

# Modelling the Way Information Service in Improving Guidance and Counseling Students' Self-Confidence

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## Abstract

Self-confidence is an important foundation for everyone, especially for college students in developing their potential. The objective of this study is to improve the self-confidence of counseling students through modeling way information services. The research method used action research counseling guidance class; the sample of this research is 30 students using purposive sampling technique. From the results of research analysis that has been obtained that the research from the beginning of the pre-cycle to cycle II was carried out well. Students' self-confidence through the modelling way information service increased significantly, as seen from the average percentage starting from pre-cycle 49.026%, cycle I 63.95% and cycle II 81.25%. This means that modeling way information services can increase students' self-confidence.

**Keywords:** 1. Information Service, 2. Modelling the way, 3. Confidence, 4. College students.

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## INTRODUCTION

One of the skills that must be instilled through education is to have the self-confidence that is needed by him/her for the development of his/her personality in daily life. Self-confidence is one of the most important aspects of personality in human life. Self-confidence is very helpful for humans in the development of their personality. That's why a sense of self-confidence is needed by humans in living their lives. Self-confidence is the ability to take action, despite the challenging conditions that may be felt at the time [1] and can also be defined as self-confidence is to prepare as well as possible what you want to convey so that the chances of failure are minimum [2]. Confidence is a quality of self where everyone can get something more than they expect.

Self-Confidence is a human's basic skill in meeting various needs on their own. Someone who is confident makes he strong again, strengthens his spirit, and increases motivation in pursuing success [3]. Trust is also an ability to take appropriate and efficient action, even though it may seem difficult at the time [1].

The environment of educational social interactions that occur in schools cannot be separated from personal and social problems, the causes are very

diverse, including physical problems, imperfect physical problems that make children feel insecure and often isolate themselves from their friends, or are shunned by his friends. In carrying out the educational process, there are many problems related to social problems, including the lack of concentration in learning, maybe it is the result of a lack of self-confidence that occurs in students. This is supported by the opinion of experts, someone who has low self-confidence will look down on himself and can even be a cause of depression [3, 4] adding another characteristic that is usually possessed by people who have low self-confidence is that they are always haunted by feelings of fear of failure, easily despair, feel themselves incapable and always indecisive or hesitant in deciding problems.

The emergence of a lack of self-confidence or not even in a new environment is actually a feeling, where the child feels uncomfortable with his/her new environment. Then with the discomfort that arises, a child will feel ashamed and afraid to do something. According to [3], self-confidence is a principle that grows from a sense of belonging, believing that we have the capability and fully knowing that what we are doing is a valuable work. Self-confidence is a reflection of how you think about yourself, how important you

think you are, and how you perceive yourself that you are worthy. And this is not a boast about yourself, but knowing that you are the best even though you are not perfect, so you have high self-confidence and you will see everything in a positive light, even difficulties come you will see it as a challenge. Therefore, increasing self-confidence must be done to each individual as well as students so that the implementation of learning goes well.

The ability to increase self-confidence can be instilled through activities that are useful for students such as making habituation or explanations about self-confidence or can also be done by implementing an effective and efficient learning system so that students are able to increase their confidence. Therefore, the ability to increase self-confidence is something that students must have in order to be able to increase their self-confidence. People who have self-confidence according to [1] themselves are able to face new situations, various difficulties and various opportunities - able to see these things as challenges that can be overcome and overcome, instead of seeing them as threats that must be avoided, dare to be involved and take an active role in making changes, and not only hope that the circumstances or the environment around them will change, are able to realize that there are times when they cannot always control what will happen, but they can always control the reaction of what will happen, dare to get out of a situation or situation that has been quite comfortable for them and try new experiences – of course in the initial process this will make them nervous, worried, and afraid but all these feelings must be thrown away so that they can achieve long-term goals, able to overcome setbacks by applying a deeper effort in order to achieve what they want – even when feeling hopeless and thinking of giving up on the situation, willing to learn from past mistakes and looking for ways to keep moving forward even more than just let these setbacks make them lose, have the desire to move forward and set long-term and short-term goals to pursue something they want in life [5].

