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| **RESEARCH ARTICLE**

Effectiveness of Group Guidance Services in Increasing Self-Confidence

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| **ABSTRACT**
Self-confidence is essential for every individual and an exception for foster children because self-confidence is needed to succeed. The research objective is to determine foster children's self-confidence before and after getting group guidance services. This research used the quantitative method of pre-experiment design. The discovering of this research are 1) self-confidence before receiving group guidance service 58.3% in the medium category, 2) after receiving group guidance service 66.6% in the medium category, 3) test result Wilcoxon signed rank test obtained Zhitung = 2,670 and Ztabel = 1,645 with a significant level of 5% so that Zhitung>Ztabel. So there are differences in the self-confidence level of foster children before and after receiving group guidance services.

1. Introduction

For many reasons, children are handed over to the government or private institutions such as orphanages. One of many reasons children are raised in an orphanage is that they do not have parents or their parents divorced and left them with no superintendence; some of them also still have their parents, but they could not raise them with love or can barely give them a decent life [Khasanah, 2017]. Other problems are also happening with the children raised in the orphanage, such as the inability to adapt to the environment or people. They would not start a conversation with someone they had not met before due to insecurity and did not trust themselves[Equatora, 2022]. Orphans are willing to interact with other persons in the orphanage, and their success depends on their effort. In this case, caregivers actively direct the orphans as they replace the children's parents. Hendra Widjaja stated that confidence is attitude or self-belief that exists in the human body. Self-confidence is not compensating for weaknesses to excess; however, it shows how individuals can accept their being, understand what they are, and ultimately believe they can do anything well [Muslihati, 2019]

During developing self-belief, group guidance is essential to boost confidence. Group guidance can be defined as an effort to guide groups so the group can be strong, significant, and independent. Teaching or coaching groups differ from group guidance which group guidance means to make a group bigger; meanwhile, coaching a group refers to utilizing the dynamics to achieve coaching and counseling goals[Paul, 2019]. Group guidance as a more profound service is a guiding effort to individuals using group activities [Bastomi, 2018]. Group guidance is also regularly defined in a modest way as an activity being done for and intended to empower its group. One of the research from Siti Mulyana was about "The Effectivity of Group Guidance Assistance

Implementation Using Audio Visual Media to Develop Students' Self-concept in SMK Negeri 9 Padang. She used a *quasi-experiment design, the non-equivalent control group* method, in the research. The subject selection is being done using purposive sampling and chosen from students in Class X at *SMK Negeri 9 Padang. She* obtained analytical data from Wilcoxon Signed Rank and Kolmogorov Smirnov2 Independent Samples. The result of the research can be summarized that the assistance of group guidance using audio-visual media effectively increases students' self-concept [Setiawan, 2021]. According to Lauster and Hambly, which was quoted by Tina Afiatin and Sri Mulyani Martaniah in Journal titled *"Increased Adolescent Self-Confidence Through Group Counseling,"* self-confidence is a human personality aspect that has an essential factor in actualizing human potential. Without self-confidence, humans will face many problems in their life. The effort to enhance self-confidence for teenagers that face self-belief obstacles can be made with some learning and practice processes [Elfidayati, 2022]

Based on that phenomenon, the researcher conducted research titled **"Effectiveness of Group Guidance Services In Increasing Self-Confidence (Experiment study at Hidayatullah Orphanage in Palembang)."** This research focused on 1) knowing the self-confidence of orphans in Hidayatullah Orphanage Palembang before conducting group guidance; 2) Understanding the orphans' self-confidence after carrying out group guidance activity; 3) Finding the difference in orphans' self-confidence before and after the activity held [Hanifa, 2019]

3. Method and Data
This research was conducted using a quantitative approach and an experimental method. Experimental research design using pre-experiment design was conducted [Slobogin, 2018]. Pre-experiment design in this research uses a draft formed in the one-group pretest and posttest design, which these forms consist of one group (without a controlling group). Meanwhile, the process of research was held in three steps, namely:

O1 —————————— X —————————— O2
Pretest   Treatment   *Posttest*
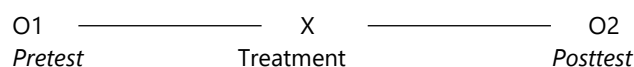
First: pretest used to measure the subject's self-confidence
Second: Give treatment (X) to the research subject
Third: After the treatment is given, conduct a posttest within the subject
Fourth: Differentiate the pretest result and posttest.

This research uses nonprobability sampling techniques called purposive sampling. Purposive sampling is the method to determine the respondents targeted in becoming the sample based on specific criteria. The population of 16 persons with considerations that age of children between 3 – 7 years or children in elementary school and below that age as much as four children can not be used as a research sample[Zhang, 2014]. In those terms, this research's example is 12 children.

