Group Guidance and Counseling with Self-Management Techniques to Increase Self-Efficacy

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ABSTRACT

Low self-efficacy can hinder students' academic and personal development, making effective interventions necessary. This study aimed to examine the effects of group guidance and counseling with self-management techniques on students' self-efficacy. The research employed a Pretest-Posttest One-Group Design, involving a population of 33 students, with a sample of 11 students selected for the study. Data were collected through observations and questionnaires and analyzed using Categorical Descriptive Statistical Analysis and Pretest-Posttest Statistical Analysis for One-Group Design. The pretest results showed that 3 students had low self-efficacy, 6 were in the medium category, and 2 were in the high category, indicating that 57% of students had low self-efficacy. After the intervention, the posttest results revealed 7 students in the high category, 1 in the very high category, 1 in the medium category, 1 in the low category, and 1 in the very low category, with an overall increase to 70% high self-efficacy. Hypothesis testing using a t-test resulted in a calculated t-value of 8.2901, compared to a t-table value of 2.228 at a 5% significance level (df = 10). Since t-count (8.2901) > t-table (2.228), the alternative hypothesis (Ha) was accepted, and the null hypothesis (Ho) was rejected. These findings suggest that group guidance and counseling with self-management techniques significantly enhance students' self-efficacy.

INTRODUCTION
Background

The COVID-19 pandemic, which began in March 2020 and affected Indonesia, led to significant changes in the education system. In the post-pandemic period, the government has introduced new policies to adapt learning models, including reimplementing full face-to-face learning while still considering health and safety measures (Abed, 2021). Despite these adjustments, the prolonged impact of the pandemic on students' learning behaviors and psychological well-being remains evident (Xi & Lee, 2021).

During the transition from limited face-to-face learning to full in-person learning, students experienced various challenges (Yardley & Rolph, 2020). The shift from online and hybrid models to conventional classroom settings required them to readjust to structured schedules, increased academic demands, and social interactions (Mardi Lestari, 2023). Some students struggled with motivation, workload management, and confidence in their academic abilities. Studies (Anggrawan, 2019) indicate that students who were previously accustomed to flexible learning environments found it difficult to cope with more rigorous classroom activities, leading to stress, decreased engagement, and lower self-efficacy.

In this context, school counselors' role in supporting students' adaptation processes (McKenzie & Bennett, 2022)becomes increasingly important. Counselors not only help students overcome learning difficulties but also assist in fostering self-confidence, motivation, and emotional resilience (Sopah et al., 2023). The phenomenon observed at SMA PGRI 2 Palembang highlights that some students still experience avoidance of academic tasks, low confidence in their abilities, and difficulty managing assignments, which are indicators of low self-efficacy.

Research has shown that students with low self-efficacy tend to struggle with interpersonal interactions, lack persistence in challenging tasks, and have difficulty maintaining motivation (Arizona, 2019). Without proper intervention, these issues can negatively impact students' academic performance and overall well-being (Fitri et al., 2023). Therefore, implementing effective guidance and counseling strategies, such as group counseling with self-management techniques, is crucial in helping students rebuild their self-efficacy and successfully reintegrate into the post-pandemic learning environment (Noviza et al., 2022).

Rationale of Study

The transition to full face-to-face learning in the post-pandemic era has presented significant challenges for students, particularly in terms of academic motivation (Sagita et al., 2017), task management (Morineau et al., 2016), and self-efficacy (Hendar, 2019). Many students who became accustomed to flexible learning models during the pandemic now struggle with structured schedules, increased academic demands, and social reintegration. Research indicates that low self-efficacy can negatively impact students' ability to complete tasks, persist through challenges, and maintain confidence in their skills (Margolis & McCabe, 2003). Given the crucial role of school counselors in supporting students' adaptation, this study aims to examine the effectiveness of group guidance and counseling with self-management techniques in enhancing students' self-efficacy (Klassen et al., 2008). By providing structured interventions, this research seeks to contribute to the development of counseling strategies that empower students to regain confidence, improve academic resilience, and successfully navigate the post-pandemic educational landscape.

Objectives and Hypotheses

This study aims to examine the effectiveness of group guidance and counseling with self-management techniques in enhancing students' self-efficacy in the post-pandemic learning environment. It seeks to analyze students' self-efficacy levels before and after the intervention, compare the changes, and provide empirical evidence on the role of self-management techniques in fostering academic confidence and resilience. The findings are expected to contribute to the development of effective counseling strategies to support students in adapting to the demands of face-to-face learning.

(H_0): There is no significant difference in students' self-efficacy levels before and after receiving group guidance and counseling with self-management techniques.

(H_1): There is a significant difference in students' self-efficacy levels before and after receiving group guidance and counseling with self-management techniques.

