APPLICATION OF GROUP GUIDANCE SERVICES WITH *COGNITIVE DEFUSION* TECHNIQUES IN INCREASING STUDENT CONFIDENCE AT MTS AISYIYAH NORTH SUMATERA

Sukma Permata Sari[1] and Abdul Aziz Rusman[2]

[1,2]Universitas Islam Negeri North Sumatra, Medan, Indonesia
Email: permatasukma282@gmail.com

Abstract: Self-development is always related to self-confidence. Self-confidence is important because it influences individual success. The purpose of this study was to determine the effectiveness of the application of group guidance services with cognitive defusion techniques to increase student confidence. The research design used is *Quasy Experiment* with *pre-post-test control group design*. In this design, the experimental group received treatment and the control group did not receive treatment. The sample was taken 30 students and then divided into two groups, namely 15 students into the experimental group and 15 other students into the control group. Data collection was taken through a structured questionnaire given to students to measure the level of self-confidence. The instrument applied is the self-confidence scale. Data were analyzed using Microsoft Excel software and SPSS Version 25. The analysis applied hypothesis testing (t test). The results of the analysis obtained information, t P <0.05, namely (0.001 <0.05) the significance value is less than 0.05 so that the hypothesis is accepted. This indicates that group guidance services with cognitive defusion techniques are effective for increasing students' confidence levels.

Keywords: Group Guidance Services; Cognitive Defusion; Self-Confidence.

INTRODUCTION

Education is part of an important aspect to create an atmosphere of the learning process in accordance with Article 1 (1) of Law No. 20/2003 concerning the National Education System, namely students actively develop all potential in themselves, so that they have spiritual strength, religion, self-control, personality, intelligence, noble character, and skills, so that they can benefit themselves, society, and the country (Nikmah, L., 2017). Part of the personality is self-confidence, which affects the development of students in the school environment (Alimin, 2016). Self-confidence is an aspect that is beneficial for supporting students' academic success. Self-confidence can also stimulate students to bring out their potential. Thus, students can develop the potential that exists in themselves through one important aspect, namely strong self-confidence, so that they can improve their abilities or the environment around them. This self-confidence is a crucial aspect in the development of students at school that will make them feel capable of doing various things according to the desired goals.

Self-confidence is the trust or belief in all the benefits needed, so that they dare to choose different life goals that are tailored to themselves and the current situation (Pratiwi, I. D., & Laksmiwati, H., 2016). Individuals with a good level of self-confidence are ready to implement positive ideas in handling all their life needs, especially learning needs. Learners with good self-confidence, always encouraged to handle learning with independent confidence are individuals who feel satisfied with themselves

(Fiorentika, K., et al, 2016). Individuals with high self-confidence are a gift, because they can bring up a sense of satisfaction in themselves. Individuals with low self-confidence, stimulate the emergence of negative thoughts and lack of trust in their abilities, so that the individual concerned is generally more closed. As a result, self-confidence in individuals is set to be a priority that needs to be addressed so that it is maximized.

Self-confidence is an attitude that signifies a sense of confidence in personal abilities, which allows individuals to explore and be responsible for all their actions, warm, polite when interacting with other individuals, able to accept and appreciate other individuals, and be encouraged to achieve and be able to identify their strengths and weaknesses. Self-confidence is an attitude in individuals who are able to accept all realities, develop all self-awareness, think positively, independently, and are able to have whatever they want (W. Liu et.al., 2018; Sharour, 2019). Self-confidence also stimulates the self to take responsibility for all actions, because it believes it has enough knowledge to act according to procedures (W. Liu et.al., 2018; Liu, Xu, et.al., 2019; Sharour, 2019). Thus, teachers need to inspire students in the learning process (Novtiar and Aripin, 2017).

