

The influence of group counseling services on increasing the self-confidence of broken home students at SMK Negeri 2 Rantau Utara

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| Article Info | ABSTRACT |
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| <p>Keywords: Confidence , Student, Broken Home</p> | <p>The family is the smallest unit of society consisting of father, mother and children who live under one roof, namely the house. There are many problems in the household, one of which is a broken home. Broken Home here is defined as the destruction of a household resulting in the divorce of husband and wife. In this sense, it shows clearly the condition of the family. Broken Home is a family that is not in order, of course it will have a negative effect on children who are at school, for example low enthusiasm for learning, low self-confidence and having few friends . They will feel frustrated with the situation of their parents who no longer live together. This research was carried out at SMK N 2 Rantau Utara. The aim of this research is to see whether or not there is an influence of group counseling services on students at SMK Negeri 2 Rantau Utara who experience broken homes. Data collection techniques use interviews, observation and documentation. Next, the data was analyzed qualitatively using 3 models, namely instrument validation tests to test product moment correlation, alpha formula to test instrument reliability, SPSS for window reliance 25 to view interview experiment data. The results of the research show that group counseling services using discussion techniques can have an effect on increasing self-confidence in students in class X DPIB 1 and X DPIB 2 at SMK Negeri 2 Rantau Utara. This can be clearly seen in the difference in self-confidence scores between subjects before being given counseling services using discussion techniques and after being given group counseling services. Thus, it can be concluded that the implementation of counseling has a clear objective in providing services, namely to enable students to increase their self-confidence.</p> |
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INTRODUCTION

Divorce comes from the word divorce which means separation and is known as Broken Home. According to (Willis, 2015) Broken Home is defined as a broken family, namely a condition of loss of family attention or lack of love from parents which is caused by several things, usually due to divorce so that the child only lives with one biological

parent. A *broken home* can be seen from 2 aspects, namely (1) a family that is divided because the structure is not intact because one of the family members has died or has divorced, (2) parents who are not divorced, but the family structure is no longer intact because the father or mother often not at home and/or not showing affection anymore. Based on the following statement, it can be concluded that families experiencing Broken Home are not only characterized by family divorce, but families that have conflicts or quarrels, and a lack of affection and communication between members because of their respective busy lives . .

The condition of parents breaking up or divorcing certainly has a big influence on the continuity of family members' life activities, causing scars in the form of traumatic feelings in both the short and long term. (Wulandari et.,al 2019) stated, "a family called Broken Home can have an influence on the development of children in the family. The development of children in the family is disrupted when problems arise in the family. The family is an important place for the development of children in the family physically, emotionally, spiritually and socially." This shows that the existence of conflict in the family environment will affect a child's growth and development. It will even have an impact on education now and in the future .

Based on this explanation, it can be seen that Broken Home is caused by parental divorce which has a very negative impact on the child. They will feel frustrated with the situation of their parents who no longer live together. Academically they are also behind their other friends because they do not have passion for learning, self-confidence, motivation and attention because there are problems with their learning success and confidence.

This student behavior arises as a form of outlet for the lack of attention from within their home environment so they seek attention from other people outside their home. One form of assistance from the school can be given to Broken Home students so that a student does not get caught up in problems so that they can carry out a good learning process, namely the individual counseling service process. The purpose of this counseling is to make students develop their potential in studying.

Apart from that, Broken Homes also often occur at SMK Negeri 2 Rantau Utara, based on the results of interviews with guidance and counseling teachers at SMK Negeri 2 Rantau Utara, it was recorded that there were 20 students who experienced and were victims of Broken Homes from their parents. Starting from here, we need the best action and solution, one of which is providing counseling services from schools.

Counseling and guidance services are provided by special staff, namely guidance teachers and school counselors. In accordance with the National Education System Law Number 20 of 2003 Article 1 Paragraph 6 reads "educators are educational personnel who are qualified as teachers, lecturers, counselors, tutors, lecturers, tutors, instructors, facilitators, and other titles appropriate to their specialty, and participate in organizing 5 education".

