
THE EFFECTIVENESS OF GROUP COUNSELING WITH REINFORCEMENT TECHNIQUE IN IMPROVING SELF-EFFICACY

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ABSTRACT

This research aims to determine the effectiveness of group counseling using reinforcement techniques in increasing the self-efficacy of students at Wachid Hasyim 5 High School in Surabaya. The study employs a one-group pre-test post-test design. Data collection methods include measurement scales or questionnaires, observation, and documentation. A Likert scale was used for measurement. The subjects of the study were six students with the lowest self-efficacy scores from the pre-test results. The data were analyzed using the Wilcoxon test to evaluate the comparative hypothesis of two independent samples. The results indicate that group counseling using reinforcement techniques significantly improved self-efficacy. Based on this study, it is recommended that group counseling with reinforcement techniques be considered as an alternative counseling service to enhance self-efficacy in adolescents.

Keywords: group counseling, reinforcement techniques, self-efficacy, adolescence

INTRODUCTION

Self-efficacy is a crucial factor influencing an individual's motivation and behavior. Motivation is affected by cognitive processes, which are referred to as self-efficacy (Ariwibowo & Nurhidayatullah, 2019). Huang (as cited in Sihalohe et al., 2018) defines self-efficacy as an individual's confidence in their ability to complete and perform academic tasks. Self-efficacy is essentially a person's belief in their own capabilities (Johanda et al., 2019). According to Setiawan (2015), there are two types of self-efficacy: high self-

efficacy and low self-efficacy. Putra et al. (2013) explain that students may lack confidence despite their actual capabilities. Each student is unique, and therefore, every student must develop self-efficacy (Wardiati, 2017). There are four aspects of student self-efficacy: cognitive capacity, self-confidence, adaptability, and the ability to act under pressure (Oktariani, 2018). Bandura (as cited in Hardianto et al., 2014) emphasizes that self-efficacy has a significant impact on an individual's success. However, observations reveal that many students

still exhibit low self-efficacy, as indicated by frequent truancy, incomplete homework, negative thinking, and complaints about their tasks (Wardiati, 2017). Enhancing students' self-efficacy requires the involvement of school counselors, whose role is crucial and highly needed (Permatasari et al., 2018).

Currently, low self-efficacy among students is commonly observed. Research conducted at SMA Wachid Hasyim 5 Surabaya revealed that many students feel fearful and lack confidence in their abilities during class presentations. This is despite having studied beforehand and being able to explain the presentation material well in the end. In Class XI IPA 1, one student demonstrated low self-efficacy by expressing doubts about their abilities in the Science stream, initially believing they were suited for the Social Studies stream, although they passed the Science stream test. Research by (Sihaloho et al, 2018) at SMA Negeri Bandung shows that self-efficacy affects student learning outcomes by 60.5%. Interviews with students reveal that low self-efficacy is prevalent, with some students opting to cheat during exams rather than relying on their own abilities. Research by Putra et al. (2013) at SMA Yasmida Ambarawa Pringsewu Lampung, titled "Effectiveness of Group Guidance Services in Enhancing Students' Self-Efficacy," indicates a 30.35% improvement in self-efficacy following intervention. These findings underscore the need for research on self-efficacy, as unresolved issues can adversely impact students' motivation and responsibility, potentially hindering national development (McClelland, as cited in Meichati et al., 1975).

Various methods and techniques can enhance students' self-efficacy, including group counseling. According to Latipun (as cited in Sari, 2019), group counseling involves providing feedback through group dynamics to assist the counselee. Lebo & Lianawati (2022) describe group counseling as a process where a counselor helps the counselee through group dynamics to resolve issues. Techniques such as reinforcement are employed in group counseling, as

reinforcement is believed to modify individual behavior (Ratnawati, 2016). Kurnanto (as cited in Aris & Wahyumiami, 2022) describes reinforcement techniques as methods to guide students toward rational behavior by providing support, praise, and encouragement following desired behavior.

Empirical evidence indicates that adolescent self-efficacy is crucial for development. Group counseling with reinforcement techniques is potentially effective because the dynamics in each stage of group counseling can stimulate group members to feel more enthusiastic and willing to enhance their self-confidence. This is achieved by providing encouragement and support, helping counselees to have greater confidence in their abilities.

METHOD

This study employed a pre-experimental design with a one-group pre-test post-test approach, conducted over seven sessions. The instrument used was a self-efficacy scale, with a sample size of six students from SMA Wachid Hasyim 5 Surabaya. Data analysis was performed using the Wilcoxon test to compare two independent samples.

