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The Influence of Group Counseling Services on Adolescents Self-Concept

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Abstract

This research aims to determine the effect of group counseling services in improving adolescents self-concept. Quantitative approach with one group pre-test post-test experimental method. Sampling was carried out using a purposive sampling technique, with a total of 120 adolescents. The samples were classified into two groups, namely the experimental group and the control group. Meanwhile, the effect of the intervention is described through data analysis techniques that go through the stages of normality test, correlation test, and independent sample t-test. Empirically, the results of this study show that group counseling is effective in improving adolescents' self-concept. Based on the t-test for equality of means, the Sig value is known (2-tailed) is $0,000 < 0,05$ which indicates that there is a significant difference between the average self-concept scores of adolescents in the experimental group. Apart from that, the effect of group counseling was shown by the self-concept score of the experimental group teenagers which increased from 49,52 percent in the pre-test to 86,62 percent in the post-test. After being given intervention through group counseling, it was determined that the self-concept of the experimental group teenagers was in the high category.

Keywords: Adolescent, Group Counseling, Self-Concept.

Introduction

Adolescence is a transition period from childhood to adulthood. Adolescents experience several changes that mark the development of searching for self-identity. This is related to changes that take place in the context of teenagers' lives, namely

changes in relationships with family and peers (Muri'ah et al., 2020). The adolescent period is also prone to risky behavior (Sebayar et al., 2018). Individuals entering late adolescence have lower life goals, hopes and self-control, where this development is very dependent on family background (Baharuddin, 2019). Hamna et al., (2022) also found that there were challenges to adolescents self-concept during the school transition period. Ramanda et al., (2019) describe adolescence as a time of change in positive and negative things and one of the many changes during adolescence is a change in self-concept in social relationships.

Adolescents who succeed in understanding personal concepts will be able to develop pleasant attitudes, such as readiness to help others, even though adolescents themselves experience difficulties (Saputro, 2018). Adolescents who have high self-understanding abilities will understand environmental situations well and show responses that are appropriate to themselves and their social environment, and behave in accordance with the norms that apply in the social environment (Aprilia, 2019). Adolescents with good self-concept abilities will of course be able to pass through their teenage years smoothly and it is hoped that development towards optimal maturity will occur and be accepted by their environment (Dasalinda et al., 2021).

Self-concept is an ability that adolescents must have, but not all adolescents are able to understand themselves well (Khairunnisa, 2017). Likewise, adolescents with low self-concept abilities will experience difficulties in understanding situations and display responses that are not appropriate to the social environment (Zuhairini & Noviana, 2020). This gives rise to complex problems, such as individuals who are not liked by their classmates and are ignored (Nanimusiani, 2020), unhappy teenagers (Hafiza et al., 2018). Furthermore, the behavior shown by teenagers tends to be low self-control, lack of self-confidence and feeling inferior when in a crowded environment (Yanti, 2018). This condition makes teenagers vulnerable to being involved in criminal cases due to bad influences in their social environment, such as the risk of deviant relationships, illegal drug use, and violence (Risnaedi, 2021).

During the adolescent period there are rapid physical changes and a transition from childhood, so teenagers must prepare themselves (Muri'ah, 2020). One thing that must be achieved during adolescent development is an understanding of positive self-concept in order to adapt to the environment. The self-concept that a teenager has is only in his mind but has a big influence on the overall behavior he will display

(Zulkarnain, 2020). The influence of the environment is very strong in shaping adolescent behavior. Even though adolescents have reached a stage of cognitive development that is sufficient to determine their own actions, teenagers' self-determination in behavior is largely influenced by parenting style (Atmasari, 2019).

Therefore, the role of parents in the family has an impact on the development of self-concept in adolescents (Zuraida, 2019). Schneider (Asrina, 2020) the family environment plays an important role in determining a teenager's self-concept. Apart from family, in developing self-understanding, adolescents need to get help from various parties, one of which is professional help in the form of counseling services to improve adolescents self-understanding (Karneli et al., 2020). Adolescents who have low self-understanding need to receive special attention and counseling services by developing self-understanding in a more positive direction so that they can achieve achievement in school, not only in academics but also in skills (Susanto, 2018).

