
THE EFFECTIVENESS OF GROUP GUIDANCE USING THE PASS THE COMPLIMENT GAME TECHNIQUE TO ENHANCE STUDENTS' SELF-CONFIDENCE

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ABSTRACT

KEYWORDS

Confidence, group guidance, game technique, pass the compliment

This study aims to determine the effectiveness of group guidance with the pass the compliment game technique to increase students' confidence in SMP Muhammadiyah Sukaramai in the 2023/2024 academic year. The method used in this research is a quantitative approach with a quasi-experimental research method, which is an experimental research method that allows researchers to control as many variables as possible from the existing situation. The results showed that no that there is no increase in student confidence by carrying out Group Guidance services through the 'pass the compliment' game technique for grade VIII of SMP Muhammadiyah Sukaramai, Tegal Sari I, Kec. Medan Area, North Sumatra 20216 for the 2023/2024 academic year.

INTRODUCTION

Confidence is a value inherent in each individual, serving as a distinctive feature indicating the capabilities of each person (Jeane, 2016). Someone lacking self-confidence may exhibit signs of restlessness, anxiety, and fear in their daily life. This is often rooted in the fear of failure or making mistakes, leading them to withdraw rather than move forward. Individuals without self-confidence gradually lose enthusiasm for accomplishing tasks. According to Suhardita (2011), a lack of self-confidence can result in dangerous outcomes such as depression, suicide, anorexia nervosa, and delinquency. To foster self-confidence, individuals can rely on three factors: family support, environmental acceptance, and learning history.

Rohma (2018) emphasizes that low self-confidence can lead to depression, suicide, anorexia nervosa, crime, and other adjustment issues. The development of a child's self-confidence is influenced by family support, ecological acceptance, and educational history (formal and informal). Family is a significant factor, providing a broad space. To enhance self-confidence, it is essential to encourage and evaluate a child's efforts. One way to show appreciation is by praising a child's efforts and achievements.

Guidance and counseling in schools should provide optimal services, with each student forming an equal team to exchange information related to learning and social interaction. Students should operate in these teams during learning sessions, and guidance will be provided if any confusion arises. This creates a positive correlation between educators and students (Ulan, 2021).

Group guidance involves conveying information to students through team-based discussion. This approach has an impact as it encourages collaboration within a team. If a team member lacks understanding, others in the team explain in detail. The formation of small teams aims to ensure that students do not feel embarrassed when presenting information, enabling them to express opinions, ideas, suggestions, feedback, feelings, criticisms, etc. Students learn

to appreciate others' opinions, take responsibility for their views, and control their emotions. These steps are taken to enhance the personal branding of each teacher (Istiqamah, 2023).

Games represent a cycle that children and adolescents engage in to seek information outside of school. When integrated with group guidance, this creates a positive impact on cognitive, affective, and psychomotor values. The positive values are stored in the brain and later applied through self-exploration and interaction with the environment.

In guidance and counseling, there are techniques and tools for conducting counseling and psychotherapy to solve problems and find solutions through discussion (Tri Utomo, 2018). Many games can foster self-esteem and confidence, such as "pass the compliment," which aims to raise awareness and self-esteem by confronting different aspects of a child's character. Through this game, students learn to confront different aspects of their character when information is shared (Putri, 2019).

One example of increased self-confidence is the ability to be a team player, ensuring equal distribution of skills within a team. This fosters effective collaboration and a desire to learn together within each team (Putri, 2019:65).

Despite these positive aspects, many students still struggle with unstable self-confidence in school due to environmental factors, including the learning environment, social interactions, or family environment. The environment significantly influences an individual's self-confidence. Therefore, group guidance plays a crucial role in boosting individual self-confidence by fostering group dynamics, discussing various topics, sharing opinions, and incorporating games to create excitement within the group. The formation of group dynamics enhances self-confidence as individuals overcome social awkwardness and improve communication, ultimately building confidence.

This research aims to assess the effectiveness of group guidance using the pass the compliment game technique in enhancing students' self-confidence. Thus, the pass the compliment game technique becomes a central element in the theme of this research.

RESEARCH METHOD

This research employs a quantitative approach with a quasi-experimental research design, where a set of experimental research procedures serves as a source of information. The researcher utilizes multiple variables within various contexts. This approach has limitations as it cannot be fully conditioned based on the experimented conditions, but the researcher can predict variables that cannot be controlled, drawing on literature sources to address potential misinterpretations of research results.

One suitable design for quasi-experimental research is "The Non Equivalent Control Group." This design involves an experimental design with a pre-test before the treatment is administered and a post-test after the treatment. There are both experimental and control groups, but the sample selection is not done randomly (Adiputra, 2013).