The problem of self-confidence is a problem that is always actual to be discussed because it involves several aspects, both physical and psychological aspects. In general, in schools, self-confidence problems are events that arise where a person does not have a positive view of himself, and feels that he does not look good, cannot do his job as well as others, and the results are not in accordance with what he gets [6]. There are several triggers that can lead to lack of self-confidence including: physically imperfect, unable to involve oneself in new situations, not having a positive outlook and not having the desire to move forward [7].

Self-confidence is the spearhead of the formation of college students' self-potential because college students who have self-confidence will be able

to face life's problems with the times, but in contrary there are still many students who have low self-confidence [8]. We can see this from the level of student's confidence that occurs in students who are still low, such as many students who are afraid when speaking in public or a group, the level of self-confidence is still lacking or very low, anxious or afraid when following public speaking, students often tremble, feel inferior and do not dare to step, heart palpitations, break out in cold sweat and urinate frequently, are less optimistic about their abilities, are not objective in viewing a problem, are less responsible in carrying out their duties as students, irrational and unrealistic in solving problems and many more problems that arise in students caused by a lack of confidence in these students [9].

This is where the important role of the counseling teacher is to make efforts to develop students, especially in increasing the self-confidence that occurs in students [10]. Counseling teachers in this case can help by providing various services and innovative learning models for students. In particular, information services as a means of understanding for students as teenagers who often experience problems in self-confidence by using the Modeling The Way learning model. Where the counseling teacher will assist students in overcoming self-confidence problems through information services, where information services are a guidance and counseling service that allows individuals to receive and understand various information that can be used as consideration in making decisions for individual interests.

Information Service is a guidance and counseling service that allows and is necessary for students (clients) to receive and understand various information as a reference for attitude and behavior on a daily basis, and as a consideration for the direction of self-development, and as a basis for decision making [11]. Information services, namely: Guidance and Counseling services that allow students (clients) to receive and understand various information (such as educational information and job information) that can be used as material for consideration and decision making for the benefit of students (clients) [11]. Clients are not only students but can also be parents or guardians. From the definition of information services above, it can be concluded that information services are one of the counseling guidance services that provide a number of information to students, with the aim that students have adequate information, both information about themselves and information about their environment so that the information received by students is a source of information assistance in making the right decisions [12], while Modelling the Way is a learning model which provides opportunities for students to practice specific skills learned in class for demonstration [13]. This strategy will be very good if

used to teach lessons that require certain skills, especially in increasing student confidence. There are various methods for realizing the plan (strategy). This is inseparable from the nature of the strategy which may require more than one method. The modelling the way active learning method will be very good if it is used to teach lessons that require certain skills, especially in increasing student's confidence [14]. The way modeling method is based on direct learning models and modeling as the main approach.

Direct learning is a teaching style in which teacher or lecturer are actively involved in bringing lesson content to students and teaching it directly to the whole class. Modeling means demonstrating a procedure to students [15].

The application of the Modelling the Way method in increasing self-confidence is expected to motivate and provide understanding to students about the importance of increasing self-confidence. So that students can also practice and learn directly about increasing self-confidence, based on what the teacher explains. The method of modeling the way is based on the direct learning model and modeling as the main approach.

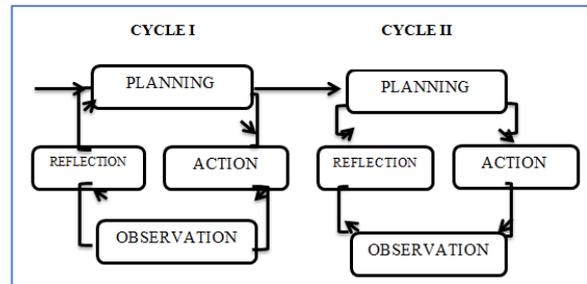
The purpose of this model is to clarify the meaning of a concept or a theory. The use of this model to increase self-confidence is expected to provoke students' attention to focus and focus on something that is considered important to be observed sharply, in the learning process students are expected to be more focused because their attention will be more focused on what is demonstrated.

## RESEACH METHOD

This study used the Counseling Classroom Action Research method. According to Kemmis and Mc Taggart (in Rusdi Ananda, et al. 2015), CAR is a form of self-reflective research that is collectively carried out by researchers in social situations to improve reasoning and the state of educational and social practice as well as understanding of this practice and the situation in which it is practiced. Meanwhile, Sanjaya (in Rusdi Ananda, et al: 2015), CAR is the process of studying learning problems in the classroom through self-reflection in an effort to solve these problems by carrying out various planned actions in real situations and analyzing any effects of the treatment. Also Arikunto (in Rusdi Ananda, et al. 2015), CAR is an observation of learning activities in the form of an action that is deliberately raised and occurs in a class together. The action is given by the teacher or with direction from the teacher carried out by students, with a research design.

