

THE APPLICATION OF PROBLEM-BASED LEARNING TECHNIQUES IN CLASSICAL SERVICES TO INCREASE SELF-CONFIDENCE

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ABSTRACT

Self-confidence is an important aspect for humans. This study was conducted with the aim of examining the implementation of the Problem-Based Learning technique to enhance the self-confidence of Grade XI F-5 students at SMA Negeri 10 Medan. The research was carried out in class XI F-5, which consisted of 32 students. This study employed the Guidance and Counseling Action Research (PTBK) method, conducted over two cycles. The type of research used was qualitative descriptive analysis, describing both the process during and after the intervention. Based on evaluation data, the results showed that the implementation of Problem-Based Learning through classical services can improve self-confidence among students in class XI F-5. Self-confidence is a psychological condition in students that manifests as a belief in their own abilities to take action in order to achieve goals. In the learning process, self-confidence is crucial to be nurtured and enhanced so that students are able to make decisions for their future. This research was conducted to assess the level of students' self-confidence and to test the effectiveness of the Problem-Based Learning technique through classical services in enhancing students' confidence.

Keywords: Problem Based Learning; Classical Guidance; Self Confidence.

INTRODUCTION

Self-confidence is a key element in learners' psychological development that significantly affects various aspects of their learning and well-being, (Nasution, Firman, et al., 2023; Nasution, Jamaris, et al., 2023). Basically, every student has a different level of self-confidence, (Nasution & Firman, 2024). This difference causes variations in behaviour or attitudes between one student and another. Students who have low self-confidence usually show certain tendencies, such as lack of courage to speak in public or feel hesitant in taking action. As explained by (Agustiani et al., 2016) individuals with high levels of self-efficacy tend not to give up easily when facing obstacles, and conversely, those with low self-efficacy are at risk of giving up and avoiding challenges in learning. This is in line with research showing that self-confidence is closely related to academic motivation and learning outcomes, (Rambod et al., 2018). Low self-confidence among learners is a problem often found in schools, (Nasution, Jamaris, et al., 2023). Research shows that this problem can lead to feelings of helplessness, social anxiety, and low academic achievement, (Md Sari & Yin Yin, 2021). In this context, classical guidance services become important as an intervention to increase learners' self-confidence, especially for those who experience problems of lack of confidence, (Masitoh & Fitriyani, 2018).

One method that has been proven effective in increasing self-confidence is by implementing Problem-Based Learning (PBL). PBL encourages learners' active involvement in solving real problems collaboratively, which can lead to an improvement in their critical thinking and academic ability, (Cho & Lim, 2017). This is in line with research from Gan et al. which shows that collaboration in learning not only improves learners' academic competitiveness but also builds their confidence in the context of social interaction, (Gan et al., 2023). Collaborative activities in PBL provide a safe environment for learners to explore and learn from each other's experiences, (Hosseinpour & Keshmiri, 2025; Salim et al., 2024). Furthermore, in the application of PBL techniques, it is important to choose appropriate methods that not only increase engagement but also provide positive reinforcement to learners' cognitive abilities, (Jan, 2015). This approach has been shown to increase learners' self-confidence, as revealed by research results showing that active engagement in collaboration can increase self-efficacy levels, (Chan et al., 2016). Research by Day et al. also proved that increased confidence is often generated through direct experience and behavioural modelling, (Day et al., 2007), which should be used as a reference in designing classical guidance services in schools.

Therefore, the application of PBL in the context of classical guidance services aims to provide an appropriate intervention model that can overcome low self-esteem problems and increase students' self-confidence. It is hoped that the empirical results of this study can be a valuable reference for educational practitioners and counsellors to develop intervention programmes that are more responsive to the needs of learners in schools.

RESEARCH METHODS

This research uses the Guidance and Counselling Action Research (PTBK) approach, which is a form of action research specifically designed to overcome problems faced in the practice of guidance and counselling services in schools, (M. Syakur & Ahmad Andry Budianto, 2021). The purpose of PTBK is to improve the quality of services through a systematic and reflective process of action cycles. This research was conducted in two action cycles, each of which consisted of the following stages: planning, implementation, observation, and reflection. Each cycle aims to improve and develop the services provided based on the evaluation results of the previous cycle. The type of data used in this research is qualitative data with descriptive analysis method. The researcher tried to describe in depth the process of applying the Problem-Based Learning technique in classical guidance services, both during the action and after the action was carried out. Data analysis was carried out by describing students' activities during the service, responses to activities, and reflection results after the action. The main data collection technique in this study was structured observation conducted directly by the researcher and supported by field notes and documentation during the service process.