The information needed for this research is how to increase students' attention when they lack confidence. Participants are students with low self-confidence, and this information is collected by distributing questionnaires using a rating scale format to eighth-grade students at SMP Muhammadiyah Sukaramai.

To ensure organized, systematic, and successful data collection, the researcher follows these steps: (1) preparing research tools; (2) identifying sources of information, such as respondents, necessary documents, etc.; (3) before conducting the pre-test, explaining the instruments and their usage to respondents; (4) systematically collecting information according to the pre-planned strategy; (5) analyzing pre-test data; (6) selecting research samples; (7)

conducting trial activities, especially group support implementation; and (8) redistributing instruments (post-test) and conducting pre-and post-test data analysis.

The method of subject sample selection used in this research is non-random sampling, specifically purposive sampling. Purposive sampling involves selecting a group of subjects based on specific characteristics that are considered closely related to known characteristics of the population. This method is used to achieve specific goals.

Class allocation is also based on quotas, specifically maintaining a consistent number. The reference number is the number of group members, for example, 13 students in one group. This is supported by the notion that group teaching should consist of 5-15 participants to ensure broader and more in-depth discussions.

RESULTS AND DISCUSSION

The results of this study were able to compare students' confidence levels from the results of questionnaires that had been distributed to two groups, namely the experimental group and the control group, namely by using *pretest* and *posttest experimental designs*.

a. Data *Pretest*

Pretest information is early information of students before starting treatment. The preliminary test was conducted in class VIII of 64 students. The purpose of the pre-test is to recognize the level of self-confidence of students. From the pre-test results, 14 students were obtained who had low self-confidence. After that, it was divided into 2 groups, namely the control group and the experimental group. The pretest information obtained from the experimental group as well as the control group is shown in Table 1

Table 1. Pretest Scores of the Experimental Group and Control Group

No.	Experimental group		Control group	
	Name	Score	Name	Score
1.	Adeliya	85	Alfa	52
2.	Aliffia	75	Azas	60
3.	Elmila	77	Hafiz	80
4.	Fahri	69	Nurul	79
5.	Naiya	70	Reno	73
6.	Rivi	79	Riva	63
7.	Rizky	60	Qarirah	60

The frequency distribution of social adaptation pre-test results between experimental and control group students can be seen in Table 2.

Table 2. Frequency Distribution of Social Adjustment Pretest Scores among Experimental Group and Control Group Learners

Class	Interval	Group Experiments	Percentage (%)	Group Control	Percentage (%)
1	0-30	0	0	0	0
2	31-60	3	42,8	1	14,2
3	61-90	4	57,1	6	85,7
4	91-120	0	0	0	0
TOTAL		7	100	7	100

In addition, Table 3 shows descriptive statistics of the pretest results of the experimental group and the control group.

Table 3. Description of Pretest Statistics Social Adjustment among Learners of Experimental Group and Control Group

	Experiments	Control
Mean	73,57	66,71
Median	75,00	63,00
Std. Deviation	8,08	10,70
Minimum	60,00	52,00
Maximum	85,00	80,00

Based on Table 3, the amount of information is known to be 14 people, consisting of 7 students in the experimental group and 7 students in the control group. The mean or median value of the experimental group was 73.57 and the mean value of the control group was 66.71. The mean or median value of the experimental group was 75.00 and the mean or median value of the control group was 63.00. The standard deviation of the experimental group's information was 8.08. as well as the control group's standard deviation of 10.70. The minimum score of the experimental group was 60.00 and the minimum score of the control group was 52.00, the maximum score of the experimental group was 85.00 and the maximum score of the control group was 80.00. Based on Table 2, you can see the histogram of student tolerance test values in the experimental group and the control group shown in figure 1.



Figure 1. Social Adjustment Pretest Score Histogram among Experimental Group Learners

Based on Table 3 and Figure 1, it can be seen that the lowest pre-test values were found in the experimental and control groups, namely in interval classes 31-60 totaling 3 from the experimental group and 1 from the experimental group. control group and comparison group. The highest score was between 69-90, with the number of experimental groups as many as 4 people and the control group as many as 6 people.