## RESEARCH PROCEDURE

Research procedure in this research can be seen as follows:



The object of this research is 30 students. According to Arikunto (2006:131) the object is part or representative of the subject under study. Thus, it can be concluded that the object is part of the subject investigation that can represent the subject. Meanwhile, according to Sugiono (2010: 38) the object of research is an attribute or trait or value from people, objects or activities that have certain variations that are determined by researchers to be studied and then conclusions are drawn.

This study uses an instrument in the form of a self-confidence questionnaire to obtain information from respondents with a Likert scale [16]. Existing data were analyzed through validity, reliability and t-test. The technique used to test the validity of the measuring instrument was Product Moment data analysis technique from Carl Person [17].

## RESULTS AND DISCUSSION

Based on the results of the pre-cycle observations above, it can be described that:

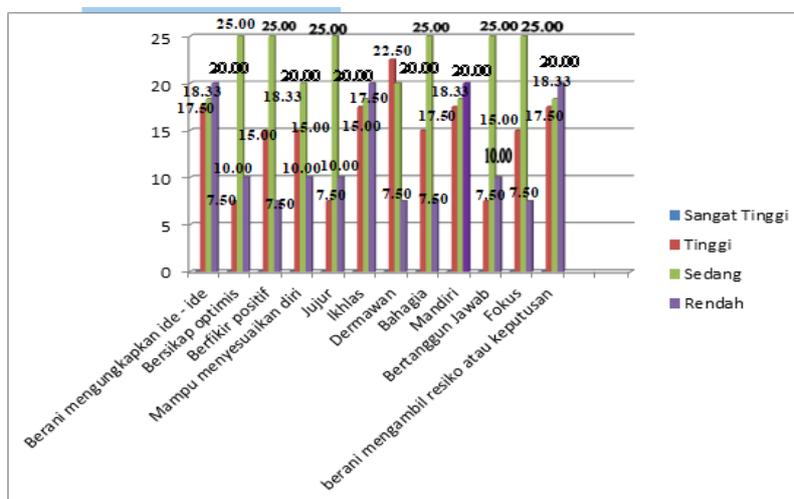
1. On the descriptors of courage to express ideas, there are no students who want to express ideas on very high criteria, on the high criteria there are 7 students who dare to express ideas with a total score of 21 (17.50%), on the medium criteria there are 11 students who shows willing to express ideas with a total score of 22 (18.33%), on the low criteria there are 12 students who show they want to express ideas with a total score of 22 (20%)
2. On the descriptor of being optimistic, there are no students who show being optimistic with very high criteria, on the high criteria there are 3 students who are optimistic with a total score of 9 (7.50%), on the medium criteria there are 15 students who are optimistic with a total score of 9 (7.50%). a score of 30 (25%), on the low criteria there are 12 students who show being optimistic with a total score of 12 (10%).
3. On the descriptor of positive thinking, there are no students who show positive thinking with very high criteria, on the high criteria there are 6 students who show positive thinking with a total score of 18 (15%), on the moderate criteria there are 15

students who show positive thinking with a total score of 18.30 (25%), on the low criteria there are 9 students who show positive thinking with a total score of 9 (7.50%).

4. On the descriptor of adaptive, there are no students who show that you adjust to very high criteria, on the high criteria there are 6 students who show they are able to adapt with a total score of 18 (15%), on the medium criteria there are 12 students who are able to adjust to the total score of 24 (20%), on the low criteria there are 12 students who are able to adjust to the total score of 12 (10%).
5. On the descriptor of honest, there are no students who show honesty with very high criteria, on the high criteria there are 3 honest students with a total score of 9 (7.50%), on the medium criteria there are 15 honest students with a total score of 30 (25%), on the low criteria there are 12 students who show honesty with a total score of 12 (10%).
6. On the descriptor of sincere, there are no students who want to be sincere on very high criteria, on the high criteria there are 7 sincere students with a total score of 21 (17.50%), on the medium criteria there are 11 students who show they are sincere with a total score of 22 (18.33%), on the low criteria there were 12 students who showed willingness to be sincere with a total score of 22 (20%).
7. On the descriptor of generous, there are no students who show generous on the very high criteria, on the high criteria there are 9 generous students with a total score of 27 (22.50%), on the medium criteria there are 12 students who show the generous criteria with a total score of 24 (20%), on the low criteria there are 12 students who show generous with a total score of 12 (10%).
8. On the descriptor of happy, there are no students who show happiness with very high criteria, on high criteria there are 6 students who show happiness with a total score of 18 (15%), on medium criteria there are 15 students who show