METHODS

Research Design

The study used quantitative experimental methods. Researchers use quantitative approaches to research populations or samples that have been created. Collecting study data uses instruments developed by researchers, and data analysis is quantitative/statistical (Creswell, 2014). This type of experiment is an approach with quantitative studies used to gain knowledge about the influence of variable X on variable Y. The study design used was the One-Group Pretest-Posttest. This study contained one group without a comparison group.
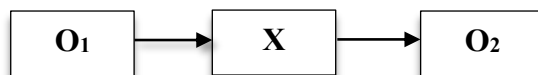
Figure 1. Research Design

Participants

The study target included 33 students in Class XI Science at SMA PGRI 2 Palembang, consisting of XI IPA1. The sample from this study consisted of 11 students in one group. To determine the sample for this study, the researcher used purposive sampling, namely selecting the sample based on considerations analyzed by the researcher. This study conducted a pretest and then gave it to measure students' self-efficacy. They were given treatment, and after that, a posttest was carried out as the final measure, which wanted to show whether the treatment achieved the goal of increasing students' self-efficacy.

Measures

Researchers collect data through observation and questionnaires. In this study, the researcher used a non-role observation technique, observing those who were not involved in the daily activities carried out by the data source. The researchers also used a face-to-face questionnaire given directly to respondents to obtain data on the self-efficacy of PGRI 2 Palembang High School students.

Table 1. Instruments

Variable	Aspect	Indicator	Question Items		Σ
			Vapourable	Unvapourable	
Self-efficacy	Level of difficulty or magnitude (level of difficulty in completing learning tasks given)	1. Doing learning tasks that are considered capable of being done	1,2,3,4	5,6,7,8	8
		2. Trying to do learning tasks beyond the limits of ability	9,10	11,12,13,14	6
	Strength (level of strength or students' confidence in completing learning tasks)	1. Feeling confident in their own skills	15,16,17	18,19,20,21	7
	Generality (level of students' skills in completing learning tasks according to their field and outside their field)	1. Being confident in their skills and always trying to do tasks	22,23,24,25	26,27,28,29	8
		2. Not easily discouraged in completing tasks	30,31,32,33	34,35,36,37	8
(Bandura, A. 1994)		Total	17	20	37

Data Analysis

Data analysis is data processing after all the data has been collected. It involves grouping data obtained from respondents, presenting data from the variables to be studied, and presenting calculations to formulate the hypotheses that have been proposed (Sugiyono, 2021). The study's data analysis technique is Descriptive Statistical Analysis, Categorization, and statistical Analysis of Pretest and posttest One-Group Designs.

RESULT AND DISCUSSION
Results

A comparison of the pretest & post-test results increased students' self-efficacy when they had not been given treatment; there were 3 students in the low category, 6 students in the medium category, and 2 students in the high category. Regarding the improvement in self-efficacy that has been given treatment, there are 7 students in the high criteria category, 1 student in the very high category, 1 student in the medium category, 1 student in the low category, and 1 student in the very low category.
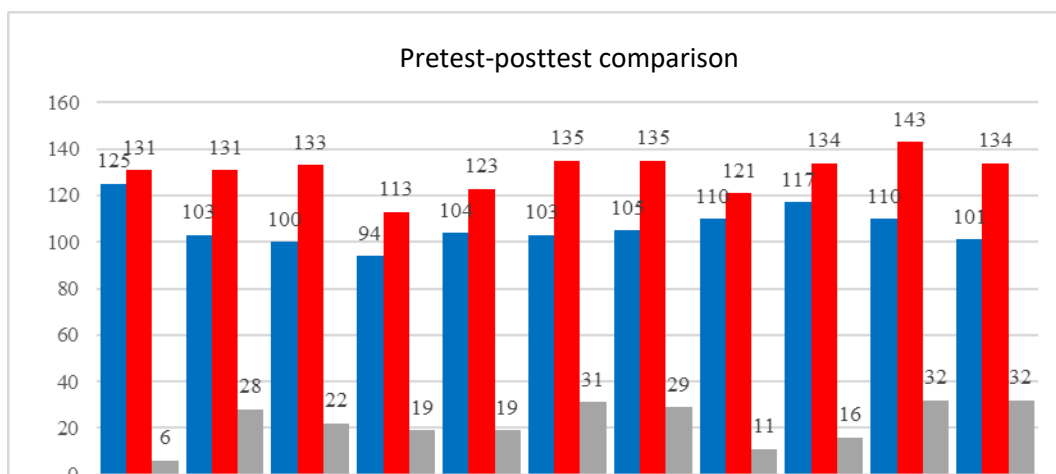
Figure 2. Pretest-posttest Comparison

Based on the histogram graph above, researchers can conclude that changes occurred before and after treatment, where low criteria became high. The previously mentioned conditions show increased self-efficacy when not given treatment in low criteria. Meanwhile, the conditions for improving self-efficacy have been given high training. Therefore, providing group guidance services using self-management techniques can increase the self-efficacy of class XI IPA1 students at SMA PGRI 2 Palembang.