Counseling is a method that can be used to find solutions or prevent problems from arising in students (Putri, 2019). Previously, many studies have observed the impact of low self-concept on the psychological well-being of adolescents. However, there is still little research examining the prevention of psychological disorders through group counseling services (Agus Akhmadi, 2016). Therefore, apart from parental care factors, the important role of counseling services in improving students' academic self-concept has been proven (Sumini et al., 2020). One way to improve self-concept is through group counseling (Saiful and Nikmarijal, 2020). Therefore, researchers feel it is important to look for alternative solutions to the problem of low self-concept in adolescents. For this reason, it is necessary to conduct research that examines the influence of group counseling services on adolescent self-concept.

Methods

This research uses an experimental research method with a one group pre-test post-test design (Sulastri et al., 2020). This research was conducted in Bogor City. The city of Bogor was chosen because it is a family-friendly city in Indonesia (Bogor City Government 2022) and the city with the highest youth level in Indonesia (BPS West Java 2022). Research data collection will be carried out in June-August 2023.

The research population is junior high school teenagers and lives with intact families in the city of Bogor. The adolescent age group was chosen taking into account

that adolescents are the age group most vulnerable to experiencing low self-concept, especially adolescents aged 11 to 15 years (Siswanto, 2020). Sampling was carried out using cluster random sampling, starting with selecting two samples of junior high schools based on the Bogor City Education Office (2023). Next, initial data collection was carried out to determine the number of classes from each school and randomization was carried out again to select sample classes.

The number of examples used in this research was adjusted to the analysis model used, namely SPSS version 25.0. The sample size participating in this research was 120 adolescents. Then two groups of subjects were conducted, 60 adolescents were intervened with group counseling services, the rest who did not receive intervention became the control group. The intervention was carried out once a week per-group for a total of six groups. The selection of sample in this study will be presented in Table 1.

Table 1. Research Sample (Experimental Group dan Control Group)

| No | Sample of the Research | Total |
|----|------------------------|-------|
| 1 | Experimental Group | 60 |
| 2 | Control Group | 60 |
| | Total | 120 |

The data taken includes variables 1) adolescent self-concept variables were measured using the Self-Description Questionnaire II (SDQ II) measuring instrument from Marsh (1992) consisting of 39 questions. To measure adolescents self-concept, four answer choices are used, namely 1=not true, 2=somewhat true, 3=almost true, and 4=true. This questionnaire consists of 10 dimensions, namely academics, physical appearance, general self, honesty, physical ability, verbal, peer relationships, parent relationships, school, opposite sex-relationships. The Cronbach's alpha value is 0,911.

Theoretical Review

Adolescent

The adolescent period is a transition phase from childhood to adulthood. The adolescent period is described as a period of assessment, decision making, and attachment (Susanto, 2021). The adolescent period is a time where rapid growth and development occurs, both physically marked by the beginning of puberty, cognitively

marked by an increase in the ability to think abstractly, and psychologically as preparation for becoming an adult (Hidayati, 2017). Hurlock divides the teenage period into early adolescence (11-15 years), middle adolescence (15-17 years), and late adolescence (18-21 years) (Khomsati, 2020).

The developmental tasks during adolescence according to Havighust (in Jannah, 2017) are: 1) achieving new, more mature relationship patterns with peers of different genders in accordance with the moral beliefs and ethics that apply in society; 2) Achieving social roles according to gender, in line with the social and cultural demands of the community; 3) accept the unity of the body's organs/physical condition as male/female and use them effectively in accordance with their respective natures; 4) accept and achieve certain responsible social behavior in the midst of society; 5) achieve emotional freedom from parents and other adults and begin to be yourself; 6) prepare yourself to achieve a certain career (position and profession) in the field of economic life; 7) prepare yourself to enter the world of marriage and family life; 8) obtain a set of values and an ethical system as a guide to behavior and develop an ideology for the needs of one's civic life. Successful achievement of this development will lead adolescents to happiness and success in subsequent developmental tasks, whereas failure to fulfill developmental tasks will result in feelings of unhappiness in the individual, disapproval by society, and difficulties in carrying out developmental tasks in the following period (Latifah et al. al., 2023).

Self-Concept

The self-concept comes from the personality theory put forward by Carl Rogers and Abraham Maslow. According to Rogers, all living creatures have a tendency to realize themselves, a kind of forward drive that not only survives but also grows and reaches the maximum potential inherent in oneself (Fatimah, 2022). For thinking and feeling humans, there is a natural need for self-realization, a drive to behave in accordance with conscious identity or self-concept. Self-concept is important because it has a big influence on the overall behavior shown by a person. Self-concept is also a very important basis for success. Not only success in the academic field, but what is more important is success in life. According to Rogers, a person's self-concept is formed through interactions with important people in their life.