happiness with a total of 30 (25%), on the low criteria there are 9 students who show happiness with a total score of 9 (7.50%).

9. On the descriptor of being independent, there are no students who want to be independent there are very high criteria, in the high criteria there are 7 independent students with a total score of 21 (17.50%), on the medium criteria there are 11 students who show they want to be independent with a total score of 22 (18.33%), in the low criteria there are 12 students who show they want to be independent with a total score of 22 (20%).
10. On the descriptor of being responsible, there are no students who show responsibility with very high criteria, on the high criteria there are 3 students who are responsible with a total score of 9 (7.50%), on the medium criteria there are 15 students who are responsible for the total number of students. a score of 30 (25%), on the low criteria there are 12 students who show responsibility with a total score of 12 (10%).
11. On the descriptor of being focus, there are no students who show focus with very high criteria, on the high criteria there are 6 students who show focus with a total score of 18 (15%), on the medium criteria there are 15 students who show focus with a total of 30 (25%), on the low criteria there are 9 students who show focus with a total score of 9 (7.50%).
12. On the descriptor of dare to take risks or decisions, there are no students who want to dare to take risks or decisions on very high criteria, on high criteria there are 7 students who dare to take risks or decisions with a total score of 21 (17.50%), on the medium criteria there are 11 students who shows the courage to take risks or decisions with a total score of 22 (18.33%), on the low criteria there are 12 students who dare to take risks or decisions with a total score of 22 (20%). With a pre-cycle average of 49.026%.



Picture-3: Students' Self-confidence Graphic in Pre Cycle

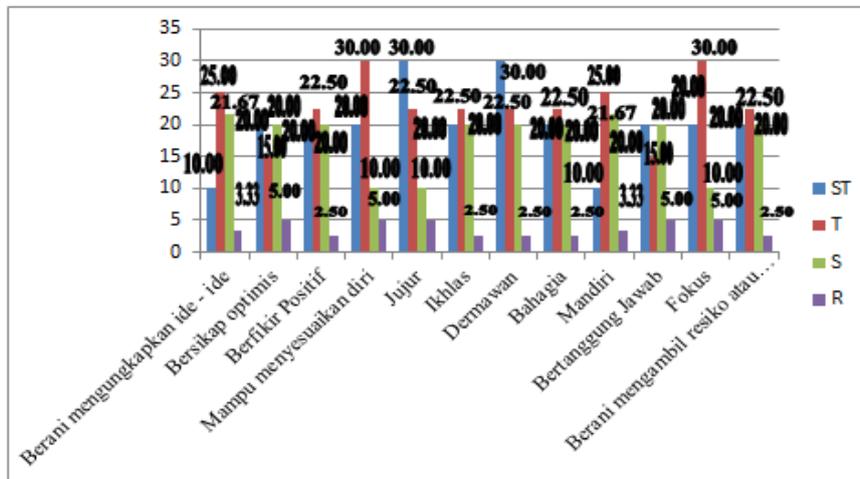
Learning these conditions, researchers plan research by providing information services by modeling the way in two cycles. The results of the research are described in stages in the form of service implementation cycles carried out in classroom learning.