The subjects in this study were students of class XI F5 SMA Negeri 10 Medan, totalling 29 people. The selection of this subject is based on the results of the needs assessment through the General AUM which shows the existence of self-confidence problems in most students in the class. This class was chosen purposively because it has characteristics that are in accordance with the focus of the research. Through this PTBK approach, it is expected that the application of classical services with Problem-Based Learning techniques can make a positive contribution in increasing learners' self-confidence in a measurable and systematic manner.

RESULTS AND DISCUSSION

Prior to the implementation of the study, the researcher first conducted an initial assessment using the Problem Identification Tool (General AUM). In the instrument, there are problem items related to 'low self-esteem or lack of confidence'. Based on the assessment results, 23 students or around 79.31% of the total respondents chose the item, indicating a significant problem in the aspect of self-confidence. This finding indicates that the majority of students need intervention in the form of appropriate guidance services. As a follow-up, the researcher provided classical guidance services to students with the aim of increasing their understanding of the concept of self-confidence. The service was designed through active approaches such as case studies, group discussions, open expression of opinions, and public presentation exercises. This method aims to train courage, increase self-confidence, and encourage students to be more active in conveying ideas orally. The results of the assessment of students related to self-confidence problems can be seen in the following table:

Table.1 Tabulation of Self-Confidence Problems

No	Permasalahan Pribadi-Sosial	Jumlah	Percentage
1	Body too thin, or too fat	23	79,31%
2	Worry about not being able to fulfil the demands or expectations of parents or other family members	22	75,86%
3	Low self-esteem or lack of self-confidence	23	79,31%
4	Easily daunted or worried in the face of and/or expression of something	19	65.52%
5	Worry or fear of the consequences of violating religious rules	21	72,41%
6	Not taking things seriously, failing often and/or being easily discouraged	20	68,97%

Cycle I

Cycle I Action Planning

In the planning stage, the researcher first conducted a discussion with the tutor to share experiences on how to conduct classical guidance to be effective and achieve goals, then conducted a discussion on the PBL method. In addition to these discussions, researchers also designed Service Implementation Plans (RPL), prepared materials, prepared media, fun games, prepared Student Activity Sheets (LKPD), process evaluation sheets, and outcome evaluations. This RPL was prepared based on the results of the questionnaire analysis of the needs of students, namely students lacking self-confidence.

Implementation of Cycle I Action

Based on the previously prepared service implementation plan that the implementation of this cycle I classical guidance action was carried out on 14 February 2025 at SMA Negeri 10 Medan on class XI F5 students, the activity lasted for 45 minutes. Classical guidance service activities consist of 3 stages, namely the initial stage, the core stage, and the final stage.

In the initial stage, giving greetings with enthusiasm to students, then inviting students to start the activity with prayer, then checking the attendance of students by asking students who is absent today. Then explained the indicators and objectives of the activity, PBL (Problem Based Learning) learning steps, a 45-minute time agreement, and asked students whether they were ready to take part in classical guidance activities actively.

In the core stage, showing Power Point (PPT) on the topic of self-confidence, during the activity process, students are given the opportunity to ask and respond, here students give positive responses, the activities carried out are less conducive. There are learners who ask questions and are responded well by their friends. With this question and answer opportunity, students are active in participating in service activities. Furthermore, doing ice breaking pat and rebut pen, here it can be seen that students are very enthusiastic about guessing the expressions shown on the projector.

After the material is delivered, students are directed to form 6 groups of 3 students, the division of groups is based on the order of seating to make it easier to interact considering the narrow space for movement. Then after forming the group, the BK teacher gave an example of a case then each group had to find what the cause of the case was, then discuss what should be done if in a similar condition in the case. Then when it was finished, each group had to come forward and present the results of their discussion. The activity did not run smoothly because there were still many learners who were not brave enough to come forward to present the results.

In the final stage, learners are asked to give conclusions from what they get from the activities that have been done that day, and what learning they can do to train and increase confidence in themselves. Next, provide a follow-up plan and ask students to collect group LKPDs that have been given answers, and students are given paper to work on evaluation questions that are already on paper. Then the activity ends with prayer and closing greetings.