Fitts (in Fitriyani, 2019) self-concept reflects a person's positive or negative view of himself. Harter (Sitepu, 2021) for adolescents, self-concept is an individual's perception of the competence they have in academic and non-academic domains. Self-concept is the self in general, a multidimensional construct which is a set of self-assessments related to the level of ability or competency that a person can achieve (Suciono, 2021).

Family Characteristics

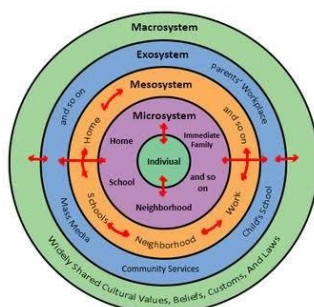
The definition of family according to Regulation Number 10 of 1992 is the smallest unit in society consisting of husband and wife, or husband and wife and their children, or father and children, or mother and children. A prosperous family is a family that is formed based on a legal marriage, is able to meet the spiritual and material needs of a decent life, is devoted to God, has harmonious and balanced relationships between members and between the family and society and the environment (RI Regulation Number 10 of 2012 concerning Prosperous Family).

The family is a social institution that is very dependent on the surrounding environment (Puspitawati, 2019), so there are reciprocal interactions that influence each other. One of the main functions of the family is as a liaison with the wider community. Children first experience interpersonal interactions and relationships at home. Therefore, the family is the main source of shaping children's behavior. In an ecological perspective, Bronfenbrenner presents a model view of the socialization process of family relationships and the environment (Abdullah, 2017). In this theory, it is believed that individuals and the surrounding environment can influence each other in the process of child growth and development, so that children become a micro focus (centred in the middle) which can be influenced by the surrounding environment.

The child's immediate environment is called the microsystem environment, namely the child's environment that actively plays a direct role, such as family, neighbors, school and peers. The larger environment is called the mesosystem environment, namely the relationship between one microsystem environment and other microsystems, such as the relationship between the family environment and neighbors, the relationship between family and coworkers. A larger environment is called an ecosystem, namely an environment where children do not directly have an active role, for example the extended family environment, social community environment, or social

media. Finally, the largest environment is the macrosystem, namely the environmental level which includes the socio-cultural structure of a nation in general.

Figure 1. Bronfenbrenner's 1979 ecological model



Parental education is the main asset in the family to achieve a quality family life process. Education aims to improve the quality of human resources, especially in the family. Parents as family leaders need to have reliable skills and knowledge, one of which is achieved through the learning process in educational institutions from the initial education level to higher education. Education will make a lot of difference to individual attitudes, actions, behavior and ways of thinking. Related to this, parents who have a higher level of education will have a positive attitude towards their role at home. Therefore, the educational function of parents can guarantee the psychological life of children to grow and develop, and the example of parents' words and daily behavior will be a source of moral education for children in the family.

Parental age is one of the factors that influences parents' readiness to carry out their roles and responsibilities in caring for children. Ages that are too young and too old tend to cause parents' parenting roles to be less than optimal. Age is also related to emotional stability and parents' ability to regulate emotions (Zahara, 2018). Relatively young individuals generally do not have the maturity to regulate their emotions, making it difficult for them to adapt to their life partner.

Parental income is an economic factor that is quite important in fulfilling children's character formation, adequate economic conditions provide greater opportunities for children to develop their potential through education (Arifin et al., 2017). Stable family income and good parental knowledge of finances can encourage parents to behave towards their children's investments. Children's investment behavior is a factor that influences children's welfare, which means that the more parents invest in children, the more children's welfare will increase (Villa et al., 2020).

Group Counseling Services

Group counseling is counseling consisting of four to ten clients who meet with one or two counselors (Yandri et al., 2022). In the process, group counseling can discuss several problems, such as the ability to build communication relationships, develop self-concept, and skills in overcoming problems (Indrawati, 2021). Group counseling is the implementation of a counseling process carried out between a counselor and several clients at once in small groups (Fitra et al., 2023). Group counseling aims to provide motivation and understanding to clients to overcome their problems (Siagian, 2020). Group counseling is usually conducted for a short or medium term. Solving individual problems only as a group (Sinambela, 2017).