**Based on observation in cycle I, it can be described that:**

1. On the descriptor of courage to express ideas, there are 3 students who courage to express ideas on very high criteria with a total score of 12 (10.00%), on the high criteria there are 10 students who show courage to express ideas with a total score of 30 (25.00%), on the medium criteria there are 13 students who courage to express ideas with a total score of 26 (21.67%), on the low criteria there are 4 students who show their courage to express ideas with a total score of 4 (3.33%).
2. On the descriptor of being optimistic, there are 6 students who are optimistic with a very high criterion with a total score of 24(20.00%), on the high criterion there are 6 students who are optimistic with a total score of 18 (15.00%), on the criteria of being moderate there are 12 students who are optimistic with a total score of 24(20.00%), on the low criteria there are 6 students who are optimistic with a total score of 6(5.00%).
3. On the descriptor of positive thinking, there are 6 students who think positively on the very high criteria with a total score of 24 (20.00%), on the high criteria there are 9 students who think positively with a total score of 27 (22.50%), on the medium criteria there are 12 students who think positively with a total score of 24 (20.00%), on the low criteria there are 3 students who think positively with a total score of 3 (2.50%).
4. On the descriptor of adaptive, there are 6 students who are able to adapt to the very high criteria with a total score of 24 (20.00%), on the high criteria there are 12 students who are able to adapt to the total score of 36 (30.00%), on the moderate criteria there are 6 students who are able to adjust to the total score of 12 (10.00%), on the low criteria there are 6 students who are able to adapt to the total score of 6 (5.00%).
5. On the descriptor of honest, there are 9 students who show honesty with very high criteria with a total score of 36 (30.00%), on high criteria there are students who show honesty with a total score of 27 (22.50%), on medium criteria there are 6 honest students with a total score of 12 (10.00%), on the low criteria there are 6 honest students with low criteria with a total score of 6 (5.00%).
6. On the descriptor of sincere, there are 6 students in very high criteria with a total score of 24 (20.00%), on the high criteria there are 9 students with a total score of 27 (22.50%), on the medium criteria there are 12 students in medium category with a total score of 24 (20.00%), on the low criteria there are 3 students with a total score of 3 (2.50%).
7. On the descriptor of Generous, there are 9 students on very high criteria with a total score of 36 (30.00%), on the high criteria there are 9 students with a total score of 27 (22.50%), on the medium criteria there are 9 students with a total score of 18 (15.00%), on the low criteria there are 3 students with a total score of 3 (2.50%).
8. On the descriptor of happy, there are 6 students on very high criteria with a total score of 24 (20.00%), on the high criteria there are 9 students with a total score of 27 (22.50%), on the medium criteria there are 12 students with a total score of 24 (20.00%), on the low criteria there are 3 students with a total score of 3 (2.50%).
9. On the descriptor of being independent, there are 3 students on very high criteria with a total score of 12 (10.00%), on the high criteria there are 10 students with a total score of 30 (25.00%), on the medium criteria there are 13 students who independent with a total score of 26 (21.67%), on the low criteria there are 4 students with a total score of 4 (3.33%).
10. On the descriptor of being responsible, there are 6 students who are responsible for the very high criteria with a total score of 24(20.00%), on the high criteria there are 6 students who are responsible with a total score of 18 (15.00%), on the medium criteria there are 12 students who are responsible with a total score of 24(20.00%), on the low criteria there are 6 students who are responsible with a total score of 6(5.00%).
11. On the descriptor of being focus, there are 6 students who are able to adjust to the very high criteria with a total score of 24 (20.00%), on the high criteria there are 12 students who focus with a total score of 36 (30.00%), on the medium criteria there are 6 students who focus with a total score of 12 (10.00%), on the low criteria there are 6 students who focus on a total score of 6 (5.00%).
12. On the descriptor of dare to take risks or decisions, there are 6 students who dare to take risks or decisions on very high criteria with a total score of 24 (20.00%), on high criteria there are 9 students who dare to take risks or decisions with a total score of 27 (22.50%), on the medium criteria there are 12 students who dare to take risks or decisions with a total score of 24 (20.00%), on the low criteria there are 3 students who dare to take risks or decisions with a total score of 3 (2.50%).

