Application of Group Counseling with Self Instruction Techniques to Increase Student Self Efficacy in Facing Final Project

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Abstract

This study was conducted with the main purpose of identifying significant differences between the conditions before and after providing group guidance using self instruction techniques to students. The group guidance model with self-instruction techniques is used as the main treatment in an effort to increase students' self-confidence. This research uses a pre-experiment design with pre-test and post-test one group design. The research location was conducted at the Counseling Guidance Study Program, Faculty of Teacher Training and Education, Al-Washliyah Muslim Nusantara University Medan. The study population consisted of 15 students of the study program, with 6 students as samples taken using Purposive Sampling method. Data analysis using Wilcoxon test with 5% significance level. The analysis tool used was SPSS statistical software version 20. The results of the analysis showed a significant increase in students' self-confidence after receiving group guidance with self-instruction techniques. Based on the Wilcoxon test, there is a rejection of the null hypothesis (Ho) and acceptance of the alternative hypothesis (Ha), with a critical value of T at a significance level of 5% and a sample size of 6. The average pre-test score was 63.33, increasing to 87.00 in the post-test, with a difference of 24.13. This shows a significant increase in the self-confidence of Counseling Guidance students,Al-Washliyah Muslim Nusantara University Medan after receiving group guidance using self-instruction techniques.

Keywords: Group Guidance, Self Efficacy, Self-Instruction Technique

INTRODUCTION

Students are learners who pursue education in higher education (MacFarlane, 2018; Paulsen & McCormick, 2020). In completing their strata-1 (S1) education studies, students are required to conduct research which is the final project in the form of a proposal and thesis (Santia, 2021; Tadris et al., 2023). A student in a university is required to complete his studies as soon as possible, generally at the end of the study period a student is given a final project or also called a thesis (Lestari, 2020; Misra, 2020). Completing the final project sometimes in the minds of students is the heaviest burden for themselves (Lancaster, 2022; Xu et al., 2022).

The final project is a research result in order to solve a certain problem using the rules that apply in a field of science and is one of the requirements for a person to complete his studies (Zhang, et al, 2020; Osaba et al., 2021). The problem that often occurs is that there are still many students who have not started writing the final project even though they have entered the final semester, so that it will take longer for these students to complete their studies at the undergraduate level (S1). In the case of completing the final project, it is often used as a very

heavy burden for students, which leads to negative thinking of students in perceiving the final project. Students who easily perceive themselves as always giving up, easily giving up in everything, it is such perceptions that make students take a long time to complete their studies (Pelikan et al., 2021; Ismawati & Andriyani, 2022). This happens not only because many assume that the preparation of the final project is difficult but also because the process in preparing the final project is long. Such assumptions cause some students to become anxious when they have to face the final project (Al-Kumaim et al., 2021; Alam, A & Mohanty, 2022).

Results of research findings from Budiyanti, (2022), get results obstacles experienced by students in preparing the final project are difficulties in determining the title of the final project, lack of references, lack of time to do the final project, laziness and lack of motivation, difficulty meeting the supervisor, difficulty managing time, tired of working, lack of rest time, lack of funds, and difficulty concentrating.

Human confidence in the ability he has in handling problems is called self-efficacy (Hanifah et al., 2020; Siddique et al., 2023) while in learning self-efficacy is related to human confidence to complete academic tasks. (Hussain et al., 2021). In education, efficacy is defined as a special value of human ability in carrying out and completing tasks to get efficient results on educational performance (Abidin, Z & Ahmad, 2023). Self-efficacy affects students' choice of tasks, effort, perseverance, excitement, achievement or performance. Students who have high self-efficacy, always show their liveliness and are ready to learn or completion of tasks, persist longer when facing difficulties and achieve higher achievement when compared to students who doubt their abilities.