Self-confidence is formed through parenting and various events during developmental age (Perdana FJ, 2019). The development of self-confidence takes a long time. In the process of developing self-confidence, the individual self also experiences development towards a better direction. self-confidence is confidence in one's abilities, as well as confidence in the process of realizing plans, desires, or expectations through logical decisions and actions (Sahrip, 2017). This self-confidence can be instilled through habituation of a brave attitude, both in the learning process, socializing in the school environment or outside school. Therefore, self-confidence is something that needs to

exist within students. This low level of confidence is characterized by a sense of fear, worry, anxiety, uneasiness, uncertainty, accompanied by body trembling caused by external stimuli. When individuals have low self-confidence, so that individuals will close themselves more, easily frustrated when faced with life challenges, awkward when socializing, and difficult to accept their real situation. Self-confidence for students can increase students' courage to give feedback to educators, be assertive, look good, can control feelings (Aristiani, 2016).

There are several characteristics of individuals with self-confidence, namely (1) believing in self-competence, not needing praise, respect, or recognition; (2) avoiding being conformist in order to be accepted by the environment; (3) being brave for the rejection of other individuals; (4) being able to stabilize emotions well; (5) having the view that success depends on his own efforts, and not depending on others; (6) looking positively at himself and other individuals; (7) having realistic expectations, so that if it does not materialize it can be accepted on the positive side (Mulkiyan, M, 2017).

Several previous studies have found that there are various problems of student self-confidence. According to Dr. Suhardita (2011), student self-confidence is categorized as very high 2.17%, high 22.46%, medium 57, 97%, low 13.77%, very low 3.62%. Some research on the problem of student self-confidence requires efforts to improve it. Self-confidence can be beneficial for students' personality development. High self-confidence stimulates students to be optimistic, and the emergence of optimism can affect the development of personality and student life (Asiyah, Walid, & Kusumah, 2019). The achievement of learning outcomes for students is not limited to external factors, but is influenced by internal factors as well, which come from within students. Part of

the internal factor is self-confidence. Self-confidence is a positive attitude that allows individuals to develop all positive values for themselves or for the environment.

The implications of low self-confidence for academics are decreased academic performance, decreased motivation to achieve (Stankov, et.al., 2014). The implications of low self-confidence for non-academics are increased anxiety when communicating. Therefore, low self-confidence for students must be given action. Previous researchers generally show that self-confidence can be increased through group counseling (Chairunisya, Bhakti, & Iriastuti, 2022), Cognitive Restructuring Strategy (Rukmana, & Lathifah, 2020), self-instruction (Fiorentika, et.al., 2016). Success in the academic context is the goal expected by students. One factor that has an important influence on achieving this success is the level of self-confidence. Through increasing the level of self-confidence, students are able to achieve optimal academic achievement. In this case, there is a significant relationship between the level of individual confidence and academic achievement.

Considering some of the previous descriptions, it is necessary to deal with and prevent the low level of self-confidence of students. Guidance counseling (BK) for education serves to facilitate student development efficiently. It is expected that the existence of counseling teachers is able to increase self-confidence among students by utilizing counseling guidance services. From the existence of group guidance services in counseling guidance services, it is hoped that it can be useful as an alternative to facilitate and assist students in problem solving. Group guidance services are guidance services provided in a group setting. Group guidance services are services that provide counseling materials from counselors for students, so that they can be of positive benefit to individual lives as students, family members, and society (Hidayat, Zamroni, & Sucipto, 2018).

Group guidance services can take the form of information delivery or problem-solving activities. Group categories in group guidance services include small groups (2 to 8 students), medium (13 to 20 students), large (20 to 40 students) (Suhardita, 2011). Thus, group guidance services are activities that involve the interaction of group leaders (counselors) and group members (counselees/students). In this service, the group utilizes group dynamics, such as arguing with each other, giving responses, suggestions, and so on. The purpose of this activity is to provide useful information to individuals as group members, so that it can help in the development of personal, social, learning, and career aspects. The group leader acts as a facilitator who provides relevant guidance in order to achieve individual development goals in various ways.