From the overall 12 indicators shows the obtained percentage could increase students' confidence in the first cycle (Cycle I) is 767.5% with an average percentage of 63.95%. If the average percentage of 63.95% is included in the assessment category, the average percentage is in the medium criteria. And the results observations increase students' confidence in the

first cycle above, then the graph can be made as follows:



Picture-4: Graphic of Improving Students' Self-confidence

Based on observation in cycle II, it can be described that:

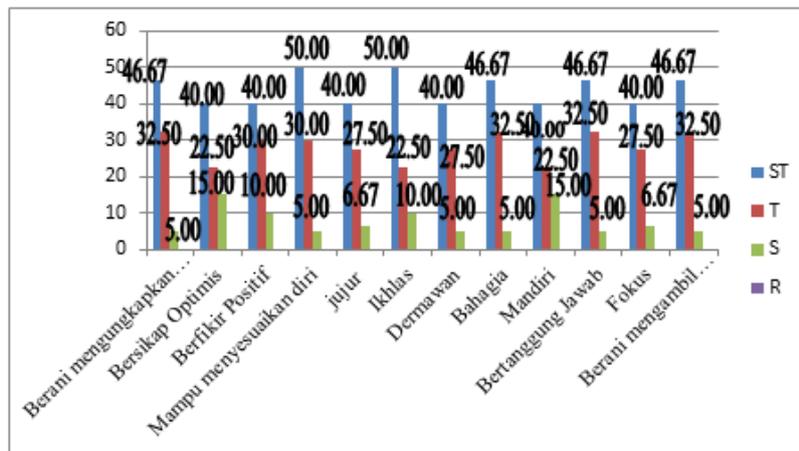
- On the descriptor of courage to express ideas, there are 14 students who courage to express ideas on very high criteria with a total score of 56 (46.67%), on the high criteria there are 13 students who show they courage to express ideas with a total score by 39 (32.5%), on the medium criteria there are 3 students who courage to express ideas with a total score of 6 (5%), on the low criteria there are no students who show their courage to express ideas
- On the descriptor of being optimistic, there are 12 students who are optimistic on the very high criteria with a total score of 48 (40.00%), on the high criterion there are 9 students who are optimistic with a total score of 27 (22.5%), on the moderate criteria there are 9 students who are optimistic with a total score of 18 (15%), on the low criteria there are no students who are optimistic.
- On the descriptor of positive thinking, there are 12 students who think positively on the very high criteria with a total score of 48 (40%), on the high criteria there are 12 students who think positively with a total score of 36 (30%), on the medium criteria there are 6 students who positive thinking with a total score of 12 (10%), on the low criteria there are no students who think positively.
- On the descriptor of adaptive, there are 15 students who are able to adapt to the very high criteria with a total score of 60 (50%), on the high criteria there are 12 students who are able to adapt to the total score of 36 (30%), on the criteria while there are 3 students who are able to adapt with a total score of 6 (5%), on the low criteria there are no students who are able to adapt.
- On the descriptor of honest, there are 12 students who show honesty with very high criteria with a total score of 48 (40%), on high criteria there are 11 students who show honesty with a total score of 33 (27.5%), on medium criteria there are 4 students who are honest with a total score of 8 (6.67%), on the low criteria there are no honest students with low criteria.
- On the descriptor of sincere, there are 15 students who are sincere in very high criteria with a total score of 60 (50%), on the high criteria there are 9 students with a total score of 27 (22.50%), on the medium criteria there are 6 students who are sincere in medium category with a total score of 12 (10%), on the low criteria there are no sincere students.
- On the descriptor of generous, there are 12 students on very high criteria with a total score of 48 (40%), on the high criteria there are 15 students with a total score of 45 (37.5%), on the medium criteria there are 3 students with a total score of 6 (5%), on the low criteria there are no generous students.
- On the descriptor of happy, there are 14 students on very high criteria with a total score of 56 (46.67%), on the high criteria there are 13 students with a total score of 39 (32.5%), on the medium criteria there are 3 students who are happy with a total score of 6 (5%), on the low criteria there are no students who show happiness.
- On the descriptor of being independent, there are 12 students on very high criteria with a total score of 48 (40.00%), on the high criteria there are 9 students with a total score of 27 (22.5%), on the medium criteria there are 9 students who independent with a total score of 18 (15%), on the low criteria there are no independent students.
- On the descriptor of being responsible, there are 14 students who are responsible for the very high criteria with a total score of 56 (46.67%), on the high criterion there are 13 students who show responsibility with a total score of 39 (32.5%), on the high criteria while there are 3 students who are

responsible with a total score of 6 (5%), on the low criteria there are no students who show responsibility.