These problems are experienced by Counseling Guidance student, Faculty of Teacher Training and Education, Al-Washliyah Muslim Nusantara University Medan class of 2019/2020 who are in the process of completing their final studies. The results of a preliminary study of 453 FKIP students at Al Washliyah Nusantara Muslim University has low efficacy, namely around 1 (0.2%), has low efficacy, namely 51 people (11.2%), are in the high 284 people (62.8%) and are in the very high category 117 (25.8%). Through unstructured interviews with students of the Al-Wasliyah Islamic University of North Sumatra, it shows that those who smoothly compile and pass the thesis examination are supported by belief in their abilities, perseverance and unyielding in writing a thesis. Conversely, students who are hampered by lack of confidence in their abilities, lazy, and easily discouraged in compiling, as well as completing and taking thesis exams.

If these problems are left unchecked, it is feared that they can cause student delays in completing their studies, resulting in a vacuum of creativity and productivity and the "death"

of the student academic climate, worsening the image and reducing the accreditation of the Counseling Guidance Study Program, Al-Washliyah Muslim Nusantara University Medan, because many students cannot complete their studies on time. There needs to be a real effort made systematically, systemically, structured, simultaneously, comprehensively to understand and improve the academic self-efficacy of students of the Counseling Guidance Study Program, Al-Washliyah Muslim Nusantara University Medan.

One of the efforts that can be done, namely with group counseling services. Group counseling is a solution in providing assistance to students by using group media in order to form and develop the insights and knowledge needed by students of a particular problem, explore, and determine the best alternatives to overcome their problems or in an effort to develop their personality (Dr. Jahju Hartanti, 2022; Amanah & Lisnawati, 2023).

This study uses self instruction techniques, while the basic concept is that in this study researchers implementing group counseling by combining self-instruction techniques in developing self-confidence to retell stories in English for college students. Self-ordering is part of several techniques in the Cognitive Behavioural Therapy approach developed by Donald Meinchenbeum. The reason researchers use this technique in Cognitive Behavioural Therapy group counseling activities is because the self instruction technique is basically appropriate for increasing self-efficacy. Because the core of this technique is to restructure the cognitive system of the counselee, but it is centered on changing the pattern of overt and covert verbalization (Susanti, 2020; Niswatin & Naqiyah, 2020).

From the results of the field findings found by researchers, the researchers focused this research on the application of group counseling models using self-introduction techniques in developing efficacy in students to complete the final project, namely the preparation of a thesis so that it is completed on time, and with good quality.

METHODS

This study uses a pre-experimental research design using a pre-test and post-test model, which is an experiment used on a particular group and does not use another group as a comparison. This research is used in order to get the results of the effect of an action on one variable. The procedure in the pretest-posttest one group design, namely: (a) Conducting a pre-test in measuring the level of student confidence in completing the final project, (b) Providing treatment to Students who do not have self-confidence in completing the final project, (c) Conducting a post-test as a measurement of the high self-confidence of students

in preparing the final project, (d) Drawing data on statistical tests, In this case to obtain results from the application of group counseling in helping to increase self-confidence in Counseling Guidance students, Al-Washliyah Muslim Nusantara University Medan.

The subjects of this research are students of Counseling Guidance, Al-Washliyah Muslim Nusantara University Medan who have low self-confidence in completing the final project. Subjects were taken using non-random sampling technique of purposive sampling type because the selection of subjects was based on certain characteristics or properties that had a close relationship with the characteristics or properties of the population that were already known beforehand (Luh Komang Candra Dewi et al, 2022). Against research on the implementation of group guidance with the method of self instruction in developing self-confidence Counseling Guidance students, Al-Washliyah Muslim Nusantara University Medan class of 2019 and 2020.

This research was conducted at the Counseling Guidance study program, Al-Washliyah Muslim Nusantara University Medan. The steps of analyzing the results of research conducted by researchers are as follows:

1. Presenting data on pre-test results.
2. Presenting data on post-test results.
3. Make a table of non-parametric statistical analysis results of pre-test and post-test.
4. Individual Analysis.

After that, the researcher conducted a used instrument trial on 15 respondents of students of the Counseling Guidance study program, Al-Washliyah Muslim Nusantara University Medan who are currently preparing their final project. After that, the researcher tested the validity and reliability of the trial data using the SPSS version 20 program. The self efficacy questionnaire has 26 items distributed to students online using google form. The results obtained from the experiment show that only 26 items are valid while 4 items are invalid. As for items are declared valid because the coefficient exceeds 0.3.

