

# THE EFFECTIVENESS OF GROUP GUIDANCE SERVICES WITH GROUP DISCUSSION TECHNIQUES TO INCREASE SELF-EFFICACY IN CLASS V STUDENTS OF BANGSRI 02 ELEMENTARY SCHOOL

Muhamad Faizal Bacharsyah

<sup>1</sup>. Muhammad Arif Budiman Sucipto (INDONESIA)

<sup>2</sup>. Suriswo (INDONESIA)

Guidance and Counseling, Faculty of Teacher Training and Education  
Pancasakti University Tegal

Faizalbbs12@gmail.com

## Abstract

*This research is motivated by the decrease in self-efficacy in fifth grade students of SD Negeri Bangsri 02. The purpose of this study was to determine the implementation of services before, after, and effective group guidance service activities. This research method uses quantitative methods with experimental research methods. This research design uses a one group pre-test post-test experimental design. The population in this study were fifth grade students of SD Negeri 02 Bangsri, Bulakamba District, Brebes Regency. Sampling using purposive sampling technique and data collection techniques used are questionnaires, observation, and documentation. While the data analysis techniques are normality test, homogeneity test, linearity test, hypothesis testing (paired sample t test). The results stated that group guidance services related to self-efficacy pretest results were 62.4 and after participating in group guidance services using group discussion techniques increased to 101.5. Based on the results of the analysis, t test (paired sample t test), it can be obtained that the results of the experimental class  $t_{count} > t_{table}$  are  $3.738 > 1.812$  and sig. (2-tailed) is  $0.000 < 0.05$ , then  $H_0$  is rejected and  $H_a$  is accepted. So it can be concluded that group guidance services are effective in using discussion techniques to increase self-efficacy in fifth grade students at SD Negeri Bangsri 02 Bulakamba District, Brebes This research suggests that students need to follow up and improve self-efficacy so that they have superior, creative and responsible characters.*

**Keywords:** Group Guidance Services, Group Discussion Techniques, Self Efficacy

## 1. INTRODUCTION

Nowadays there are many problems that occur in the world of education. Educational problems are caused by the ever-changing curriculum. Education for human life is an absolute necessity that must be fulfilled throughout life so that human groups can develop, progress and prosper. The current curriculum requires students to be more active and more able to develop themselves and their abilities in order to make themselves achieve more while at school.

Elementary school students as creatures aged 6-12 years or childhood must be assisted and guided and directed so that they can develop their abilities optimally, especially in self-efficacy. One of the efforts is formal schooling. The implementation of education can support the success of a nation and state in various fields of human life. In general, the implementation of education is in a continuous process in each type and level of education. The development of children aged 6-12 years is very vulnerable to their psychology. Children of elementary school age still have to get guidance from parents, teachers, and adults. Each individual has their own development at different times and tempos. Each individual experiences phases of development in his life, namely infancy, childhood, adolescence, adulthood, and old age.

The child's developmental phase will be in accordance with their developmental tasks. Therefore, teachers as one of the drivers of education must be able to become facilitators so that the developmental tasks of these elementary school children can be fulfilled. Development is related to an integrated personality. Elementary school children usually aged 6-12 years are in childhood (Sumantri, 2014: 99).

According to Mirawati, (2018) Students know individuals have energy in themselves that encourage students to grow and develop positively in a good direction according to the abilities that these students have.

Teachers at school are able to process learning that can create innovative learning situations in order to achieve the success of the learning process due to ineffective learning. Ineffective learning is also caused by students who are less active, teachers cannot provide innovative learning services, and inadequate facilities and infrastructure. Ineffective learning can cause low student interest and motivation, as well as a lack of student ability to learn. Setyosari (2014) says "that effective and quality learning is learning that is carried out with all inputs starting from planning in accordance with context variables, process variables and the results are also characterized by healthy students, healthy environment, appropriate content or curriculum, learning process focused on the learning process learners so as to achieve the results of knowledge, skills, and attitudes according to the standards set."

Improving students' ability to learn can be done through counseling guidance both individually and in groups. Guidance activities determine the direction of student development at school. The development of these students such as academic and non-academic achievements, as well as other social behaviors. This can occur in educational activities that are realized through learning and guidance activities.