RESULT AND DISCUSSION

Based on the self-efficacy measurement scale, students were categorized into three levels: low, medium, and high. From these categories, six students with the lowest self-efficacy were selected. These six students received group counseling treatment using reinforcement techniques over seven sessions. A post-test was administered to determine any changes in scores before and after the treatment. The following table compares the pretest and posttest results:

Table 1.
Comparison of Pre-test and Post-test Self-Efficacy Scores

Students' Initial	Pre-test	Category	Post-test	Category	Score Comparison
YB	45	Low	79	High	34
AY	53	Medium	64	Medium	11
CZA	52	Medium	64	Medium	12
IAS	50	Medium	62	Medium	12
PP	54	Medium	67	Medium	13
WS	54	Medium	61	Medium	7

Table 1 shows the comparison of pre-test and post-test self-efficacy scores, indicating changes in scores and categories. One student moved from the low category to the high category. The other five students showed changes in scores but remained in the same category from pre-test to post-test.

To assess the effectiveness of the treatment, a Wilcoxon test was conducted using SPSS for Windows version 22, as shown below:

Table 2.
Wilcoxon Test Results

	Post Test - Pre Test
Z	-2.207 ^b
Asymp. Sig. (2-tailed)	.027

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

The Wilcoxon test compares a significant score of 0.05. If the result is < 0.05 , the hypothesis is accepted; if > 0.05 , the hypothesis is rejected. The Wilcoxon test results showed an Asymp. Sig. Sig. (2-tailed) value of 0.027, which is less than 0.05, indicating that the hypothesis (H_a) is accepted.

Discussion based on the research by Azizah Nurul (2019) indicates that reinforcement techniques in group counseling effectively enhance students' learning motivation at SMA Negeri 13 Pekanbaru, which in turn improves their self-efficacy. The results of this study demonstrate a difference in students' self-efficacy before and after receiving group counseling treatment with reinforcement techniques. The following table provides a detailed comparison of pre-test and post-test scores for the counselees:

YB had a pre-test score of 45 and a post-test score of 79. Initially, YB exhibited low self-efficacy, feeling unconfident during class presentations and experiencing fear. Post-treatment, YB began to believe in their abilities, as prior preparation helped reduce their fear.

AY scored 53 on the pre-test and 64 on the post-test. AY initially felt anxious about choosing a higher education path. After the treatment, AY's mindset shifted, gaining

confidence to pursue a degree in engineering, a field of their interest.

CZA's pre-test score was 52, increasing to 64 post-test. CZA initially lacked confidence in class presentations and doubted their abilities. Post-treatment, CZA showed increased confidence and was more assured when answering questions.

IAS had a pre-test score of 50 and a post-test score of 62. IAS initially doubted their placement in the Science stream, believing they were more suited for Social Studies. Post-treatment, IAS gained confidence, realizing that passing the entrance test validated their abilities.

PP scored 54 on the pre-test and 67 on the post-test. Initially, PP lacked confidence in their English skills despite good grades. Post-treatment, PP's confidence in English improved, leading to better performance.

WS's pre-test score was 54, which increased to 61 post-test. WS was initially unconfident when speaking to new people, despite being sociable. Post-treatment, WS began to gain confidence and felt less nervous when interacting with strangers.

These findings indicate the importance of self-efficacy for students, as confidence in their abilities is essential for development. Amarta and Pravesti (2021) note that unresolved low self-efficacy can lead to poor study discipline, cheating, and quick surrender when faced with difficult tasks. Positive reinforcement is essential to encourage continuous positive changes in students. These findings are consistent with previous research. Khusnul Khotimah (2021) in her study titled "The Effect of Positive Reinforcement Techniques to Improve Self-Efficacy in Thesis Writing among Islamic Counseling Students at Universitas Islam Negeri Sunan Ampel Surabaya" demonstrated that positive reinforcement techniques effectively increased self-efficacy in thesis writing. Similarly, Sihaloho et al. (2018) in their study "The Effect of Self-Efficacy on the Economics Learning Outcomes of Grade XI Social Studies Students at State High Schools in Bandung" found that self-efficacy positively and

significantly influenced students' learning outcomes by 60.5%. Thus, it can be concluded that students' self-efficacy showed considerable improvement based on the pre-test and post-test results. These findings align with research by Boghawan and Macalisang (2024), which found that reinforcement techniques applied by teachers enhanced self-efficacy, motivation, and academic performance among 262 teenagers in the Philippines. Furthermore, this study's results are consistent with the research by In'am and Sutrisno (2021), which showed that a cooperative learning model incorporating motivation and reinforcement increased self-efficacy among 28 high school students in Samarinda, Indonesia. Additionally, Mutiara and Budi Astuti (2021) found that group counseling improved self-efficacy and career commitment among 20 late adolescents in Yogyakarta, Indonesia.

CONCLUSION

Group counseling with reinforcement techniques conducted over seven sessions with six students who had low self-efficacy was found to be effective in enhancing the self-efficacy of students at SMA Wachid Hasyim 5 Surabaya. Based on this research, it is recommended that group counseling with reinforcement techniques be considered as an alternative counseling service to improve self-efficacy in adolescents. Future research should aim to develop reinforcement techniques with more specific variations, such as primary reinforcement, secondary reinforcement, and contingency reinforcement.

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