Counseling services in implementation take the form of guidance and counseling which generally handles various problems according to the field of study, both in terms of

personal or individual, social, academic and career guidance. In this research, the counseling service was divided into 3 stages, namely pre-counseling using a discussion method accompanied by a teacher, pre-test and post-test using a questionnaire.

METHODS

The approach used in this research is a qualitative approach with a case study research type, which is a research procedure whose descriptive research design product can be in the form of written or spoken words from people and behavior observed through treatment that is appropriate to the problems experienced by students.

The design of this research is to use a procedural case study, namely case identification, identification of diagnosis problems, prognosis, treatment and evaluation. The research instruments used in this research were interviews and observation sheets developed by the researcher.

The data analysis technique in this research is in the form of qualitative analysis with procedures: data reduction, data condensation, data exposure and conclusion drawing and verification. The data obtained was then analyzed using triangulation techniques.

RESULTS AND DISCUSSION

The research results were obtained through distributing instruments which aimed to obtain data regarding the profile/image of students' self-confidence and at the same time on the basis of adjusting the content of group counseling services with discussion techniques to increase students' self-confidence which were then tested to obtain effectiveness.

Table 1. Counseling Service Activity Schedule with Discussion Techniques

| No | Date | Activity |
|----|--------------|---|
| 1 | 13 July 2022 | The pretest activity consisted of distributing a self-confidence questionnaire with 26 questions. |
| 2 | July 16 2022 | Group counseling activities using first meeting discussion techniques with the theme of getting to know self-concept : 1. Teach students to get to know themselves . 2. Help students to believe in themselves. |
| 3 | 19 July 2022 | Group counseling activities using discussion techniques the second meeting with the theme of strengthening concepts self: 1. Teach students to know Himself . 2. Help students to believe in herself. . |
| 4 | 27 July 2022 | Group counseling activities using discussion techniques The third meeting increases self-confidence participant students : 1. Provide an explanation about self-confidence . 2. Provide direction to students the importance of self-confidence . |
| 5 | August 3, | Group counseling activities using discussion techniques |

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| No | Date | Activity |
|----|-----------------|--|
| | 2022 | The theme of the fourth meeting was strengthening self-confidence learners. 1. Reinforcement of the material that has been presented. |
| 6 | August 10, 2022 | Implementation of the post-test |

Based on in the table above, group counseling services using discussion techniques were carried out in 4 meetings at the counseling guidance office location of SMK N egeri 2 Rantau Utara. Results giving group counseling services with discussion techniques by means of a post - test, the post - test is carried out with the aim of knowing the level of students' self-confidence after conducting group counseling Which given to students who experience a broken home with very low self-confidence.

Implementation pre-test carried out for the purpose of know the initial data on the condition of trust yourself in learning given the treatment. Pre-test given to students class X DPIB 1 and DPIB 2 vocational school Negeri 2 Rantau Utara total 10 students. The following are the pre-*test* results students' beliefs in table 3.

Table 2 Results of *the re-test* of class X DPB 1 & X DPIB 2 students

| North Rantau 2 State Vocational School | | | |
|--|------------------|------------|----------|
| NO | Student Initials | Pre - test | Criteria |
| 1. | US | 83 | Low |
| 2. | AY | 80 | Low |
| 3. | EE | 70 | Low |
| 4. | LA | 80 | Low |
| 5. | RP | 83 | Low |
| 6. | P.O | 83 | Low |
| 7. | N.F | 82 | Low |
| 8. | P.A | 69 | Low |
| 9. | WN | 88 | Low |
| 10. | FN | 81 | Low |

Implementation *post-test* after discussion group Finally, students are invited For fill in learning instrument as a form of *post-test* . Implementation of *the post-test* at SMK N egeri 2 Rantau Utara can be said to be smooth with the average student being able to provide information about self-confidence after the discussion technique group counseling service with all instrument items can be filled in according to the filling instructions and this activity is completed on time which has been specified. The *post-test* results are as follows table 4.