Treatment

After all students answered the questionnaire, social adjustments were first made between students (pre-test) and then the two lowest classes were selected as experimental and control groups. The experimental group received treatment in the form of group teaching, while the control group received ordinary treatment that was already available at school. Treatment is carried out in three meetings, 1 x 40 minutes each meeting.

b. Data Posttest

The next test was carried out after the second treatment, at the end of the treatment researchers gave confidence questionnaires to experimental group students and control groups. The purpose of the post-test is to obtain definite information about the confidence level of intermediate students. The post-test data of the experimental group and the control group are shown in Table 4

Table 4. *Posttest* Scores of Experimental Group and Control Group

No.	Experimental group		Control group	
	Name	Score	Name	Score
1.	Adeliya	90	Alfa	60
2.	Aliffia	80	Azas	65
3.	Elmila	83	Hafiz	81
4.	Fahri	69	Nurul	82
5.	Naiya	78	Reno	80
6.	Rivi	88	Riva	70
7.	Rizky	64	Qarirah	77

The frequency distribution of results after endurance tests between experimental and control group students is shown in Table 5.

Table 5. Frequency distribution of post-test social adjustment results in experimental and control group students

Class	Interval	Group Experiments	Percentage (%)	Group Control	Percentage (%)
1	0-30	0	0	0	0
2	31-60	0	0	1	14,2
3	61-90	7	100	6	85,7
4	91-120	0	0	0	0
Total		7	100	7	100

While the descriptive statistics of the post-test results of the experimental group and the control group can be seen in Table 6.

Table 6. Statistical description of post-experimental social adjustment among experimental and control group students

	Experiments	Control
Mean	78,86	71,29
Median	80,00	70,00
Std. Deviation	9,53	9,00
Minimum	64,00	60,00

Maximum	90,00	82,00
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From the explanation in Table 6 it appears that the lowest score in the experimental group was 78.86 and the lowest score in the control group was 71.29. The highest score in the experimental group was 80.00 and the highest score in the control group was 70.00. The average of the experimental group was 3.94, while the average of the control group was 5.63. Based on this information, it appears that there was an increase in student tolerance in the experimental group after trying group education. Based on Table 6, we can see the histogram of post-test social adjustment scores between experimental and control group students shown in Photo 2.

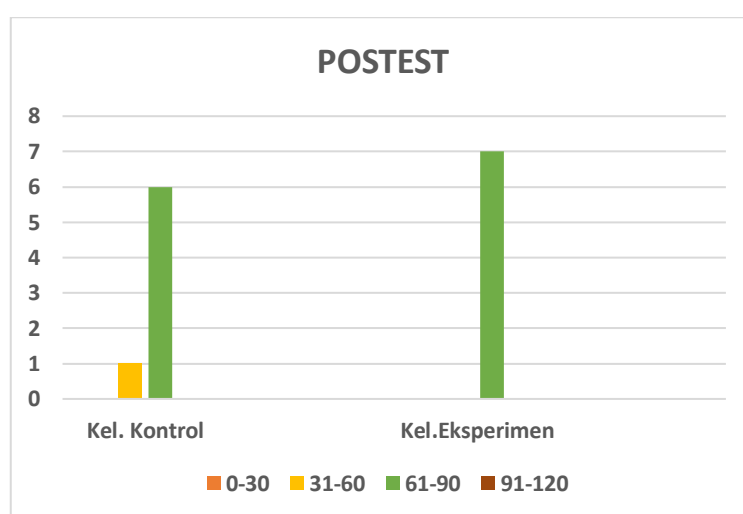


Figure 2. Posttest Score Histogram Social Adjustment Among Learners

Based on Table 6 and Figure 2 it can be seen that the confidence score of the lowest experimental group students after the test was 31-60 in the middle class with one student. There were no students with the lowest scores in the comparison group. The highest score in the experimental group was between 69-90 with 6 students and in the comparison group with 7 students.

Comparison of Pretest and Posttest Results between the Experimental Group and the Control Group

Differences in pre-test, post-test and pre-test results and post-test social adaptation of experimental and control group students can be presented in tabular form. The following differences between pretest, posttest and pretest-posttest are presented in Table 7.

Table 7. Pretest, Posttest and Gain Score Results of Social Adjustment Between Students between the Experimental Group and the Control Group

No. Subjek	Kel. Eeksperimen		Gain Skor	No. Subjek	Kel. Kontrol		Gain Score
	Pretest	Posttest			Pretest	Posttest	
1.	69	69	0%	1.	52	60	12%
2.	79	88	22%	2.	60	65	4%
3.	75	80	11%	3.	80	81	3%
4.	60	64	7%	4.	60	61	2%

5.	85	90	14%	5.	73	80	15%
6.	70	78	16%	6.	63	70	12%
7.	77	83	9%	7.	79	82	7%
Mean (Rata-rata)	: 71%			Mean	: 48%		
Minimum	: 0%			Minimum	: 2%		
Maximum	: 16%			Maximum	: 15%		