One of the effective counseling approaches to increase students' self-confidence is *Acceptance and Commltment Therapy* (ACT), in which unpleasant past experiences, which have been experienced by individuals, are used for learning and training to accept these circumstances which aim to enable individuals to make decisions in improving their quality and being more confident (Utari, & Purwoko, 2018). Part of the ACT technique that is considered efficient is *cognitive defusion* where the counselor is directly involved in the student's personal problems. It can be concluded that *cognitive defusion* is a technique that uses language to stimulate changes in individual behavior. Conceptually, this technique focuses on changing the meaning in words, as well as the function of behavioral rules on problems without changing the form, frequency, and situation (Saputra, & Prasetiawan, 2017). *Cognitive defuslon* research that focuses on increasing student confidence in Indonesia is still small, even though this technique is fundamental in

counseling, namely *Acceptance and Commitment Therapy* (ACT). Here the researcher tries to apply group guidance services with *cognitive defusion* techniques as an alternative in increasing students' self-confidence.

The results of interviews with counseling teachers, obtained information that MTs Aisyiyah North Sumatra students have a low level of self-confidence. This is indicated by the characteristics shown by students with a low level of self-confidence, including several VIII grade students with the initials "AF, RP, R" having the same problem, namely if given the opportunity by the teacher to ask questions or argue, students look unable and feel afraid, "NP and ABA" often feel hesitant about their answers when the teacher asks, "RI, VR, and FR" when discussing are often nervous, afraid of being wrong, when given the opportunity to express their opinions by the teacher in front of their friends. The data from the interview with the counseling teacher is supported by the results of observations in class VIII at the school, namely class VIII students at MTs Aisyiyah North Sumatra have low self-confidence. Potential efforts are given in overcoming lack of confidence, namely with group guidance services.

Based on the description of the problem and the literature review above, the counseling technique applied is group guidance services with *cognitive defusion techniques.* Here the researcher aims to see the effectiveness of the application of group guidance services with cognitive *defusion techniques* to increase student self-confidence. Researchers are motivated to research with the title "Application of Group Guidance Services with *Cognitive Defusion* Techniques in Increasing Student Confidence at MTs Aisyiyah North Sumatra". The hypothesis formulated in this study is that there is an effect of group guidance services with *cognitive defusion* techniques in increasing student confidence.

METHODS

The research has a quantitative approach, with a Quasi-Experimental Research design to determine the effect of certain treatments on research outcomes. A *pre-post-test control group* experimental design was applied with 2 groups: experimental (treated); and control (not treated). The experimental method is an approach to evaluate the impact of a treatment on the research subject in question (Suhardita, 2011).

The population in the study was MTs Aisyiyah North Sumatra class students. The sampling technique was *purposive sampling, which* is a sampling technique determined by the researcher by considering certain things (Sugiyono, 2018). The consideration is students with low self-confidence. The sample was determined to be 30 students, of which 15 students were given treatment, and the remaining 15 were not given treatment.

To facilitate data collection or ensure the work produced is more thorough, and systematic, researchers use a Likert scale. The scale is expected to save time in collecting the required data with a short period. Each respondent is asked the same questions, which makes managing and analyzing survey data easier for researchers. To determine the level of student confidence, a measuring instrument in the form of a structured questionnaire was used. The questionnaire chosen is a closed questionnaire, which means that the answers that can be chosen by the respondent have been provided in the questionnaire. The reason for applying a closed questionnaire is because this method is very effective, efficient, and saves time and money in its implementation. A Likert scale based on positive statements (*favorable*) and negative statements (*unfavorable*) serves as a measuring tool. The number of statements in the questionnaire was 25 items. Self-confidence is measured by assessing all items on a Likert scale, where all statements have 4 alternative answers,