Table 3 Post-test results of class X DPIB 1 &X DPIB 2 students North Rantau 2 State Vocational School

| NO | Student Initials | st- t- test results | Criteria |
|-----|------------------|---------------------|-----------|
| 1. | US | 116 | Tall |
| 2. | AY | 119 | Tall |
| 3. | EE | 115 | Tall |
| 4. | LA | 118 | Tall |
| 5. | RP | 117 | Tall |
| 6. | P.O | 107 | Currently |
| 7. | N.F | 110 | Currently |
| 8. | P.A | 109 | Currently |
| 9. | WN | 115 | Tall |
| 10. | FN | 109 | Currently |

Based on table 3 above, after being treated with group counseling services using discussion techniques, there was an increase in the self-confidence of group members, there were 10 students in the medium criteria, and 4 students in the high criteria, whereas before the treatment there were students who had the criteria. low in self-confidence .

Table 4 Pre-Test and Post-Test results for class X DPIB 1 & X DPIB 2 students North Rantau 2 State Vocational School

| No | Student Initials | Pre-Test | Post-Test |
|----------------|------------------|-----------------|-------------------|
| 1 | US | 83 | 116 |
| 2 | AY | 80 | 119 |
| 3 | EE | 70 | 115 |
| 4 | LA | 80 | 118 |
| 5 | RP | 83 | 117 |
| 6 | P.O | 83 | 107 |
| 7 | N.F | 82 | 110 |
| 8 | P.A | 69 | 109 |
| 9 | WN | 88 | 115 |
| 10 | FN | 81 | 109 |
| Average N = 10 | | 799 : 10 = 79.9 | 1.135: 10 = 113.5 |

Based on table 4 above, the average self-confidence score of students before participating in group counseling using discussion techniques was 84.06 and after participating in group counseling using discussion techniques increased to 1044.12. The table above explains the increase between before treatment and after treatment. To find out more clearly the conditions for increasing the self-confidence of each student in the experimental subject based on the results of the pre-test and post-test. To find answers to the problems raised in the hypothesis in this research, it is necessary to carry out a requirements analysis of the data obtained. The prerequisites for the analysis in this research are tested for normality.

Data Normality Test

| One-Sample Kolmogorov-Smirnov Test | | | |
|------------------------------------|----------------|-------------------|----------------------|
| | | Pretest | Posttest |
| N | | 10 | 10 |
| Normal Parameters ^{a, b} | Mean | .0000000 | .0000000 |
| | Std. Deviation | 6.16834928 | 4.31958806 |
| Most Extreme Differences | Absolute | ,258 | ,208 |
| | Positive | .153 | ,196 |
| | Negative | -.258 | -.208 |
| Statistical Tests | | ,258 | ,208 |
| Asymp. Sig. (2-tailed) | | ,059 ^c | ,200 ^{c, d} |
| a. Test distribution is Normal. | | | |

The normality test uses the Kolmogorov-Smirnov test compare Asymp values. Sig (2-tailed) > 0.05, then the data is normally distributed. By using the Kolmogorov-Smirnov test, the Asymp value was obtained. Sig. (2-tailed) Pretest was 0.059 > 0.05 and posttest data Asymp. Sig. (2-tailed) is 0.200 so it can be said that the pre-test and post-test data are normally distributed apart from being seen from the Asymp information. Sig (2-tailed) data normality test can also be seen from *the most extreme differences absolute* which is assumed to be most extreme < Kolmogorov-Smirnov, Z table so the data is normally distributed.

Hypothesis testing

Furthermore, after testing the prerequisites for the analysis, namely the normality test is met. Then hypothesis testing was carried out using the paired samples t-test, below are the results of hypothesis testing in this research.

| Paired Samples Statistics | | | | | |
|---------------------------|-----------|----------|----|----------------|-----------------|
| | | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | PRE TEST | 80.2000 | 10 | 6.17882 | 1.95391 |
| | POST TEST | 113,5000 | 10 | 4.32692 | 1.36829 |