Based on Table 7, it is known that the scores of the experimental group and the control group are different. The average experimental group was 71% and the average control group was 48%, so that the experimental group's score was greater than that of the control group. The minimum score of the experimental group was 0% and the control group was 2%, so the minimum score of the experimental group was lower than the minimum score of the control group. As well as the maximum score of the experimental group of 16% and the control group of 15%, so that the maximum score of the experimental group is greater than that of the control group. This research hypothesizes the usefulness of group education with complementary transfer methods to increase students' self-confidence. The analysis method used is non-parametric statistics where the Mann-Whitney test uses a significance level of 0.05 using a statistical information processing program. The results of hypothesis testing are as follows:

Hypothesis Testing

This study hypothesized the effectiveness of group learning with complementary transfer techniques to increase students' self-confidence. The analysis technique used is non-parametric statistics where the Mann-Whitney test uses a significance level of 0.05 using a statistical data processing program. The results of hypothesis testing are as follows:

Test Results Pretest Experimental and control groups

Experimental and control groups The purpose of the procedure for nonparametric statistical analysis using the Mann-Whitney test is to ascertain the scores of the control group and the current experiment before assigning the control group. The results of information analysis are presented in Table 8.

Tabel 8. Uji Hasil *Pretest* Kelompok Eksperimen dan Kelompok Kontrol

Test	Score
Mann-Whitney U	16,5
Wilcoxon W	-9
T	0,402465

Sourced in Table 8 shows a Mann-Whitney U test score of 16.5 and a T test significance of 0.402465. The significance was 0.402465 0.05 so that there seemed to be no significant comparison between the pre-test results of the control group and the experimental group.

Test Posttest Results of Experimental Group and Control Group

The Mann-Whitney Control Test aims to recognize the comparison of tolerance scores between students in the control group who were not given treatment and the experimental group after treatment. The results of the information analysis are similar to table 9.

Table 9. Test Posttest Results of Experimental Group and Control Group

Test	Score
Mann-Whitney U	16,5

Wilcoxon W	-8,2
T	0,40246

From Table 9, the Mann-Whitney U-test score is 16.5, and the T-test significance is 0.40246 ($0.40246 < 0.05$), indicating a comparison of scores between the experimental group and the control group.

DISCUSSIONS

The hypothesis testing results using the non-parametric statistical analysis method with the Mann-Whitney U-test, conducted using statistical data processing software at a significance level of 0.05, reveal a Mann-Whitney U-test score of 16.5 and a T-test significance of 0.40246 ($0.40246 < 0.05$). Thus, there is a difference between the scores of the experimental group and the control group.

Based on the evaluation results of 64 eighth-grade students at SMP Muhammadiyah Sukaramai, divided into two groups of 14 students, 7 in the experimental group and 7 in the control group, data depict a minimum pre-test age score for experimentation between 60.00-64.00 in ascending categories and a maximum score between 52.00-60.00 in ascending categories. The minimum post-test score of 85.00-90.00 is considered an improvement, and the maximum score of 80.00-82.00 is also considered an improvement.

The average scores in both the experimental and control groups increased, indicating improvement in both groups. From these results, it can be concluded that group teaching with the pre-praise game technique aimed at boosting self-confidence is not effective in enhancing students' self-confidence. This is because both the experimental and control groups engaged in similar actions, resulting in a higher level of well-being.

Group exercises occurred after the completion of the pre-test and then proceeded to the post-test stage. The post-test serves as the treatment, which is group counseling. Group counseling is a dynamic interpersonal process focusing on conscious thoughts and behaviors.

Group training is carried out by activating group dynamics to prevent and alleviate problems, discussing topics beneficial for the diverse personal development of students. During group leadership, common topics are discussed among group members through intensive and constructive group dynamics. Afterward, the group leader (counselor) guides all group members.

According to Kartilah (2018) group guidance is generally carried out through four stages, namely:

1. Formation Phase

The making phase is the habituation phase, the self-participation phase, the phase of placing oneself in group life. In this phase, the members introduce themselves and say the goal or will to be achieved. The purpose of this phase is to arouse the group atmosphere, increase the attention of members to participate in group activities, increase the atmosphere of acknowledgment, confidence, acceptance and help between group members. In this session I first introduced myself as the group leader to the group members and briefly introduced the group teaching module, after which the group members continued the presentation in turn.

2. Transition Phase

After the formative session, group training can proceed to the next session is the transition session, where this session is the construction of bridges between the initial and third sessions. At that time I as the leader of the group ordered the group members to start the activity by reading prayers voluntarily.