namely: SS (strongly agree), S (agree), TS (disagree), STS (strongly disagree). In positive statements, respondents who answered SS were given a score of 4, for the answer S was given 3, for the answer TS was given 2, for the answer STS was given 1. If the statement is negative, then the scoring is the opposite. Data analysis was carried out with a computer program. In this case, the overall data processing process uses Microsoft Excel software and SPSS Version 25.
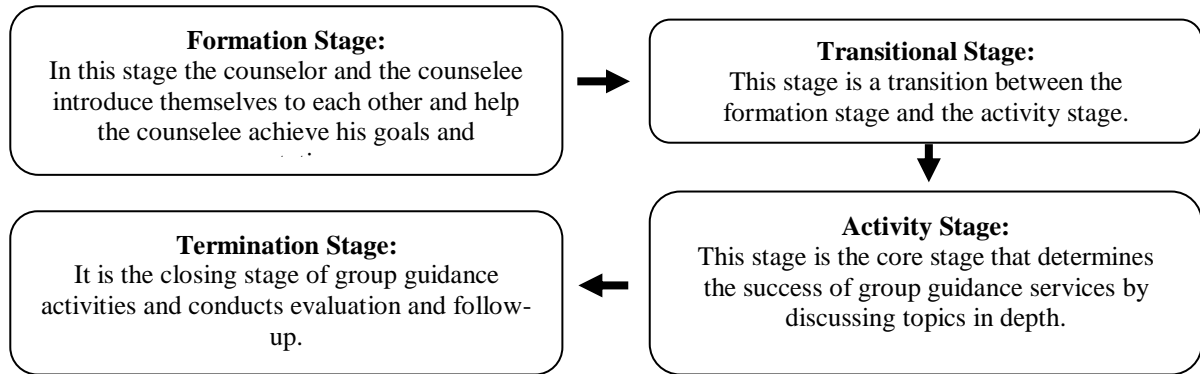
```
┌─────────────────────────────┐      ┌─────────────────────────────┐
│   Formation Stage:          │      │   Transitional Stage:       │
│ In this stage the counselor │      │ This stage is a transition  │
│ and the counselee introduce │ ───▶ │ between the formation stage │
│ themselves to each other    │      │ and the activity stage.     │
│ and help the counselee      │      │                             │
│ achieve his goals and       │      │                             │
└─────────────────────────────┘      └─────────────────────────────┘
                                                    │
                                                    ▼
┌─────────────────────────────┐      ┌─────────────────────────────┐
│   Termination Stage:        │      │   Activity Stage:           │
│ It is the closing stage of  │      │ This stage is the core stage│
│ group guidance activities   │ ◀─── │ that determines the success │
│ and conducts evaluation and │      │ of group guidance services  │
│ follow-up.                  │      │ by discussing topics in     │
│                             │      │ depth.                      │
└─────────────────────────────┘      └─────────────────────────────┘
```

Figure 1. Procedure Chart for the Stages of Implementation of Group Guidance *Cognitive Defusion* Technique

RESULTS

The research data was searched for *mean* and *standard deviation* based on the *pre-post test* group, then the description results were obtained in table 1.

Table 1. Descriptive Analysis Results

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Experiment Pre-Test	15	29	47	76	60.33	10.132
Experiment Post-Test	15	25	55	80	70.80	6.774
Control Pre-Test	15	28	50	78	64.53	8.895
Control Post-Test	15	28	47	75	60.80	9.010
Valid N (listwise)	15					

The researcher looked at the confidence scores after the pre-test and post-test. Table 2. displays the results of the analysis conducted with the normality test by Shapiro Wilk.

Table 2. Normality Test Results

Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Results	Experiment Pre-test	.165	15	.200[*]	.904	15	.111
	Experiment Post-test	.161	15	.200[*]	.924	15	.218
	Control Pre-test	.159	15	.200[*]	.950	15	.527
	Control Post-test	.102	15	.200[*]	.956	15	.624

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

The basis for decision making states that data can be considered normal if it has a significance value> 0.05. The t test results are presented in table 3. below:

Table 3. Hypothesis Test Results (t Test)

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	PreEks - PostEks	-10.467	9.109	2.352	-15.511	-5.422	-4.450	14	.001
Pair 2	PreContrl - PostContrl	3.733	4.543	1.173	1.218	6.249	3.183	14	.007

Based on the table above, if the sig value (2-tailed) is 0.000 <0.05. Because the t-test value of P < 0.05 is (0.001 < 0.05), the findings show that the use of group guidance services with cognitive defusion techniques in increasing student confidence has a significant effect, so Ho is rejected, while Ha is accepted. The results of the homogeneity test are presented in table 4. below:

Table 4. Homogeneity Test Results

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Results	Based on Mean	1.075	1	28	.309
	Based on Median	1.050	1	28	.314
	Based on Median and with adjusted df	1.050	1	27.396	.314
	Based on trimmed mean	1.098	1	28	.304

The table shows that the significance value (sig) based on the mean value is 0.309>0.05 which indicates that the variance of the posttest data of the experimental group and the control group is the same or homogeneous.