Researchers also conducted a reliability test using SPSS version 20. Based on the reliability test, it shows that the results of the questionnaire on the self efficacy variable totaled 0.920. Based on the interpretation table of the r value, it is known that the self efficacy variable instrument has a high level of reliability.

In this study, the Wilcoxon signed-rank test data analysis technique (non-parametric statistical method) was used to obtain the results of whether or not there was a significant difference between the two interrelated conditions in similar groups (Pramadeva & Iradianty, 2023).

RESULTS

Based on the results of research after distributing self efficacy instruments to 15 students of Counseling Guidance, Al-Washliyah Muslim Nusantara University Medan who are currently preparing their final project, each statement is measured by a score of 1-5. the highest value is obtained from multiplying the number of statements by the highest value (26×5=130), while the lowest score is obtained by multiplying the number of statement items by the lowest score (26×1=26). From this score, the length of the interval class is 23.

Table 1. Data on Self Efficacy of Counseling Guidance Students at Al-Washliyah Nusantara Muslim University Medan.

No	Interval Class	Number of Respondents	Presentation (%)	Category
1	120-130	5	32%	Very High
2	97-119	3	20%	High
3	74-96	1	8%	Medium
4	50-73	4	28%	Low
5	26-49	2	12%	Very Low
	Total	**15**	**100%**	

Based on the findings of the initial questionnaire conducted by researchers distributed, there were 6 students who had low and very low levels of confidence and the 6 people would be given group guidance Actions that use self-instruction techniques in improving student self-efficacy in facing the final project. Researchers will conduct experiments to determine the effect of an action on a variable. In accordance with the questionnaire data that researchers distribute, the statistical hypotheses used to analyze the data are:

Ho = There is no effect of the level of self efficacy before the application and after the application of self instruction.

Ha = There is a difference in the level of self efficacy before and after the application of self instruction techniques.

a. **Analysis of Pre-Test Results**

Before analyzing the pre-test through a self-confidence questionnaire, researchers obtained the following data:

Table 2: Student Pre-Test Results

No	Respondent	Score	Description
1	AZ	70	Low
2	RS	72	Low
3	AS	65	Low
4	DS	68	Low
5	YI	55	Very Low
6	BR	50	Very Low

After it is known that there are 6 students who experience low and very low self-confidence, they will be given a treatment stage, namely group guidance on self-instruction techniques. The same questionnaire is a self-assurance questionnaire as a post-test activity. The data obtained is as follows:

b. Analysis of Post-Test Results

After being given a stage of treatment or treatment on the same questionnaire, researchers analyzed the pre-test to obtain the following data:

Table 3. Student Post-Test Results

No	Respondent	Score	Description
1	AZ	90	Very High
2	RS	85	Very High
3	AS	92	Very High
4	DS	80	High
5	YI	85	Very High
6	BR	90	Very High

At this stage the researcher gives treatment or treatment to the questionnaire on the research subject and shows significant results.

c. Pre-Test and Post Test Non-Parametric Statistical Analysis Table

The following data is the result of the treatment that has been carried out by conducting the Wilcoxon test. The data analysis technique used is non-parametric statistics to determine whether there is a difference in the level of student confidence before and after being carried out the application of the group counseling model of self-instruction techniques. The non-parametric statistic chosen is the Wilcoxon test to evaluate the effect of a particular treatment. The following are the results of the pre-test and post-test questionnaire analysis, which are as follows:

Table 4. Student Pre-Test and Post-Test Comparison Results

No.	Respondent	Pre-Test	Post-Test	Rank	Difference	Rank Sign	
		X_i	Y_i	Y_i-X_i	Y_i-X_i	Positive	Negative
1	AZ	70	90	20	4	+4	0
2	RS	72	85	13	5	+5	0
3	AS	65	92	27	3	+3	0
4	DS	68	80	12	6	+6	0
5	YI	55	85	30	2	+2	0
6	BR	50	90	40	1	+1	0
	Total	**380**	**522**	**142**	**21**	**+21**	**0**