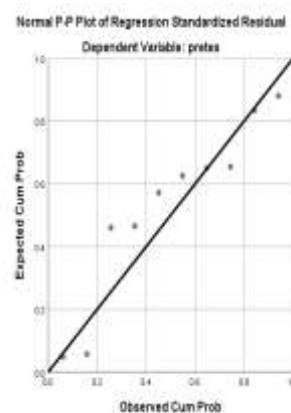
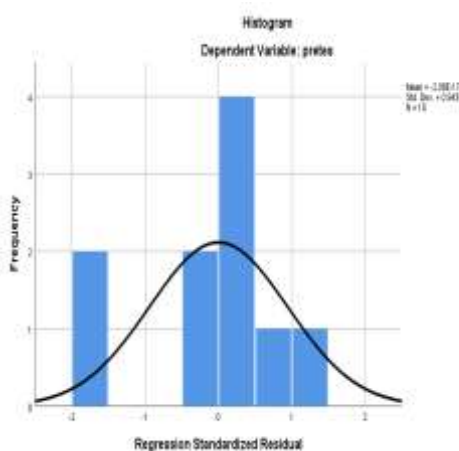
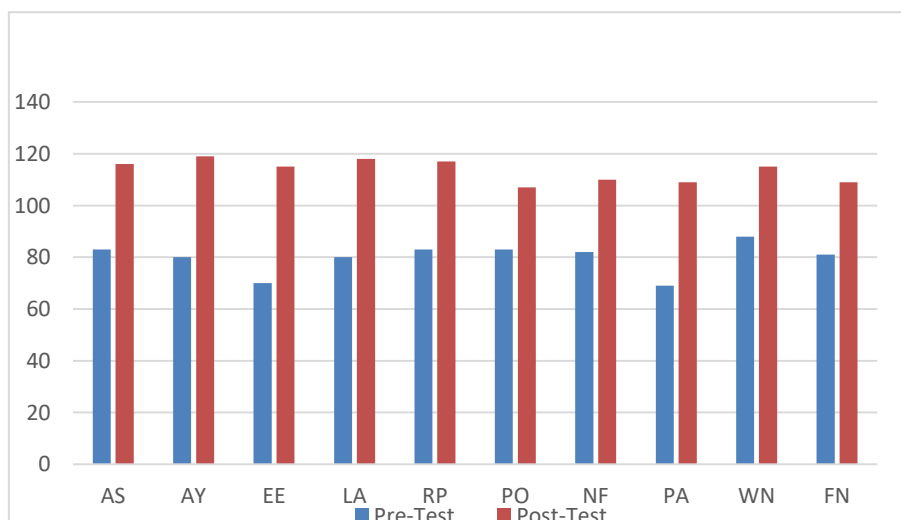
The pre-test score was 80.2000 and experienced an increase in the post-test of 113.5000 with a standard deviation of pre-test 6.17882 and post-test 4.32692.

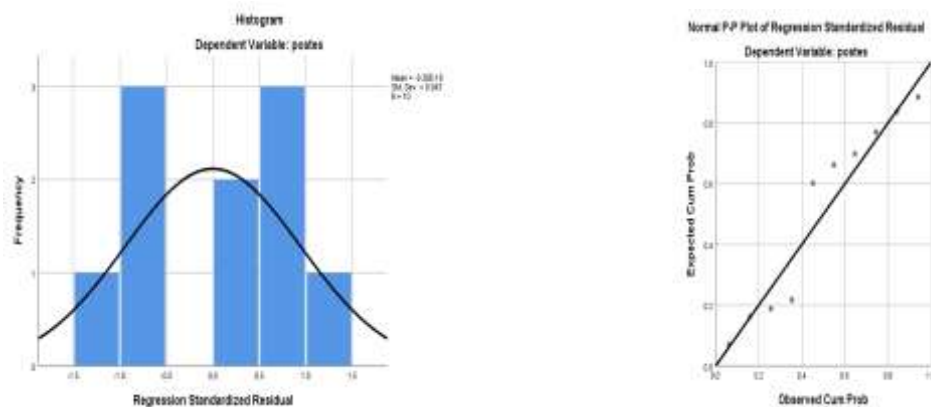
| Paired Samples Correlations | | | | |
|-----------------------------|----------------------|----|-------------|------|
| | | N | Correlation | Sig. |
| Pair 1 | PRE TEST & POST TEST | 10 | ,058 | ,873 |