Consequently, the minimum requirement for the independent sample t test has been fulfilled. If p > 0.05, the research conclusion is considered significant. The results of the Independent Sample t Test are presented in table 5. below:

Table 5. Independent Sample t Test Results

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Results	Equal variances assumed	1.075	.309	3.436	28	.002	10.000	2.910	4.038	15.962
	Equal variances not assumed			3.436	25.995	.002	10.000	2.910	4.018	15.982

Table 5, obtained information that is *sig = 0.002 <0.05,* so there is a difference between the experimental and control groups. This means that there is a significant effect of the application of group guidance services with *cognitlve defusion* techniques in increasing self-confidence in students at MTs Aisyiyah North Sumatra.

DISCUSSION

Self-confidence is an important aspect of human personality development. If this element is neglected, there will be negative impacts on individuals, such as decreased learning outcomes, isolation in groups, and lack of interaction with others. Therefore, it is important for a person to have strong self-confidence, which includes belief in one's abilities and self-esteem. Belief in ability refers to the belief that we are capable of performing various tasks and achieving goals in life. In this context, Guidance and Counseling teachers need to organize group guidance services intensively and continuously. One counseling technique that is effective in helping to increase student confidence is cognitive defusion. The purpose of the cognitive defusion technique is to change the way individuals interact with unwanted or unwanted thoughts, by modifying the cognition functions associated with the language used by individuals.

Self-confidence refers to beliefs in all aspects of life that enable individuals to achieve their goals (Hakim in Dewi, 2012). Self-attitude reflects one's self-confidence which can be improved through group guidance with the *Acceptance and Commitment Therapy* (ACT) approach and *cognitive defusion* techniques. Group guidance services also teach respect for other people's opinions, increase self-awareness, and form positive group dynamics. Group guidance can help improve cooperation and socialization skills and encourage better personal development (Pranoto, 2016). Knowing and understanding oneself can facilitate the development of individual potential (Ainurrahim Faqih in Rizkiyani, 2012).

Cognitive defusion, as one of the techniques used in the ACT approach, utilizes language as a stimulus to change individual behavior. The cognitive defusion technique is designed to change the meaning of words and the function of regulating behavior related to personal problems experienced, without changing the form, frequency, or situation faced by the counselee. The use of the ACT approach was chosen because of the low level of self-confidence which is often influenced by thoughts that cause feelings of inability. Through counseling with the ACT approach, the counselor changes unwanted behavior by changing the language used in the counselee's mind (Pilecki & McKay, 2012).

As part of the effort to achieve, individuals need essential self-confidence, but it is not formed by itself (Syam & Amri, 2017). The process of healthy and continuous interaction in the social environment can shape self-confidence. Students with less self-confidence may lack the courage to express opinions, be shy, tend to close themselves (Solikhah, 2018). Part of the alternative to solving the problem of lack of confidence is with group guidance services with *cognitive defusion* techniques. Group guidance discusses problems concretely and resolves them within the scope of the group, including lack of confidence in students. The *cognitive defusion* technique is used to solve the problem simultaneously. Research shows, before being given group guidance services, some students have categories: low (8 students) or very low (1 student) or moderate (1 student) in self-confidence (Misbahudin, 2018).

Based on the results of the statistical data calculations above, it can be seen that there is a difference between the experimental group that is given treatment and the control group that is not given treatment. It is also known that there is a significant difference in the confidence of experimental group students before and after treatment. So it can be concluded that group guidance services with cognitive defusion techniques are effective for increasing student confidence. This study was able to prove the hypothesis proposed, namely that there is an effect of group guidance services with *cognitive defusion* techniques in increasing student

confidence. A *pre-post-test control group* experimental design was applied with 2 groups: experimental (treated); and control (not treated). Before providing treatment in the form of group guidance services with *cognitive defusion* techniques, a pre-test was conducted using a questionnaire that the researcher had prepared for 30 students from the existing sample to determine the initial score on the level of student confidence. In order to help increase student confidence, the experimental group was given group guidance services. The implementation of the treatment was carried out for 3 meetings with 1 x 30 minutes per meeting. After being given group guidance services with *cognitive defusion* techniques, then students in both groups were given a questionnaire again (post test).