Self-efficacy provides resilience and strength for students in dealing with difficult situations at school. According to Robbins (in Gufron and Rini 2011: 74) says "A person with high self-efficacy believes that they are able to do something to change the events around them, while someone with low self-efficacy considers himself basically unable to do everything around him." According to (Taqin, 2015) Individuals who have high self-efficacy will lead to better achievement in various fields because efficacy activates psychological changes to reduce pain and make stress more tolerable.

Students whose self-efficacy is low have low motivation and low commitment. They feel unsure of their own ability to achieve their goals. Students who have low self-efficacy will find it difficult to do the tasks given by the teacher, they have fear when they are appointed to do the questions in front, and always overthinking and thinking about their shortcomings.

Guidance and counseling has a role to develop student potential, especially in the teaching and learning process at school. The provision of counseling guidance services is tailored to the needs of students at school. According to empirical data, student problems, especially low self-efficacy, can hinder the teaching and learning process so that this becomes the responsibility of guidance and counseling. Empirical data on field observations conducted by researchers found problems of self-efficacy in students. Students experience a problem of low self-efficacy so that the learning process and results are low, Group guidance services provide basic services to students in the form of general and non-confidential topics. Group guidance is usually done with groups that have the same problem. Group guidance in schools is an information activity to a group of students to help them develop the right decision plan. Gazda in (Prayitno 2015: 309).

The appropriate guidance and counseling services to increase the self-efficacy of students, one of which is group guidance activities with discussion techniques because in groups, students learn to discuss and discuss topics raised together and find a way out for the problem. In using group guidance methods, especially with discussion techniques, it can help students in increasing students' self-efficacy (Lailatul.M & Nursalim, 2016). According to Dian (2015: 4) Group guidance services, group activities and dynamics must be realized to discuss various matters that are useful for the development or solution of individual problems / students who are participants in group guidance services.

Guidance and counseling must have techniques in performing a service. In group guidance there are most of the techniques that can be used to teach. Group guidance techniques according to Tatiek Romlah (2020) in (Zuhriyah, et al, 2022: 6) consist of expository, home room, programs, problem-solving techniques, role playing, games, tourism, group discussions. In the group guidance services carried out by researchers, using discussion techniques is an effective technique to answer the needs of the above problems. According to Sari (2014), group guidance is a process of providing assistance given to individuals in group situations. Group guidance is shown to prevent and overcome the emergence of problems in students and develop student potential.

Discussion is a technique used in group guidance. Hasibun and Moedjiono in (Agnista Ayu Fitriana, 2013) argue that "Discussion is a way to guide through the group by giving students the opportunity to argue, and formulate the problem. The discussion technique is a technique that can be used to help

students solve their problems by grouping with other students and being faced with existing problems and solving them together.

When children experience low self-efficacy, their learning motivation also decreases, resulting in low student learning outcomes. According to Hardianto et al, (2016) in his research found that there is a significant relationship between self-efficacy and student learning outcomes. Learning outcomes are used as a measure of mastery of the material taught by a teacher (Ningsih & Hayati, 2020).

Based on observations at the research site, the problem faced by students in learning is low self-efficacy or the ability to be able to do or receive learning. Judging from the learning process, the fifth grade students of SD Negeri Bangsri 02 did not display their self-efficacy. During the learning process when the teacher explains the material until it is finished, and if there are questions students have doubts in themselves.

The results of interviews with homeroom teachers conducted on August 1, 2022 found data on the results of unresolved services, namely students tend to be less confident in their abilities and feel anxious when facing exams so that they often get low scores. The results of the questionnaire distribution also found the same results. 70% of students have low confidence in their abilities. This is illustrated when students work on a questionnaire distributed by researchers, these students experience anxiety over their own answers. So that in the results of the questionnaire distributed by researchers it can be seen that these students have low self-efficacy. The fifth grade students of Bangsri 02 State Elementary School totaled 39 students. Based on the results of student work, there are some children who experience problems in their learning. These learning problems are caused by lack of self-efficacy which causes low learning outcomes.

If given a test question, students show gestures of rejection and sometimes they find it difficult to do the questions and cannot calm down in themselves because they feel they will fail the test. When doing test questions many students are also seen cheating. Students will also feel afraid if they are appointed to come forward. Students also seem to be more silent when the teacher asks a question to students.