In hypothesis testing, researchers use t-test statistical calculations to gain knowledge regarding the influence of the independent variable on the dependent variable. The calculation produces a t-count value of 8.2901; the t-table value has a significance level of 5% at 10, namely 2.228. Thus, the t-count value is greater than the t-table value (8.2901>2.228). From this, H0, which reads, "Group guidance services using self-management techniques do not affect increasing the self-management of class XI IPA1 students at SMA PGRI 2 Palembang," is rejected. and Ha, which reads, "Group guidance services with self-management techniques have an impact on increasing the self-efficacy of Class XI IPA1 students at SMA PGRI 2 Palembang," was accepted.

Self-efficacy of Class XI IPA1 students on a sample of 11 students before the implementation of group guidance services through the use of self-management techniques, there are students in the low category, there are 3 students and in the medium category, there are 6 students, or the pretest level has a mean (106.5) and a percentage of 57% which means the level of self-efficacy is relatively low. Self-efficacy of Class 70% means the self-efficacy level is relatively high. Group guidance services through self-management techniques improve the self-efficacy of class XI students at SMA PGRI 2 Palembang. Produces a t-count value of 8.2901. The values mentioned previously were then consulted with the t-table value at a significance level of 5% at 10, namely 2.228. The calculation results mentioned previously show that the t-count value is greater than the t-table value (8.2901>2.228). The conclusion H0 can be reached: "Group guidance services through the use of self-management techniques have no effect on implementing improvements to the self-management of class XI IPA1 SMA students. PGRI 2 Palembang" was rejected and Ha "Group guidance services through the use of self-management techniques have an impact on improving the self-efficacy of Class XI IPA1 students at SMA PGRI 2 Palembang" was accepted.

Discussion

Self-efficacy is an individual's confidence in their skills to carry out their tasks. According to Ormrod (Avianti et al., 2021), self-efficacy is included in an individual's assessment of their skills in carrying out predetermined behavior to achieve their expected goals (Bassi et al., 2007). Self-efficacy consists of a sense of self-confidence in an individual's skills to attain the expected goals. From the

statement above, it can be concluded that the meaning of self-efficacy includes an individual's sense of confidence in the skills they possess (Jamain & Makaria, 2020).

Research that researchers have conducted shows increased student self-efficacy through group guidance services with self-management techniques. Group guidance services with self-management techniques can improve the discipline of class X students at SMA Negeri 3 Bandar Lampung. According to Astantri et al. (2021) , self-efficacy is a lack of confidence in one's ability to complete one's tasks. Physical-emotional conditions influence self-efficacy, forming irrational thoughts that do not necessarily have proof of their truth. In line with this opinion, self-efficacy is influenced by students' negative thoughts regarding the tasks given when they themselves do not try to do them (Crisna, 2024).

Self-efficacy is self-confidence in one's abilities (Marianti et al., 2022). Someone with high self-efficacy will believe and be confident in their abilities, and someone with low self-efficacy will have self-doubt about their abilities (Safitri, 2024). Self-efficacy at school is a special condition that must be paid attention to by all parties because low self-efficacy will hinder students' academic success (Kushendar & Maba, 2022).

Self-management is the skill of managing thoughts, attitudes, and feelings within an individual to achieve a predetermined goal (Quinteiro et al., 2014). Sugiarto et al. (2023) states that there are 4 aspects of self-management of learning for students, namely self-motivation, self-organization, self-control, and self-development. According to Lorig & Holman (2003), the goal of self-management is to change attitudes and thoughts and solve life problems better and more optimally by learning new behaviors. Group guidance services with self-management techniques can encourage, regulate, and change behavior that is considered problematic so that students can complete school assignments.

Implication

The implications of this study indicate that enhancing students' self-efficacy through group guidance services with self-management techniques can significantly contribute to their academic success. By boosting students' confidence in completing tasks and effectively managing their thoughts and emotions, this intervention helps reduce self-doubt and improve learning discipline. Therefore, schools and educators should pay greater attention to implementing this guidance strategy as an approach to optimizing students' learning independence and academic achievement.

Limitations and Recommendations for Further Research

This study has limitations, including its focus on the relationship between self-efficacy and self-management techniques within group guidance services, which may not fully account for external factors such as family environment, peer support, or socio-economic background. The findings may also have limited generalizability due to the specific student population studied, and the reliance on self-reported data could introduce bias. For future research, it is recommended to explore the long-term effects of self-management techniques on self-efficacy and academic performance through longitudinal studies, expand the sample to diverse educational settings, and incorporate qualitative methods such as interviews and observations for deeper insights. Additionally, comparing different self-management interventions could help identify the most effective strategies for enhancing students' self-efficacy and academic success.

CONCLUSION

The study results show that group guidance services with self-management techniques effectively enhance the self-efficacy of Class XI IPA1 students at SMA PGRI 2 Palembang. Before the intervention, many students had low self-efficacy, struggling with confidence in their abilities to complete academic tasks. After participating in the group guidance sessions, there was a notable improvement, with more students demonstrating higher self-efficacy levels. Statistical analysis

confirmed a significant impact, concluding that group guidance with self-management techniques plays a crucial role in boosting students' confidence and ability to manage their learning challenges effectively.

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