Experimental tests obtained, group guidance with *cognitive defusion* techniques can increase students' self-confidence. This result is in accordance with the study of Saputra & Prasetiawan (2018), namely the *cognitive defusion* technique can be used to stimulate an increase in student confidence. Based on the comparison of *pre-post test* results, the confidence of experimental group students has changed after receiving treatment in the form of group guidance services. The results of data analysis of the application of group guidance services with *cognitive defusion* techniques to stimulate increased student confidence are obtained, sig = 0.001 <0.05, so that the hypothesis is accepted. There is a difference in results in the experimental group with the control group. That is, before being treated with group guidance services with *cognitive defusion* techniques, students have low self-confidence but when group guidance services are carried out, their self-confidence is found to increase, so that the application of group guidance services with *cognitive defusion* techniques is effectively applied among students with low self-confidence.

The research results obtained are in accordance with Pinasti's (2011) research, namely group guidance services can help increase students' self-confidence significantly, where many respondents are in the medium and high categories after being treated with group guidance. Other research findings show a significant increase in the level of student confidence after being given an intervention with cognitive defusion techniques (Saputra & Prasetiawan, 2018). This research provides implications about the importance of cognitive defusion techniques for increasing student self-confidence, which can be a reference for counseling teachers.

CONCLUSIONS

The conclusion of the overall research results is that there is a significant effect of the application of group guidance services with *cognitive defusion* techniques in increasing self-confidence in students at MTs Aisyiyah North Sumatra. These results are obtained after it is known that there is a difference in the t test between the experimental and control groups (*sig = 0.002 <0.05*). Factors that influence the increase in self-confidence include students' desire to change and improve themselves so that they get better. Judging from these results, there is a difference between the experimental group that was given treatment and the control group that was not given treatment in the form of group guidance services with cognitive defusion techniques, so it can be seen that group guidance services with cognitive defusion techniques are effective for increasing student confidence.

REFERENCES

Ansarin, A. A., & Khatibi, S. P. (2018). The Relationship between Multiple Intelligences and Language Learning Strategies and Gender. *English Language Teaching, 11*(5), 84-94. http://doi.org/10.5539/elt.v11n5p84

Aristiani, R. (2016). Meningkatkan percaya diri siswa melalui layanan informasi berbantuan audiovisual. *Jurnal Konseling Gusjigang*, *2*(2), 182-189. https://doi.org/10.24176/jkg.v2i2.7 17

Asiyah, A., Walid, A., & Kusumah, R. G. (2019). Pengaruh Rasa Percaya Diri Terhadap Motivasi Berprestasi Siswa pada Mata Pelajaran IPA. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, *9*(3), 217-226. https://doi.org/10.24246/j.js.2019.v9.i3.p2 17-226

Chairunisya, M. A., Bhakti, C. P. & Iriastuti, M. E. (2022). Meningkatkan Kepercayaan Diri Siswa Melalui Layanan Konseling Kelompok Metode Cognitive Defusion Pada Siswa Kelas Xi Di Smkn 1 Kalasan Tahun Pelajaran 2021/2022. *Jurnal Pendidikan Dan Konseling (JPDK)*, *4*(6), 5278–5286. https://doi.org/10.31004/jpdk.v4i6.9119

Dewi, N., Supriyo, S., & Saraswati, S. (2012). Upaya Meningkatkan Kepercayaan Diri melalui Layanan Bimbingan Kelompok pada Siswa Kelas X1. *Indonesian Journal of Guidance and Counseling: Theory and Application,* *1*(2). https://doi.org/10.15294/ijgc.v1i2.1 607

Fiorentika, K. F., Santoso, D. B., & Simon, I. M. (2016). Keefektifan Teknik Self-instruction untuk Meningkatkan Kepercayaan Diri Siswa SMP. *Jurnal Kajian Bimbingan dan Konseling, 1*(3), 104-111.

https://doi.org/10.17977/um001v1i32016p 104

Hakim, T. 2005. *Mengatasi Rasa Tidak Percaya Diri*. Jakarta : Puspa Swara.