The existence of this problem needs to be given assistance to these students so that they can solve problems and can increase their self-efficacy. This assistance can be done with guidance and counseling activities, with the problems described above, researchers will conduct a group guidance service with discussion techniques in increasing self-efficacy in elementary school students.

## **2. RESEARCH METHODS**

### **Type of research**

This research uses quantitative methods. Quantitative method is a method used for presenting research results in the form of numbers and analyzing them using statistics. In this study, it provides a description of the data analyzed accurately, systematically, statistically and clearly.

### **Research Design**

This research design uses a one group pre-test post-test experimental design. This design is only given to one group. One group pre-test post-test is a pre-experimental design in which there is a pre-test (test given before treatment) and post-test (test given after treatment) in one group. (Sugiyono 2019: 74).

### **Time and Place of Research**

The time of this research was the odd semester of the 2022/2023 academic year and was conducted at SD Negeri 02 Bangsri, Bulakamba District, Brebes Regency.

### **Target/Subject of Research**

Population is a generalization area consisting of: Objects / subjects that have certain quantities and characteristics set by researchers to study and then draw conclusions. (Sugiyono, 2019: 62)

The technique used in determining the sample uses Purposive Sampling. "Sampling with regard to several factors in accordance with the desired criteria, so that the number of samples that can be studied can be determined" (Sugiyono, 2019: 124).

Based on this point of view, the researcher chose the sample of this study is class V which amounts to 10 students because those who have certain characteristics that exist in low self-efficacy in learning, there are 5 male students and 5 female students.

## Data Collection Technique

To obtain the necessary data, data collection techniques are used to collect data in accordance with research procedures. Data collection technique is an important step in research. To get sufficient data and in accordance with the problem under study. In this study, questionnaires, observation, and documentation were used to collect data.

## Data Analysis Technique

1. Descriptive Statistics are statistics used to analyze data describing the collected data as it is without intending to make a conclusion that applies to the public. Descriptive statistics can be used if the researcher only wants to describe illustrative information, and does not want to make conclusions that apply to the population from which the sample was taken (Sugiyono, 2019: 207).

2. Normality test is used to test whether a variable is normal or not. Normal here means having a normal data distribution. To test the normality of the data, the Kolmogrov-Smirnov Test can be used with the provisions that if Asymp. Sig > 0.05 then the data is normally distributed. In this case, it is assisted by using the SPSS program (Sugiyono, 2019).

3. Homogeneity test is a procedure for statistical tests designed to show that two or more sets of samples derived from population data have the same variance (Nuryadi et.al, 2017).

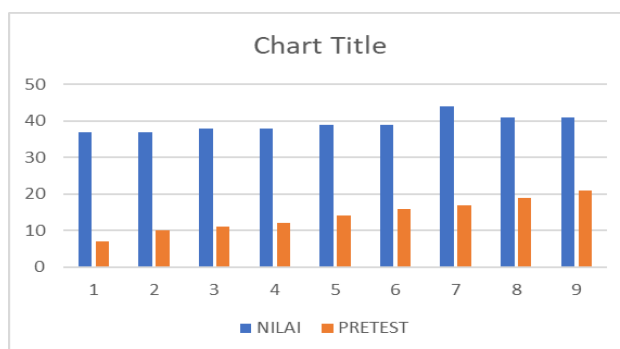
4. This Linearity Test aims to determine whether these two variables have a linear relationship or not significantly. The applicable criteria, if the sig value on the linear  $\leq 0.05$ , it can be concluded that the independent variable and the dependent variable have a relationship (Sugiyono, 2019).

5. Paired Sample t test, is a test of two paired samples. Paired samples are the same subject but experience different treatments. This t-test model is used to analyze pretest and postsets or before and after research models.