Judging from the Paired Samoles Correlations table and the post-test, it has a correlation of 0.058 and a sig value = 0.873 > 0.05 so it can be concluded that the correlation has a positive value of 0.005²=%.

| | | Paired Samples Test | | | | | | | |
|------------------|-------------|---------------------|----------------|-----------------|---|----------|--------|----|-----------------|
| | | Paired Differences | | | 95% Confidence Interval of the Difference | | t | df | Sig. (2-tailed) |
| | | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | | | |
| Paired Samples 1 | PRE TEST | - | 7.33409 | 2.3192 | - | - | - | 9 | ,000 |
| | - POST TEST | 33.3000 | | 4 | 38.54649 | 28.05351 | 14,358 | | |
| | | | | | | | | | |

From the table above it is known that t is -28.05351, mean -33.30000, thus the self-confidence of *broken home students* at SMK Negeri 2 Rantau Utara experienced changes after being given treatment in the form of group counseling with discussion techniques which had a significant effect on increasing self-confidence. Graph of free-test and post-test results for confidence of B *Roken Home participants* at SMK Negeri 2 Rantau Utara .





It is said that the data is normally distributed, where the distribution of the data (histogram) follows a normal curve pattern. Based on the curve image above, we can clearly see that the histogram mostly looks like it follows a normal curve, so it can be concluded that the data distribution is normally distributed. Based on the research results, it shows that there was an increase in students' self-confidence in classes X DPIB 1 and X DPIB 2 at SMK Negeri 2 Rantau Utara after receiving discussion technique counseling services.

The results of this research also show that group counseling services were carried out 4 times meeting and combined to distribute questionnaires as well, then the next step of the research was to discuss in depth the self-confidence of class X DPIB 1 and X DPIB 2 SMK Negeri 2 Rantau Utara . Before and after providing group counseling services linked to theory. Before the group counseling service (pre-test), students had an average self-confidence score of 79.9. This shows that students' self-confidence is still relatively low and can still be improved. After the discussion technique counseling service was provided, the average score for self-confidence increased significantly, namely 113.5 post-test scores in the high category. This shows that students have proven self-confidence

Group counseling services are effective in increasing students' self-confidence because in implementing group counseling activities, students as group members will jointly create group dynamics led by the class leader who is at the forefront of controlling counseling service activities so that they can be carried out well and produce results in the form of development and increased self-confidence. Group members have the same right to discuss a problematic topic, it can also train students' abilities, both the ability to dare to express opinions in forums and train students to be trained to interact socially in groups . Implementation of group counseling not only aims to solve problems but also to solve problems and develop personally. This is in accordance with the opinion of Dinkmeyer and Murno who mention three types of discussion objectives, namely: 1) to develop oneself, 2) to develop awareness about oneself, 3) to develop new views on human relationships. If this goal is realized, it can develop students' self-confidence. Therefore, self-confidence is needed by someone to be used as a reference to guide one's life and demand one's needs.

However, a person's self-confidence is not innate from birth, but is formed through a learning process during a person's growth period from childhood to adulthood.

CONCLUSION

Based on the results of research at SMK Negeri 2 Rantau Utara, it can be concluded that group counseling services using discussion techniques can have an effect on increasing self-confidence in students in class X DPIB 1 and X DPIB 2 at SMK Negeri 2 Rantau Utara. This can be clearly seen in the difference in self-confidence scores between subjects before being given counseling services using discussion techniques and after being given group counseling services using discussion techniques. Based on the results of the *paired sample t test*, it is known that $\text{sig} = 0.000 < 0.05$, so H_0 is rejected and H_a is accepted, so the hypothesis is accepted. Group counseling services using discussion techniques have an effect on increasing self-confidence in students in class X DPIB 1 and This can be seen in the form of an increase in self-confidence scores in ten students after being treated with group counseling services using discussion techniques.

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