Hidayat, F., Zamroni, E., & Sucipto, S. (2018). Layanan Bimbingan Kelompok Teknik Home Room Untuk Meningkatkan Sikap Anti Seks Bebas. *Jurnal Prakarsa Paedagogia*, *1*(2), 209-219. http://jurnal.umk.ac.id/index.php/pendas/in dex

Liu, W., Zhang, H., Chen, X., & Yu, S. (2018). Managing consensus and self-confidence in multiplicative preference relations in group decision making. *Knowledge-Based Systems*, *162*, 62-73. https://doi.org/10.1016/j.knosys.2018.05.0 31

Liu, X., Xu, Y., Montes, R.,& Herrera, F. (2019). Social network group decision making: Managing self-confidence-based consensus model with the dynamic importance degree of experts and trust-based feedback mechanism. *Information Sciences*, *505*, 215-232.https://doi.org/10.1016/j.ins.20 19.07.050

Mulkiyan, M. (2017). Mengatasi masalah kepercayaan diri siswa melalui konseling kelompok. *Jurnal Konseling dan Pendidikan*, *5*(3), 136-142. https://doi.org/10.29210/120800

Nikmah, L. A. I. L. A. T. U. L. (2017). Efektivitas Teknik Role Playing untuk Meningkatkan Percaya Diri Siswa Kelas VII SMP Negeri 8 Kediri Tahun Pelajaran 2016/2017. *Artikel Skripsi*.

http://simki.unpkediri.ac.id/mahasiswa/file
_artikel/2017/12.1.01.01.0058.pdf

Novtiar, C., & Aripin, U. (2017).
Meningkatkan Kemampuan
Berpikir Kritis Matematis Dan
Kepercayaan Diri Siswa Smp
Melalui Pendekatan Open Ended.
Prisma, 6(2), 119–131.
https://doi.org/10.35194/jp.v6i2.12
2

Perdana, F. J. (2019). Pentingnya
kepercayaan diri dan motivasi
sosial dalam keaktifan mengikuti
proses kegiatan belajar. *Edueksos:
Jurnal Pendidikan Sosial dan
Ekonomi*, 8(2).
http://dx.doi.org/10.24235/edueksos.v8i2.5
342

Pilecki, B.C., & McKay, D. (2012). An
Experimental Investigation of
Cognitive Defusion, *The
Psychological Record*, 62: 19-40.

Pinasti, N. W. (2011). *Upaya
Meningkatkan Kepercayaan Diri
Melalui Layanan Bimbingan
Kelompok pada Siswa Kelas X
SMK Negeri 1 Jambu.* (Skripsi,
Universitas Negeri Semarang).

Pranoto, H. (2016). Upaya Meningkatkan
Percaya Diri Siswa Melalui
Layanan Bimbingan Kelompok Di
SMA Negeri 1 Sungkai Utara
Lampung Utara. *Jurnal Lentera
Pendidikan Pusat Penelitian LPPM
UM Metro*, 1(1), 100-111.
http://dx.doi.org/10.24127/jlplppm.
v1i1.108

Pratiwi, I. D., & Laksmiwati, H. (2016).
Kepercayaan Diri dan Kemandirian
Belajar Pada Siswa SMA Negeri
"X". *Jurnal Psikologi Teori dan
Terapan*, 7(1), 43-49.

https://doi.org/10.26740/jptt.v7n1.p
43-49

Rahman, A. A., Sahrir, M. S., Zainuddin,
N., & Khafidz, H. A. (2018). An
evaluation of Global Zakat Game
(GZG) as edutainment board game
in enhancing Zakat education in
Malaysia. *Educational Research
and Reviews*, 13(5), 166-
172.https://doi.org/10.5897/ERR20
18.3487

Rizkiyani. (2012). Pengaruh Konseling
Kelompok Terhadap Kepercayaan
Diri Remaja. *Jurnal Pendidikan
Universitas Indonesia,* 1.(91).