3. Implementation Phase

The third session of group supervision is the action implementation session, or the goal achievement stage, is the group supervision session stage, but the continuity of group activities in this session depends largely on the success of the first 2 sessions. At this stage the group members begin group guidance by discussing the dynamics that have been mutually agreed upon in the group, namely confidence, initially I the group leader asked the members about the definition of confidence in each other, then responded by the members voluntarily, and it turned out that each of them had understood the definition of confidence.

Next, I as a leader asked again how much confidence the members have, and the response from one of the members said that he did not trust himself, and some answered depending on the atmosphere. One member expressed an outpouring from himself that he was not confident because he was often scolded by his teacher for trivial things, namely the teacher said he was noisy and scolded excessively so that it made him not interested in studying in class with the teacher because the teacher scolded him without understanding first, and there were also members who were not confident in getting along because it was difficult to find people who understood him or one frequency.

Some answered that he was confident in learning because he always obeyed the rules given by the teacher so that he was rarely scolded by the teacher, and was always disciplined in doing the tasks given, and some were confident in getting along, he admitted that he was open and easy to find friends who got along. The problems expressed in the group are fellow members giving each other solutions to be able to improve individuals who are not confident to be confident.

There are several aspects that give rise to group tutorials with the game pass the compliment method efficient in increasing self-esteem. The initial aspect, through the game method "pass the compliment" respondents have the opportunity to identify, realize, and accept their strengths and weaknesses. It is not easy for lower school-age children to be able to calculate their strengths and weaknesses honestly, because they tend to imitate the opinions of others. Through this game pass the compliment, respondents indirectly learn to calculate the advantages.

4. Finishing Phase

In this session, group members began the group tutorial with a dynamic that had been mutually agreed upon in the group was self-confidence, at first I asked the members to override the definition of self-confidence persi each, then responded by the members voluntarily, and it turned out that each had mastered the definition of self-confidence.

There are several aspects that have led to the adoption of group control gaming methods and effectively increase self-esteem. As an initial aspect, respondents have the opportunity to recognize, master and accept their advantages and disadvantages through the "pass the match" game method. It is not easy for lower school children to be able to honestly calculate their advantages and disadvantages because they tend to imitate other people's comments. Through games and providing manners and with this method, respondents indirectly learn to appreciate the benefits.

Another aspect, if the respondent successfully realizes and accepts his abilities, self-confidence is about what the respondent can raise and pass the praise game. Respondents have learning opportunities to be more confident in highlighting their abilities. This helps respondents believe that they are as good as everyone else, so they don't need to feel inferior or underestimate their existence.

The third aspect is that the game is tried in small groups. Respondents indirectly have the courage to tell in front of the group, feel safe expressing comments and supporting group members. Through the group dynamics that arise, respondents can feel that they have a position in the group (Kartilah, 2018). emphasized that through playgroups in treatment facilities, they

can train the social skills of all group members and are also efficient in improving psychological relationships in playgroups. Groups can not only help their members participate in healthy social interactions, but also help respondents feel happy and safe to be a part of them.

The three aspects above show that acceptable games help respondents learn to feel proud and appreciate their strengths and weaknesses in totality and view themselves as good as others.

CONCLUSION

The results did not show any positive influence of group teaching using game technology as well as acceptance and acceptance. with the aim of increasing the self-confidence of Muhammadiyah Sukaramai's high school students. Based on the results of the Mann-Whitney U test has a score of 16.5 and the significance of the T test is 0.402465. The significance is $0.402465 > 0.05$ so that there is no significant difference between the pre-test results of the control group and the experimental group.

Based on the objectives of the study, looking at the average class, the growth of the experimental group and also the growth of the comparison group, it can be concluded that group counseling services with praise passing game techniques to increase self-confidence are not true. . Effective in increasing students' self-confidence, because both the experimental group and the control group obtained the same excellent grades.

My advice in this study to SMP Muhammadiyah sukaramai for the 2023/2024 school year: 1.to the principal of SMP Muhammadiyah Sukaramai to realize the profession of BK teacher in schools with the aim that students are not unfamiliar with understanding BK, and also students can talk to their personal problems so that they can make students more confident because they feel they find people who understand and are able to provide solutions to their problems. 2. To teachers who are Muhammadiyah Junior High School to be more professional in teaching, that is, not carelessly scolding students without understanding first, teachers must hear complaints from students and then give them a way from their difficulties instead of ignoring let alone scolding them. 3. and to the principal to create BK facilities so that students can enjoy it because it has a positive effect on students, because it is able to alleviate their personal and social problems, 4. The method I did in this study had no effect, because to increase students' self-confidence has several factors including the learning environment, school teachers, family, peers, so for that let's work together to encourage students to be more confident.

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