Collecting data involves a triangulation approach to compare information or data with interview methods, observation, and questionnaires[Kuliyatun, 2020]. The questionnaire has three alternative answers: always, sometimes, and never. These instruments were given to the sample before conducting the group guidance activity (pretest) and after the movement finished (posttest)[Arista, 2017].

The data analysis method in this study uses qualitative and quantitative data analysis [Vassilopoulos, 2013]. Qualitative data analysis the researcher obtained during the process of exploring the field; meanwhile, quantitative data analysis get using the "t paired sample" test (test of the related-different sample) method Wilcoxon signed rank test with the formulas below :

$$Z = \frac{T - \frac{n(n+1)}{4}}{\sqrt{\frac{n(n+1)(2n+1)}{24}}}$$

Notes:
T: Sums of the smallest gap
N: Total of Data

The result of pre-test and post-test data are described in the form of a psychology scale with the categorizing formula, which is high, moderate, and low, as shown in the below table.

Table 1. Categorizing Formula

Category	Formula
High (T)	X ≥ (M+1SD)
Moderate (S)	(M-1SD) ≤ X ≤ (M+1SD)
Low (R)	X ≤ (M-1SD)

Notes: M: Mean

SD: Deviation Standard

3. Results and Discussion

The discrepancy in self-confidence levels between orphans reflected in the pretest and post-test results were analyzed through data processing helped by computerized IBM SPSS 23 results, as shown in the table below:

Table 2. The discrepancy in Orphans' Self Confidence (Pre-test and Post-test)

| No	Resp	Pre Test Score	Category	No	Resp	Post Test Score	Category
1	R1	69	S	1	R1	63	R
2	R2	68	R	2	R2	81	S
3	R3	68	R	3	R3	69	R
4	R4	70	S	4	R4	86	T
5	R5	75	T	5	R5	76	S
6	R6	70	S	6	R6	78	S
7	R7	73	S	7	R7	76	S
8	R8	72	S	8	R8	84	S
9	R9	72	S	9	R9	79	S
10	R10	76	T	10	R10	86	T
11	R11	77	T	11	R11	80	S
12	R12	72	S	12	R12	85	S
Mean		**71, 83**	S		**Mean**	**78, 58**	S

As shown in Table 2, the mean result of the pretest on orphans' self-confidence before they got into group guidance activity was 71,83, and the development of the posttest after the activity conducted was 78,58. To find out pretest and posttest percentages of orphans before and after they undergo the action will be shown in the form of a frequency distribution table:[Sciences, 2016]

Table 3. Frequency Distribution of Orphans' Self Confidence (Pretest and Posttest)

Category	Pretest Frequency	Percentage	Category	Posttest Frequency	Percentage
High	3	25%	High	2	16,7%
Moderate	7	58,3%	Moderate	8	66,6%
Low	2	16,7%	Low	2	16,7%

From Table 3, the result of the frequency distribution of orphans' self-confidence before group guidance was conducted was valued at 58,3%, which was placed in the moderate category. Afterwards, the researcher conducted the activity on the orphans, which resulted in 66,6%, increasing 8,3 % before but still holding the intermediate class. It can be concluded from the result of the frequency distribution above showed that degree of orphans' self-confidence before and after group discussion was categorized as moderate[Hsu, 2016]. The below graphic shows the difference between the result before and after group guidance.

Graphic 1. The ratio of Orphans' Self-Confidence before and after Group Guidance Activity.
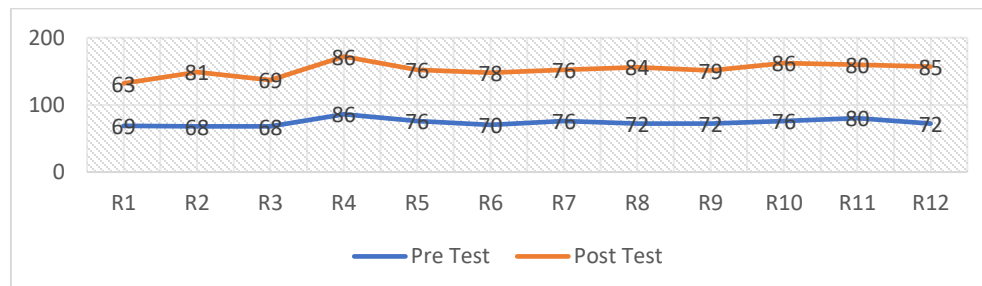
In the Graphic showed above, we can see the result score of orphans' before they got into group guidance on the pretest between 68 to 77, while the score after orphans' got into group guidance on the posttest at the range of 63-86. In examining the significant difference in orphans' self-confidence, the result of the pretest and posttest must be analyzed using Wilcoxon signed rank test formula with the help of computerized IBM SPSS 23 such as below:

Table 4. *Descriptive Statistics*, *Rank* and *Test Statistics*
Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
pre-test	12	71,83	3,010	68	77
Post-test	12	78,58	6,986	63	86

Ranks

		N	Mean Rank	Sum of Ranks
post-test - pre-test	Negative Ranks	1[a]	5,00	5,00
	Positive Ranks	11[b]	6,64	73,00
	Ties	0[c]		
	Total	12		

a. post-test < pre-test
b. post-test > pre-test
c. post-test = pre-test

Test Statistics

	post-test - pre-test
Z	-2,670[b]
Asymp. Sig. (2-tailed)	,008

a. Wilcoxon Signed Ranks Test

b. Based on opposing ranks.