Observation Result of Cycle I

Based on the observations that researchers made in cycle I when implementing classical guidance using Problem Based Learning by examining cases in class XI F5, it can be seen that there are still students who are not confident to express their opinions because they are afraid that their opinions will be judged wrong by others, so that the case-based assignments given, then there are still many students who are afraid to ask questions related to the material provided. There were learners who slept when classical service activities were taking place.

The results of reflection on cycle I found that there were things that were not optimal, where researchers found several learners who were passive and only followed the words, opinions of their groupmates. Therefore, in cycle II researchers need to guide learners to increase their confidence in asking questions, giving opinions, presenting their thoughts boldly and confidently. This is a consideration and focus for making improvements to the implementation of cycle II service actions.

Cycle II

Implementation of Cycle II Action

The implementation of cycle II action of classical guidance activities was carried out 2 weeks after the implementation of cycle I, precisely on 25 February 2025 at SMA Negeri 10 Medan for students in class XI F5 with the same duration as cycle I, which lasted 1 lesson hour or 45 minutes. The implementation of classical guidance service activities consisted of 3 stages, including; the initial stage, the core stage and the final stage.

In the initial stage, the counselling teacher first greeted the students with an excited sentence to arouse the enthusiasm of the students so that they could participate in the activity well. Then do ice breaking so that students do not feel depressed before the activity is carried out. Then the counseling teacher asks about the readiness of students to take part in the activities that will be carried out for the next 45 minutes and takes attendance of students.

In the core stage, the counselling teacher starts the material by giving sparking questions to students related to increasing self-confidence, after completing the provision of material by the counselling teacher. Furthermore, the counselling teacher invites students to form discussion groups. After the group has been formed, the counseling teacher shows a video about self-confidence. After the video is finished showing, the BK teacher invites students to discuss what has been listed on the LKPD that has been given. Then students can present the results of their discussion in front of the class. All groups were enthusiastic when presenting their results in front of the class. Then students give conclusions about the material that has been given and what can be applied in everyday life.

In the final stage, the teacher provides an evaluation sheet by inviting students to fill out a reflection sheet of the results which will be an evaluation in the future for the BK teacher to make the next programme. Then close with prayer and greetings.

Cycle II Observation Results

Based on the results of observations during the researcher carrying out the first cycle action in the form of classical guidance services by applying the problem-based learning method in class XI F5, it is known that there was a very significant increase in the students' self-confidence. This is evidenced by their active involvement during the activity, active in group discussions, each group is eager to make presentations in front of the class, then during the question and answer session

students are very enthusiastic both asking, refuting and responding. Thus, it can be said that the expected objectives have been achieved.

Discussion

The results of this study showed that the application of classical guidance services with the Problem-Based Learning (PBL) method was effectively able to increase the self-confidence of students in class XI F5 at SMA Negeri 10 Medan. The intervention was conducted through two cycles of action with the service topic 'Improving Self-Confidence'. Each cycle was designed to actively engage learners in problem-solving activities, group discussions, and presentations. After the implementation of the two cycles, there was a significant increase in students' self-confidence indicators, both in terms of courage to argue, initiative in asking questions, and active participation during the service activities.

In the implementation of the first cycle, there were still a number of students who showed less confident behaviour, such as fear, shyness in asking questions, reluctance to give responses, and passivity in discussion activities. This reflected that their self-confidence was still at a low level. However, through a consistent and gradual PBL approach, learners began to get used to facing social challenges and felt safe in expressing their opinions. In the second cycle, there were positive behavioural changes: students were more active, dared to appear in public, and showed more enthusiasm in expressing their opinions and completing group tasks.

This finding is in line with research conducted by (Astuti et al., 2024), which showed that the application of classical guidance services with the Problem-Based Learning model was able to significantly increase students' self-confidence. In the study, the level of student confidence at the pre-test stage was only 1.7%, which showed a very low category. After being given intervention through two cycles of PBL services, the post-test results increased to 2.8%, indicating an increase in self-confidence from the low to high category. This strengthens the conclusion that PBL as an approach in classical services can be an effective strategy in helping students develop their self-confidence through active, collaborative, and reflective learning experiences.

CONCLUSIONS

The application of the Problem Based Learning technique to increase self-confidence in class XI F5 students carried out with cycle II is effective to do. Because in the cycle there were changes compared to cycle I, where students from those who were not brave and shy to ask questions were able to express their opinions well and during the discussion process all members were able to express their opinions without fear of being judged by others. In cycle II, students were also enthusiastic about participating in service activities and all of them were active in every process.

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