Discussion

Adolescent Characteristics

This research involved 120 adolescents consisting of 64 female adolescents and 56 male adolescents (45,67%). The average age of boys is 13,21 years and girls are 13,08 years old, with the youngest age being 11 years and the oldest being 15 years old. The order of birth in this study starts from the first child to the fifth child. Based on the total number of respondents (42,5%) or 51 adolescents were the youngest children, (39,2%) or 47 adolescents were the eldest children and (18,3%) or 22 adolescents were the middle children. Presentation of data based on categories of age, gender and birth order of adolescents is available in Table 1.

Table1. Presentation of data based on age, gender and birth order categories

| Characteristics | Man | | Woman | | Total | |
|---------------------------|---------------|-------|---------------|-------|---------------|-------|
| | n | % | n | % | n | % |
| Adolescents (11-15 years) | | | | | | |
| 11 | 2 | 3,6 | 1 | 1,6 | 3 | 2,5 |
| 12 | 14 | 25,0 | 23 | 35,9 | 37 | 30,8 |
| 13 | 15 | 26,8 | 12 | 18,8 | 27 | 22,5 |
| 14 | 20 | 35,7 | 26 | 40,6 | 46 | 38,3 |
| 15 | 5 | 8,9 | 2 | 3,1 | 7 | 5,8 |
| Total | 56 | 100,0 | 64 | 100,0 | 120 | 100,0 |
| Min-Max | 11 – 15 | | 11 – 15 | | 11 – 15 | |
| Mean ± SD | 13,23 ± 1,044 | | 13,08 ± 0,981 | | 13,15 ± 1,010 | |
| <i>p-value</i> | | | 0,462 | | | |

Order of Births

| Characteristics | Man | | Woman | | Total | |
|-----------------|--------------|-------|--------------|-------|--------------|-------|
| | n | % | n | % | n | % |
| 1= Eldest | 20 | 35,7 | 27 | 42,2 | 47 | 39,2 |
| 2= Middle | 15 | 26,8 | 7 | 10,9 | 22 | 18,3 |
| 3= Youngest | 21 | 37,5 | 30 | 46,9 | 51 | 42,5 |
| Total | 56 | 100,0 | 64 | 100,0 | 120 | 100,0 |
| Min-Max | 1-3 | | 1-3 | | 1-3 | |
| Mean ± SD | 2,02 ± 0,863 | | 2,05 ± 0,950 | | 2,03 ± 0,907 | |
| <i>p-value</i> | | | 0,862 | | | |

Information: n = number of samples; % = percent; SD = standard deviation; *significant $p < 0,05$;

**significant $p < 0,01$ (2-tailed).

Family Characteristics

The age category of parents is divided into early adulthood (20-40 years), middle adulthood (41-60 years), and late adulthood (>60 years) (Santrock, 2003). The age of the youngest father in the example is 32 years and the oldest is 62 years. The mother's age ranges from 31 to 55 years. All parents, both fathers and mothers in this study, were classified as middle adults, namely (52,5%) for fathers and (56,7%) for mothers. Presentation of data on parental age according to adolescent gender is available in Table 2.

Table 2. Presentation of data on parental age based on adolescent gender

| Category | Man | | Woman | | Total | |
|--------------------------------|---------------|-------|---------------|-------|---------------|-------|
| | n | % | n | % | n | % |
| Father's Age | | | | | | |
| Early adulthood (19-40 years) | 24 | 42,9 | 32 | 50,0 | 56 | 46,7 |
| Middle adulthood (41-60 years) | 32 | 57,1 | 31 | 48,4 | 63 | 52,5 |
| Late adulthood (>60 years) | 0 | 0,0 | 1 | 1,6 | 1 | 0,8 |
| Total | 56 | 100,0 | 64 | 100,0 | 120 | 100,0 |
| Min-Max | 34-60 | | 32-62 | | 32-62 | |
| Mean ± SD | 43-55 ± 6,188 | | 43,06 ± 6,616 | | 43,29 ± 6,398 | |
| <i>p-value</i> | | | 0,677 | | | |
| Mother's Age | | | | | | |
| Early adulthood (19-40 years) | 30 | 53,6 | 38 | 59,4 | 68 | 56,7 |

| Category | Man | | Woman | | Total | |
|--------------------------------|---------------|-------|---------------|-------|---------------|-------|
| | n | % | n | % | n | % |
| Middle adulthood (41-60 years) | 26 | 46,4 | 26 | 40,6 | 52 | 43,3 |
| Late adulthood (>60 years) | 0 | 0,0 | 0 | 0,0 | 0 | 0,0 |
| Total | 56 | 100,0 | 64 | 100,0 | 120 | 100,0 |
| Min-Max | 31-54 | | 31-55 | | 31-55 | |
| Mean ± SD | 41,09 ± 5,909 | | 40,27 ± 5,995 | | 40,65 ± 5,945 | |
| <i>p-value</i> | 0.451 | | | | | |

Information: n = number of samples; % = percent; SD = standard deviation; *significant $p < 0,05$; **significant $p < 0,01$ (2-tailed).