Based on the data in table 4 above where what is meant by Yi is the value of observations in the group (first variable), while Xi can also be said to be the value of observations in the group (second variable), so that Yi in table 4 can represent the measurement results of students before the application of the group counseling model of self instruction techniques while Xi represents the results of student measurements after the application of the group counseling model of self instruction techniques. Next from data from table 4 above, it can be seen that the sequence number marked positive = 21 while the number of sequence numbers marked negative = 0, thus the sequence number with the smallest number or T = 0. Based on the table of T critical values for the Wilcoxon level test with a significant level of 5% and N = 6, the T table = 2 is obtained so that Thitung is smaller than the T table (0 < 2), which means Ho is rejected and Ha is accepted, so the proposed hypothesis can be accepted, Namely, there is a significant difference between self-confidence after the application of the group counseling model using self-instruction techniques.

DISCUSSION

a. Application of Group Counseling with Self Instruction Techniques

Looking at the results of the research hypothesis test in the experimental group shows that "There is a difference in the level of self efficacy when before and after the application of group guidance self instruction techniques" Ha is accepted Ho is rejected. After being given the intervention of applying the group counseling model of self instruction techniques.

Overall, students' self-efficacy has increased after being given group guidance on self-intruction techniques. Therefore, it can be concluded that the application of group counseling guidance using self-instruction techniques can be used as a tool in solving the problem of low student self-efficacy in completing the final project. The findings of this study are also empirically supported by the results of previous studies that have provided a lot of evidence, where the use of self-instruction methods can be a solution in answering the problem of students' final assignments.

b. Previous research on the application of group counseling using the self-instruction method.

The research findings of Sanders et al, (2020) explain where the CBM method that incorporates self-instruction techniques can have a positive influence by increasing student achievement. The same thing is also shown in the research of Michael, E. L., Ray, A., & McKeown, (2022) where the study found that self-instruction techniques can reduce the level of off-task behavior in students by changing negative thoughts to positive ones, and become a

reflection on future learning. While the results of other research, namely from Caingcoy (2024), find that in an effort to increase students' low self-confidence, group counseling with self-instruction techniques can be used as a curative service in overcoming students' problems in facing the final task of study.

Khairat et al (2022), made a study in order to see the effectiveness of the use of cognitive restructuring techniques in reducing the level of anxiety of students towards learning mathematics at senior high schools in Nigeria, the results of the study obtained results where cognitive restructuring techniques have a positive impact in reducing the level of anxiety of these students. In line with research conducted by Annisa Rambe & Ahmad Syarqawi (2023), where the application of counseling services using a cognitive restructuring approach at Public high school 4 Tebing tinggi can reduce students' communication anxiety. The cognitive restructuring technique was also used by Kurniasari et al (2021), in conducting research in obtaining the results of self-efficacy in tenth grade students majoring in motorcycle engineering, at public vocational high school 1 Mojokerto. Research on cognitive restructuring has also been conducted by Anggita et al (2021), the results of this study show that cognitive restructuring techniques are effective for use in building students' self-confidence.

CONCLUSIONS

From the results of the research that has been carried out by researchers, it can be concluded that group counseling combined using self-instruction techniques can provide a significant increase in self-efficacy for students to complete the final project. This result, it can be seen that there is a significant difference in the difference in the high and low scores of students' self-confidence between before and after receiving the treatment of the application of self-instruction techniques. This is evidenced from the results of non-parametric statistical analysis with the Wilcoxon test, the critical value of T for the Wilcoxon level test with a significant level of 5% and N = 6 is obtained T table = 2 so that Thitung is smaller than T table (0 < 2) means Ho is rejected and Ha is accepted. The results of the research analysis show that the obtained critical value of T for the Wilcoxon level test with a significant level of 5% and N = 6 obtained T table = 2 so that Thitung is smaller than T table (0 < 2) means Ho is rejected and Ha is accepted. Based on the results of the study, it is known that the average pre-test is 63.33 post-test is 87.00 and the difference between the pre-test and post-test is 24.13, this means that there is an increase in the self-confidence of Counseling Guidance students, Al-Washliyah Muslim Nusantara University Medan.

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