11. On the descriptor of being focus, there are 12 students who focus on very high criteria with a total score of 48 (40%), on the high criteria there are 11 students who focus with a total score of 33 (27.5%), on the medium criteria there are 4 students who focus with a total score of 8 (6.67%), on low criteria there are no students who focus on low criteria.
12. On the descriptor of dare to take risks or decisions, there are 14 students who dare to take risks or decisions on very high criteria with a total score of 56 (46.67%), on the high criteria there are 13

students who dare to take risks or decisions with a total score of 39 (32.5%), on the medium criteria there are 3 students who dare to take risks or decisions with a total score of 6 (5%), on the low criteria there are no students who dare to take risks or decisions.

Overall the percentage obtained from 3 indicators and 12 descriptors increases students' confidence in the cycle II is 975.02% with an average percentage of 81.25%. If the average percentage of 81.25% is included in the assessment category, then the average percentage is in good criteria. From the results of observations that increase students' confidence in the cycle II above, the graph can be made as follows:

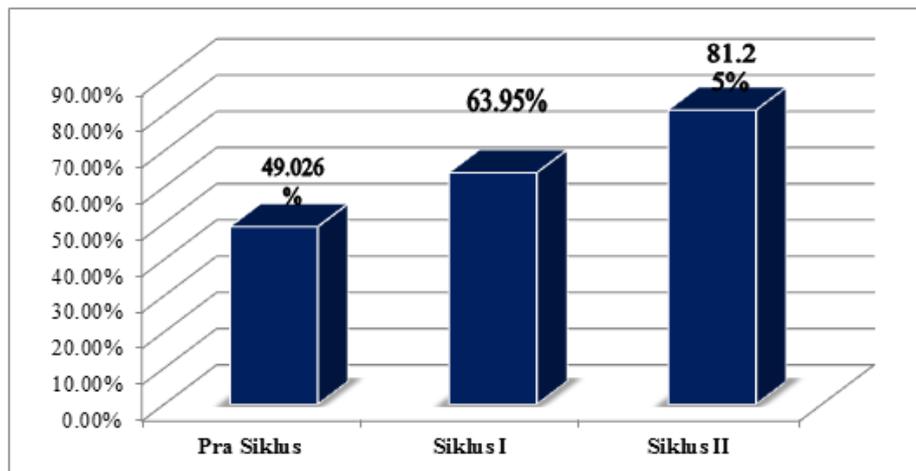


Picture-5: Graphic of Improving Students' Self-confidence

This is also supported by the results of implemented observations of information services by modeling the way carried out by researchers, where the results of observations of modeling the way information services can increase students' self-confidence, start

from 49,026% in pre cycle, then in cycle 1 it is around 63.95% and in cycle 2 it is around 81.25%.

The results of developmental observations increase students' confidence through information services by modeling the way from pre-cycle to cycle II can be seen in the following graph:



Picture-6: Students' Self-confidence Improvement from Pre Cycle to Cycle II

## DISCUSSION

The discussion of the following research results is based on data analysis and findings in the field. Based on the analysis results of students' self-confidence before taking class actions, it turned out that there was no significant difference to the subjects sampled in the study. Thus random sampling can be done in research.

The research process from the beginning of the pre-cycle to the cycle II was carried out well. Increasing student confidence through information services by modeling the way has increased significantly. Regarding student confidence with the percentage of completeness can be seen in the following table:

**Table-XI: Students' self-confidence improvement from pre cycle to CYCLE II**

Detail	Pre Cycle	Cycle I	Cycle II
Average	49.026%	63.95%	81.25%

Based on the table above, it can be seen that there was an increase in students' confidence from pre-cycle to cycle II. In the pre-cycle, the student's confidence level was obtained an average of 49.026%, in the first cycle the student's confidence level increased to 63.95%, in the second cycle the student's self-confidence through information services with modeling the way experienced a significant increase to 81.25%. Thus the hypothesis that was proposed previously which reads "through modeling the way information services increase the confidence of counseling students" can be accepted as true.

## CONCLUSION AND SUGGESTION

Self-confidence in every student is very important in developing the potential of the student, because students who have confidence will be able to face the challenges of the times. From the results of research conducted in the field, it can be seen that the average self-confidence of students is low, but after being given modeling the way information services, there is an increase in the self-confidence of counseling students. Therefore, the hypothesis could be accepted that modeling the way information service can increase students' self-confidence". For further research, researchers who want to examine students' self-confidence could pay more attention to other variables that have not been studied in this study for the sake of perfection of research on self-confidence.

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