The output display shows the average value in negative rank at 5,00 and total negative class at 5,00. Whereas for the positive level, the average value counts at 6,64 and the actual favorable position at 73,00. The value of Z_{hitung} obtained as much as -2,760 ((-) is not a questionnaire since the matter is absolute). Z_{tabel} is valued at 1.645 with a significant tariff of 5 % $Z_{hitung} \geq Z_{tabel}$; thus, Ha has been accepted, and Ho has been rejected. In other words, there is much difference in results before and after the effectivity of group guidance used to increase self-confidence[Staniforth, 2015]

Researchers have conducted some steps to ensure the group activity, such as entrepreneurs doing a pre-test, giving treatment in the group activity then exercising t   post-test. From the calculation process of the pre-test, the level of orphans' self-confidence before the action of group guidance included in the moderate category as 58,3%. When the activity was conducted, the group dynamics started forming when the orphans actively participated in the entrepreneur activity [Brigman, 2007].

According to Cartwright and Zender, Sitti Hartinah described the dynamics of groups as one of operational strength within the group that will trigger the process of doing spirit between the members [Wienert, 2016]. The value of self-confidence can rise in those activities. Lautser, in his theory as quoted by M. Fatchurahman and friends, stated that self-confidence's indicator consists of self-belief, independently taking a decision, positive self-concept, and having the courage to give an opinion [Shahbana, 2019]

After getting group guidance treatment, researchers did a post-test to understand the level of orphans' self-confidence after that activity. The result of the post-test in the moderate category was valued at 66,6%, having a rise from the pre-test of about 6,75 points; between the development of the pre-test and post-test, 1 of 12 orphans experienced a decline in self-confidence score. The researcher suspected that there were weaknesses in the questionnaire.[20] The disadvantages of the questionnaire suspected by the researchers are 1) the possibility of translating on filling the questions, so the researcher can not fix the mistakes quickly then affects how the respondent answers it; 2) People around respondents sometimes can influence the process of answering that causing the answer is not objective. Respondents can answer freely or also lie.[Newsome, 2012].   Researchers expect orphans to experience a decline in self-confidence scores because there were some mistakes in understanding the questionnaire by answering those questions by not believing what they were feeling at that time. The weaknesses of the questionnaire also happened when the respondents were disturbed by people around them [Thompson, 2012]. There are many ways to increase self-confidence, such as:1) self-evaluation objectively, 2) self-appreciate in an honest way, 3) positive thinking, 4) self-affirmation, 5) risk-taking approach, 6) always being grateful and enjoying God's creations, 7) set the target realistically[Burnes, 2010].

5. Conclusion

Based on analytical data and the study, the researchers conclude: 1) Orphans' self-confidence level before the treatment of group guidance in Hidayatullah Palembang Orphanage oscillated at 58,3% with a total score of 71,83. 2) Orphans' self-confidence level after the treatment of group guidance in Hidayatullah Palembang Orphanage oscillates at 66,6,3% with a total score of 78,58. In contrast, there is a rise in the mean score as big as 6,75. 3) The Wilcoxon proves those numbers *signed rank test* where Z_{hitung} + 2,670 dan Z_{tabel} + 1,645 with the standard of 5%, so $Z_{hitung} \geq Z_{tabel}$. Therefore Ha is accepted, and Ho is rejected. The results show that orphans-self-confidence in Hidayatullah Palembang orphanage can be improved by group guidance activity and group activity methods such as entrepreneurship. The results of research and discussion that became the object of research related to the low motivation of children's learning in orphanages so that the value of educational achievement was not good, but after the treatment given by encouraging learning with study groups showed an increase in achievement in schools of orphanage children so that study groups could encourage children to be more creative and have higher learning motivation.   The limitation of this study lies in that group guidance has an influence on changes in the motivation of orphanage children in learning; thus, group guidance is needed to improve children to learn together so that they can improve their ability to complete their schoolwork. However, in the future, research can be continued on the evaluation of increasing children's learning motivation in orphanages, whether there is a relationship between learning together in groups providing motivation for children in orphanages or vice versa.

Conflicts of Interest: The authors declare no conflict of interest.

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