Rukmana, O. L., & Lathifah, M. (2020).
Strategi Restructuring Cognitive
Dalam Konseling Kelompok CBT
Untuk Meningkatkan Kepercayaan
Diri Siswa Kelas VIII G di SMP
PGRI 1 Buduran Sidoarjo. *JKI
(Jurnal Konseling Indonesia)*, 5(2),
62-
67.https://doi.org/10.21067/jki.v5i2
.4295

Sahrip, S. (2017). Pengaruh Interaksi
Dalam Keluarga Dan Percaya Diri
Anak Terhadap Kemandirian
Anak. *Jurnal Golden Age*, 1(01),
33-47.
https://doi.org/10.29408/goldenage.
v1i01.480

Saputra, B., Hartuti, P., & Mishbahuddin,
A. (2018). Bimbingan Kelompok
Dengan Teknik Penguatan Positif
Untuk Meningkatkan Kepercayaan
Diri Siswa SMA Di Kota
Bengkulu. Consilia: Jurnal Ilmiah
Bimbingan dan Konseling, 1(1),
60-
68.https://doi.org/10.33369/consilia
.1.1.60-68

Saputra, W. N. E., & Prasetiawan, H. (2017). Teknik cognitive defusion: penerapan intervensi konseling untuk meningkatkan percaya diri siswa. *Counsellia: Jurnal Bimbingan dan Konseling*, 7(2), 93-98. http://doi.org/10.25273/counsellia.v7i2.1835

Saputra, W. N. E., & Prasetiawan, H. (2018). Meningkatkan Percaya Diri Siswa melalui Teknik Cognitive Defusion. *Jurnal Kajian Bimbingan Dan Konseling*, 3(1), 14-21.

Saputra, W. N. E., & Prasetiawan, H. (2018). *Model Konseling Cognitive Defusion untuk Meningkatkan Percaya Diri Siswa.* Yogyakarta: K-Media.

Sharour L. A. (2019). Improving oncology nurses' knowledge, self-confidence, and self-efficacy in nutritional assessment and counseling for patients with cancer: A quasi-experimental design. *Nutrition(Burbank, LosAngeles County, Calif.), 62,* 131–134. https://doi.org/10.1016/j.nut.2018.12.004

Stankov, L., Morony, S., & Lee, Y. P. (2014). Confidence: the best non-cognitive predictor of academic achievement?. *Educational psychology*, 34(1), 9-28.https://doi.org/10.1080/01443410.2013.814194

Sugiyono. (2018). *Metode Penelitian Kualitatif Kuantitatif dan R&D.* Bandung:Alfabeta.

Suhardita, K. (2011). Efektivitas penggunaan teknik permainan dalam bimbingan kelompok untuk meningkatkan percaya diri siswa. *Edisi khusus*, 1, 127-138.

Syam, A., & Amri, A. (2017). Pengaruh kepercayaan diri (self confidence) berbasis kaderisasi IMM terhadap prestasi belajar mahasiswa (studi kasus di program studi pendidikan biologi fakultas keguruan dan ilmu pendidikanuniversitas muhammadiyah parepare). *Jurnal Biotek*, 5(1), 87-102. https://doi.org/10.24252/jb.v5i1.3448

Utari, S. R., & Purwoko, B. (2018). *Studi Kepustakaan Penerapan Konseling Acceptance and Commitment Therapy (Act) Dalam Lingkup Pendidikan* (Doctoral dissertation, State University of Surabaya).

Wijekoon, C. N., Amaratunge, H., de Silva, Y., Senanayake, S., Jayawardane, P., & Senarath, U. (2017). Emotional intelligence and academic performance of medical undergraduates: a cross-sectional study in a selected university in Sri Lanka. *BMC medical education*, 17(1), 1-11.https://doi.org/10.1186/s12909-017-1018-9

Yuwanto, L. (2019). *Metode Penelitian Eksperimen. Yogyakarta: Graha Ilmu*.