Presenting Table 3, it can be seen that the largest proportion of fathers' education is high school and college graduates, namely (46,7%) respectively. The largest proportion of mothers' education is high school graduates (60,0%) and tertiary institutions (30,0%). If we look at the average length of education, fathers have a slightly longer period of education than mothers. The average length of father's education is in the category of graduating from high school and college. Presentation of data based on parental education level is available in Table 3.

Table 3. Presentation of data based on categories of parental education level according to adolescent gender

| Category | Man | | Woman | | Total | |
|-----------------------|--------------|-------|--------------|-------|--------------|-------|
| | n | % | n | % | n | % |
| Father's Education | | | | | | |
| 1= No in school | 0 | 0,0 | 0 | 0,0 | 0 | 0,0 |
| 2= Elementary school | 0 | 0,0 | 0 | 0,0 | 0 | 0,0 |
| 3= Junior high school | 3 | 5,4 | 5 | 7,8 | 8 | 6,7 |
| 4= Senior high school | 24 | 42,9 | 32 | 50,0 | 56 | 46,7 |
| 5= College | 29 | 51,8 | 27 | 42,2 | 56 | 46,7 |
| Total | 56 | 100,0 | 64 | 100,0 | 120 | 100,0 |
| Min-Max | 3-5 | | 3-5 | | 3-5 | |
| Mean ± SD | 4,46 ± 0,602 | | 4,34 ± 0,623 | | 4,40 ± 0,614 | |
| <i>p-value</i> | 0,285 | | | | | |
| Mother's Education | | | | | | |
| 1= No in school | 0 | 0,0 | 0 | 0,0 | 0 | 0,0 |
| 2= Elementary school | 2 | 3,6 | 2 | 3,1 | 4 | 3,3 |
| 3= Junior high school | 2 | 3,6 | 6 | 9,4 | 8 | 6,7 |

| Category | Man | | Woman | | Total | |
|-----------------------|--------------|-------|--------------|-------|--------------|-------|
| | n | % | n | % | n | % |
| 4= Senior high school | 34 | 60,7 | 38 | 59,4 | 72 | 60,0 |
| 5= College | 18 | 32,1 | 18 | 28,1 | 36 | 30,0 |
| Total | 56 | 100,0 | 64 | 100,0 | 120 | 100,0 |
| Min-Max | 3-5 | | 3-5 | | 3-5 | |
| Mean ± SD | 4,46 ± 0,602 | | 4,34 ± 0,623 | | 4,40 ± 0,614 | |
| <i>p-value</i> | | | 0,285 | | | |

Information: n = number of samples; % = percent; SD = standard deviation; *significant $p < 0,05$; **significant $p < 0,01$ (2-tailed).

The types of work of adolescent parents are quite diverse. Most father's occupations were private employees (32,5%) and entrepreneurship/traders (18,3%). While more than half of mothers do not work or are housewives (68,3%), the largest percentage of mothers work as private employers (9,2%). Presentation of data based on categories of parental employment according to adolescent gender is available in Table 4.

Table 4. Presentation of data based on categories of parental employment based on adolescent gender