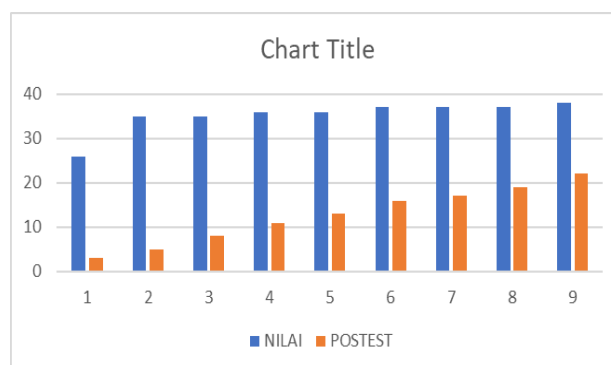
## 3.RESULTS AND DISCUSSION

### 1.Results of Problem Item Distribution

In distributing the self-efficacy questionnaire to fifth grade students of SD Negeri Bangsri 02 there are items that get the highest scores on both the pre-test scale and the post-test scale. The results of the distribution of items on the pre-test scale.



Based on the results of the graph above, it shows that the results of the distribution of the pre-test scale questionnaire with a sample number of class V students are 10 and 25 statement items. The results of the calculation of the distribution of items that get the highest score on aspects or dimensions of self efficacy: 1) Magnitude obtained 3 items with the highest value, namely questions number 7, 21, and 12, 2) Generality obtained 3 items with the highest value, namely question numbers 16, 17 and 19 and 3) Level obtained 3 items with the highest value, namely question numbers 11, 14 and 10. While the results of the distribution of posttest questionnaires



Based on the results of the graph above, it shows that the results of the distribution of the post-test scale questionnaire with the number of samples of class V students are 10 and 25 statement items. The results of the calculation of the distribution of items that get the highest score on aspects or dimensions of self-efficacy: 1) Magnitude obtained 3 items with the highest value, namely questions number 5, 22 and 3, 2) Generality obtained 3 items with the highest value, namely questions number 16, 17 and 19, and 3) Level obtained 3 items with the highest value, namely question numbers 11, 13, and 8. With the results obtained, the author draws conclusions about the distribution results of the items that get the highest scores on both the pre-test scale and the post-test scale. The results of the comparison graph of the experimental group.

## 2. Paired Sample t Test Results

The Paired Sample t Test test is used to determine whether there is a difference in the average of two paired samples. The requirement in the paired sample t test is that the data is normally distributed.

<i>Paired Differences</i>								
		Mean	Std Deviation	Std.Error Mean	95% Confidence Interval of the Difference		t	df
					Lower	Upper		Sig. (2- tailed)
Pair 1	Pretest							
	Eksperimen	-	26.223	8.292	-21.859	15.659	3.738	9
	Posttest	3.100						.000
	Eksperimen							

Based on the table above, the results of the t test analysis (paired sample t test), it can be obtained that the results of the experimental class  $t_{count} > t_{table}$  are  $3.738 > 1.812$  and sig. (2-tailed) is  $0.000 < 0.05$ , then  $H_0$  is rejected and  $H_a$  is accepted. So, it can be concluded that group guidance with group discussion techniques is effective for increasing self-efficacy.

## 4. DISCUSSION

Based on the results of data analysis, it shows that there is a difference between the experimental group who get group guidance services using discussion techniques related to guidance and counseling, which are given 1 meeting, which is given treatment 1 meeting. The results of research on group guidance services regarding guidance and counseling services in increasing the self-efficacy of experimental group students after receiving treatment increased compared to before getting group guidance services.

### 1. Self Efficacy (Self-Efficacy) Before Given Group Guidance Services with Group Discussion Techniques

The study was motivated by symptoms displayed by students, such as lack of enthusiasm, lack of interest in participating in learning, tend to be less confident in their abilities and feel anxious.

Learners who experience self-efficacy (self-efficacy) if left unchecked will have an impact on their psychological and academic conditions. There will be stress, decreased learning achievement, prolonged laziness and can even lead to skipping behavior. After knowing the description of students who experience self-efficacy, then the treatment will be carried out in the form of applying group guidance services with group discussion techniques.

## **2. Self Efficacy (Self-Efficacy) After Being Given Group Guidance Services with Group Discussion Techniques.**

The post-test is carried out with the aim of knowing the increase in self-efficacy after being given treatment using group guidance services with group discussion techniques. V grade students of SD Negeri Bangsri 02 after being given group guidance services with group discussion techniques. There is or is not a difference that occurs in the experimental group after being given treatment.

