores, as in Table 3.

Table 3. Acceptability Categories

Score	Category
0-0.33	Low
0.34-0.67	Medium
0.68-1	High

Based on the conversion results of the CVI score in the acceptance category table above, it is known that the CVI score is 0.98, so it is classified as High. After obtaining the acceptance test results, the analysis then continues with product effectiveness testing. The effectiveness test was carried out with the aim of determining the level of effectiveness of the guide when implemented on students who experience low self-confidence. The data used comes from students from the results of the pretest and posttest distribution. The data from the pretest and posttest results are shown in Figure 1.

**Figure 1.** Pretest and Posttest Results

The analysis used to test this effectiveness uses SPSS version 23. Testing the effectiveness of the guidebook was carried out with the aim of knowing the level of efficiency and success of the guidebook when implemented. The analysis in this test uses the t-test carried out in SPSS version 23. Before carrying out the analysis using the t-test, a prerequisite test must be carried out, which is a requirement before

testing with the t-test. These prerequisite tests include data normality tests and homogeneity tests. First, the normality test is carried out with the aim of determining the normal distribution of research data. This test also determines whether to use parametric or non-parametric statistics. This test was carried out using SPSS version 23, as shown in Table 4.

Table 4. Normality Test

Data Type	sig SPSS23
Pretest	0.189
Posttest	0.184

Based on the SPSS23 calculation results, the SPSS output results in the sig score section of the Shapiro Wilk table show a score of 0.189 in the Pretest data and a score of 0.184 in the Posttest data. The determination to use SPSS Shapiro Wilk results was because the research data used was relatively small, so the SPSS VERSION 23 analysis results used Shapiro Wilk output. The decision-making provisions for the normality test are based on the fact that if the sig score is > 0.05 , then the data is normally distributed. If the sig score is < 0.05 , then the data is not normally distributed. So, if the sig score is converted to decision-making conditions, the sig scores of 0.189 and 0.184 are greater than 0.05 so that the research data is normally distributed. Second, a homogeneity test is carried out to determine whether the research data comes from the same group of variants or not. This test was carried out using SPSS version 23, provided that if the sig score is > 0.05 , then the data is homogeneous, and if the sig score is < 0.05 , then the data is not homogeneous. The SPSS output results for this homogeneity test can be seen in the Base on Mean section in the sig column, which can be seen in Table 5.

Table 5. Homogeneity

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	2.132	1	22	0.158
	Based on Median	1.813	1	22	0.192
	Based on the Median and with adjusted df	1.813	1	16.651	0.196
	Based on trimmed mean	1.811	1	22	0.192

Based on the SPSS output results, the result is sig = 0.158 on the base of the mean. If this is converted to decision-making conditions, the sig score is $0.158 > 0.05$, so the data is homogeneous. The third analysis is the t-test, which is carried out by testing the level of effectiveness of the guidebook. There are two types of data: pretest data and posttest data. Pretest data is data obtained before treatment, and posttest data is obtained after treatment is given. The decision-making criteria in this test refer to the research hypothesis that has been established, H_0 with the hypothesis that the implementation of the cognitive behavior counseling guidebook, self management techniques are not effective in increasing self-confidence in tenth-grade high school students, as well as the H_a hypothesis which reads: Implementation of the cognitive behavior counseling guidebook, self-management techniques are effective for increasing self-confidence in tenth-grade high school students. The decision-making conditions for the t-test are if sig.(2-tailed) < 0.05 , then H_0 is rejected and H_a is accepted, and if sig.(2-tailed) > 0.05 , then H_0 is accepted and H_a is rejected. SPSS version 23 test results can be seen in Table 6.

Table 6. T-test

		Paired Samples Test								
		Paired Differences						t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		Lower	Upper			
Pair 1	Pretest - Posttest	-8.500	5.334	1.540	-11.889			-5.111	-5.520	11

Based on the SPSS version 23 output results, the Sig. score is obtained (2-tailed) $0.000 < 0.05$, then H_0 is rejected, and H_a is accepted. Based on these results, it can be concluded that the hypothesis that has

been established is that the implementation of the cognitive behavioral counseling guidebook on self-management techniques is effective in increasing self-confidence in tenth-grade high school students. The fourth analysis is calculating the effect size. The next test is to calculate the size of the effect size, which can describe how much influence the behavioral counseling guidebook has on self-management techniques to increase students' self-confidence. The resulting category for the effect size level is interpreted into the effect size criteria as in [Table 7](#).

Table 7. Effect Size Category

Effect Size	Category
$Es \leq 0.20$	Low
$0.20 < Es \leq 0.80$	Medium
$Es > 0.80$	High

The results of calculating the effect size obtained a result of 0.46, so it can be concluded that the guidebook has a sufficient influence. The fourth stage is the dissemination stage, which is carried out when the guide meets the requirements for acceptance tests and effectiveness tests. Then, it can be handed over to the Guidance Counseling teacher so that it can be used to overcome students' low self-confidence.

Discussion

Based on the results of the data analysis that has been carried out, it can be said that the counseling guidebook is in the valid category and is very suitable for use in the guidance process. In developing students' self-confidence, providing guidance is very necessary to develop various competencies within students. This is because counseling is able to provide guidance and direction to students so that students will be able to develop various positive characters within themselves ([Kholili et al., 2020](#); [Safithry & Anita, 2019](#)). Students at every level of education certainly always experience problems, whether they originate within themselves or outside themselves ([Madidar & Muhid, 2022](#); [Putra & Khairi, 2020](#)). In general, the problems faced by students are personal problems, such as learning problems, educational problems, career or work problems, use of free time, and other social problems ([Inka, 2023](#); [Muratama, 2018](#)). So, to overcome these problems, guidance, and counseling teachers are required to have sufficient skills to help students solve the various problems they experience.

One form of skill that must be possessed is the skill in compiling a counseling guidebook that is tailored to the needs and characteristics of students. Counseling guidebooks can be used by guidance and counseling teachers as a guide in implementing guidance, with the aim that the guidance carried out is in accordance with student needs and does not deviate from the objectives of implementing guidance ([Abdillah & Fitriana, 2021](#); [Naraswari et al., 2020](#); [Wibowo et al., 2019](#)). The cognitive behavioral counseling guide was developed with the principle that every behavior can be learned, old behavior can be replaced with new behavior, and humans have the potential to behave good or bad, right or wrong, according to the guidance given ([Harahap, 2023](#); [Sopiyah et al., 2020](#)). A behavioral approach is given so that students are able to learn to change problematic behavior to be in accordance with applicable norms and rules.

A behavioral approach accompanied by self-management counseling techniques will provide individuals with the opportunity to apply professional assistance practices so that they can develop their potential and resolve any problems by applying a series of principles or procedures, including self-monitoring and active reinforcement (self-reward) ([Hafifah & Asari, 2021](#); [Hidayati, 2018](#); [Suastari et al., 2021](#)). The results obtained in this research are in line with the results of previous research, which also revealed that self-management techniques were significantly able to increase students' self-confidence ([Sulistiyowati, 2021](#)). The results of other research also reveal that self-management can overcome problems of nature, such as the research conducted by ([Safithry and Anita, 2019](#)). So, based on the results of this research, it can be said that self-management techniques are able to overcome students' self-confidence problems.

4. CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that the cognitive behavioral counseling guidebook on self-management techniques for increasing self-confidence in tenth-grade high school students has a high category in terms of usefulness, accuracy, and feasibility. So, it is very suitable to be used as a guide for implementing guidance at school.

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