| Category | Man | | Woman | | Total | |
|------------------------------|-----|-------|-------|-------|-------|-------|
| | n | % | n | % | n | % |
| Father's Employment Status | | | | | | |
| Doesn't work (0) | 0 | 0,0 | 0 | 0,0 | 0 | 0,0 |
| Work (1) | 56 | 100,0 | 64 | 100,0 | 120 | 100,0 |
| Total | 56 | 100,0 | 64 | 100,0 | 120 | 100,0 |
| Father's Type of Work | | | | | | |
| Private employers (1) | 17 | 30,4 | 22 | 34,4 | 39 | 32,5 |
| Entrepreneurship/traders (2) | 12 | 21,4 | 10 | 15,6 | 22 | 18,3 |
| Civil servant/BUMN (3) | 14 | 25,0 | 6 | 9,4 | 20 | 16,7 |
| Police/soldier (4) | 2 | 3,6 | 5 | 7,8 | 7 | 5,8 |
| Doctor/health workers (5) | 0 | 0,0 | 0 | 0,0 | 0 | 0,0 |
| Security (6) | 1 | 1,8 | 1 | 1,6 | 2 | 1,7 |
| Laborer (7) | 6 | 10,7 | 15 | 23,4 | 21 | 17,5 |
| Driver (8) | 2 | 3,6 | 3 | 4,7 | 5 | 4,2 |
| Others (9) | 2 | 3,6 | 2 | 3,1 | 4 | 3,3 |
| Total | 56 | 100,0 | 64 | 100,0 | 120 | 100,0 |
| Father's Employment Status | | | | | | |
| Doesn't work (0) | 39 | 69,6 | 43 | 67,2 | 82 | 68,3 |

| Category | Man | | Woman | | Total | |
|---------------------------|-----|-------|-------|-------|-------|-------|
| | n | % | n | % | n | % |
| Work (1) | 17 | 30,4 | 21 | 32,8 | 38 | 31,7 |
| Total | 56 | 100,0 | 64 | 100,0 | 120 | 100,0 |
| Mother's Type of Work | | | | | | |
| Private employers (1) | 5 | 8,9 | 6 | 9,4 | 11 | 9,2 |
| Entrepreneurship (2) | 5 | 8,9 | 5 | 7,8 | 10 | 8,3 |
| Civil servant/BUMN (3) | 5 | 8,9 | 5 | 7,8 | 10 | 8,3 |
| Police/soldier (4) | 0 | 0,0 | 0 | 0,0 | 0 | 0,0 |
| Doctor/health workers (5) | 1 | 1,8 | 2 | 3,1 | 3 | 2,5 |
| Security (6) | 0 | 0,0 | 0 | 0,0 | 0 | 0,0 |
| Laborer (7) | 1 | 1,8 | 3 | 4,7 | 4 | 3,3 |
| Driver (8) | 0 | 0,0 | 0 | 0,0 | 0 | 0,0 |
| Housewife (9) | 39 | 69,6 | 43 | 67,2 | 82 | 68,3 |
| Total | 56 | 100,0 | 64 | 100,0 | 120 | 100,0 |

Information: n = number of samples; % = percent; SD = standard deviation; *significant $p < 0,05$; **significant $p < 0,01$ (2-tailed).

The family income of adolescents ranges from IDR 1,500,000 to IDR 12,000,000 with the average monthly family income reaching IDR 4,465,000. According to the West Java Provincial Government (2023), the regional minimum wage limit for Bogor City is IDR 4,639,000. Based on the presentation in Table 5, it is found that the average income is below the regional minimum wage for Bogor City. So that the socio-economic conditions of adolescents are categorized as adequate. Meanwhile, the number of children is categorized into three, namely (1=1-2 people), (2=3-4 people), and (3=>4 people). The presentation of Table 5 shows that the average number of children each family has is around 1-2 people (48,2%) for men and (62,5%) for women.

Table 5. Presentation of data based on parental income categories and number of children based on adolescent gender

| Category | Man | | Woman | | Total | |
|-----------------|--------------------------|-------|--------------------------|-------|--------------------------|-------|
| | n | % | n | % | n | % |
| Parents' Income | | | | | | |
| 1= 1-3 million | 9 | 16,1 | 11 | 17,2 | 20 | 16,7 |
| 2= 3-5 million | 36 | 64,3 | 43 | 67,2 | 79 | 65,8 |
| 3= > 5 million | 11 | 19,6 | 10 | 15,6 | 21 | 17,5 |
| Total | 56 | 100,0 | 64 | 100,0 | 120 | 100,0 |
| Min-Max | 1,500,000- 12,000,000 | | 2,800,000- 10,000,000 | | 1,500,000- 12,000,000 | |