The condition of students after being given treatment in the form of group guidance services with group discussion techniques is much better than before. Self Efficacy in students has increased so that in learning students are able to achieve maximum learning targets. Learners can find out the self-efficacy problems they experience come from within themselves (internal factors) or the environment (external factors). Learners are more comfortable and not depressed and anxious because the teaching and learning process in class becomes much more enjoyable. Clear learning objectives help learners determine their achievement targets.

The Group Discussion technique makes learners able to know what is needed in their learning process, learning strategies that they choose themselves make them able to direct themselves where to go, how and what they should do. Learners can also control and evaluate the process, results and learning achievements that have been set themselves.

## **3. The Effectiveness of Group Guidance Services with Group Discussion Techniques to Increase Self Efficacy in Class V Students at SD Negeri 02 Bangsri, Brebes Regency.**

Group guidance services using discussion techniques are assistance services to students or counselees who experience problems regarding low self-efficacy. This is in accordance with the objectives of this study which uses group guidance discussion techniques to increase the self-efficacy of students so that they are able to develop in the school environment and the community environment.

Based on the results of the analysis, t test (paired sample t test), it can be obtained that the results of the experimental class  $t_{count} > t_{table}$  are  $3.738 > 1.812$  and sig. (2-tailed) is  $0.000 < 0.05$ , then  $H_0$  is rejected and  $H_a$  is accepted. So, it can be concluded that group guidance with group discussion techniques is effective for increasing self-efficacy in fifth grade students at SD Negeri Bangsri 02 Bulakamba District, Brebes Regency.

By conducting group guidance services using discussion techniques to the experimental group, it is hoped that it will be able to achieve the objectives of group guidance discussion techniques, namely helping members to be able to find out to find out the group guidance services provided are effective for increasing self-efficacy. In the observation of researchers, students who do not understand and have low self-efficacy prefer to remain silent when the teacher asks a question to students and tend to be inactive and doubt the abilities they have. Therefore, researchers provide treatment (treatment) group guidance services using discussion techniques by taking a sample of 10 students.

The provision of this service helps individuals achieve positive behavior. Here the researcher or group leader gives freedom to each member to plan new behaviors that will be carried out after going through the service. That way members can practice and add to their views on the importance of self-efficacy, members are able to be responsible for what they have chosen, believe themselves capable and able. To see the development of group members after getting services, researchers conduct a review of the services that have been carried out. Reviews are carried out to see what has been discussed and obtained from the service. Group members can realize that if they can increase their self-efficacy such as: daring to answer when asked by the teacher, daring to express their opinions, doing their own

assignments or exams, not cheating, it will make them a positive person and be able to prepare for the next environment.

So, it can be concluded from the results above, that group guidance services using discussion techniques are effective in increasing self-efficacy, discussion techniques are needed by students in increasing self-efficacy through events or problems. Learners who have high self efficacy, are more able to trust their abilities and are not afraid to face problems. Learners who dare to express their opinions during class or on duty arguably have higher self-confidence than others. This is because he is able to trust himself and his abilities.

## 5. CONCLUSION

Based on the results of data analysis and discussion, researchers obtained conclusions that can be drawn from research on the effectiveness of group guidance services with group discussion techniques to increase self-efficacy in fifth grade students at SD Negeri Bangsri 02 Bulakamba District, Brebes Regency as follows:

1. The level of Self Efficacy before being given group guidance services with group discussion techniques describes the initial condition of the experimental group with an average value (pre-test) of 62.4. It can be seen that self-efficacy in students is low.
2. The level of Self Efficacy after being given group guidance services with group discussion techniques describes the condition of the experimental group with an average value (post-test) of 101.5. It can be seen that self-efficacy in students has increased significantly.
3. The effectiveness of group guidance services with group discussion techniques with the results of the significance test between the pre-test and post-test shows that the calculation of the hypothesis test using the t test (paired sample t test) and it is known that  $t_{count} > t_{table}$  is  $3.738 > 1.812$  and sig. (2-tailed) is  $0.000 < 0.05$ , then  $H_0$  is rejected and  $H_a$  is accepted. So, it can be concluded that group guidance with group discussion techniques is effective for increasing self-efficacy at SD Negeri 02 Bangsri, Bulakamba District, Brebes Regency.

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