| Category | Man | | Woman | | Total | |
|--------------------|-----------------------|-------|-----------------------|-------|-----------------------|-------|
| | n | % | n | % | n | % |
| Mean ± SD | 4,446,428 ± 1,699,621 | | 4,481,250 ± 1,639,577 | | 4,465,000 ± 1,660,902 | |
| <i>p-value</i> | 0,909 | | | | | |
| Number of Children | | | | | | |
| 1= 1-2 | 27 | 48,2 | 40 | 62,5 | 67 | 55,8 |
| 2= 3-4 | 26 | 46,4 | 21 | 32,8 | 47 | 39,2 |
| 3= >4 | 3 | 5,4 | 3 | 4,7 | 6 | 5,0 |
| Total | 56 | 100,0 | 64 | 100,0 | 120 | 100,0 |
| Min-Max | 1-6 | | 1-6 | | 1-6 | |
| Mean ± SD | 2,68 ± 0,97 | | 2,38 ± 0,10 | | 2,52 ± 0,10 | |
| <i>p-value</i> | 0,093 | | | | | |

Information: n = number of samples; % = percent; SD = standard deviation; *significant $p < 0,05$; **significant $p < 0,01$ (2-tailed).

Self-Concept

The academic dimension is parents' assessment of general academic abilities (Sahaluddin and Kurniawan, 2018). More than half of adolescents (65,0%) have academic dimensions in the low category. Overall, the average academic dimension index score for adolescents is (54,93%), which is also included in the low category. There is a significant difference between male and female adolescents in the academic dimension (p -value = 0,037), also indicated by a higher average index in female adolescents. Arwen (2021) that the absence of parents in the learning process can also cause a child's achievement to decline. Any disturbance to a child will also have an impact on the child's academic progress, such as arguments between parents, siblings and problems with friends (Jafar, 2019).

The physical appearance dimension is adolescents' assessment of how attractive their physical appearance is compared to their friends, and how attractive they are in the eyes of other people (Fitriani et al., 2023). The majority of adolescents (81,7%) have physical appearance dimensions in the low category. Overall, the average physical appearance dimension index score for adolescents (46,80%) is also included in the low category. This reveals that there are still adolescents who are not able to have a positive attitude towards themselves and their abilities. This is in line with the opinion about

self-confidence, namely an individual's positive attitude that enables him to develop a positive assessment, both of himself and his environment (Rais, 2022).

The general self-dimension is an adolescent's assessment of their self-capacity which gives rise to pride and satisfaction in presenting themselves as they are (Karlina et al., 2023). More than half of adolescents (55,8%) have general self-dimensions that are categorized as low. Overall, the average value of the general self-dimensional index is adolescents (58,24%), which is also in the low category. Macarau and Stevanus (2022) children who constantly receive bad criticism will lose self-confidence, which can even continue until they grow up.

The honesty dimension is a teenager's assessment which is usually expressed in spontaneous words or actions in accordance with the actual situation (Guntara, 2019). The research results show that more than half of adolescents (55,8%) have the honesty dimension which is categorized as medium. Overall, the average value of the adolescent honesty dimension index (66,8%) is also in the medium category. Emphasizing the value of honesty in the family will influence children's psychological development in interaction and communication (Pahlevi and Utomo, 2022).

The physical ability dimension is a adolescents' assessment of the adolescents' interest and ability in physical activities such as: doing work that uses a lot of physical strength, exercising, and not getting tired easily when doing physical activities (Yanti, 2021). More than half of teenagers (88,0%) have physical abilities that are categorized as low with an average index value (39,03%). Sumargi et al. (2017) low physical abilities due to the parenting style of parents towards adolescents, permissive parents will provide themselves as a resource to fulfill all the child's needs, allow the child to regulate himself and do not really encourage him to comply with external standards, if the child's liberation is excessive and the same without parental responsiveness, it indicates that the parents do not care about the child (Umami and Mufaridah, 2022).

The verbal dimension is an assessment of adolescents' abilities and skills in reading, writing and language (Fitriana, 2022). More than half of the adolescents (86,7%) had low verbal scores with an average index value (43,19%). Programme for International Student Assessment (PISA) Indonesian children in the 15 years group are still ranked 73rd out of 79 countries (Hewi and Shaleh, 2020).

The peer dimension is an adolescent's assessment of how well known or popular he is and how easily he interacts with friends of the same gender as himself (Sukaidawati et al., 2016). The results showed that more than half of adolescents (73,3%) had peers who were categorized as low with an average index value (50,28%). There is a significant difference (0,008) in peer dimensions for men and women, with the average peer group for men being higher (54,96%) than for women (46,18%). Rachman (2019) that adolescent boys tend to spend their free time with friends, spending time sitting together and talking about things like school and sports, thinking about things that are fun and can be done together.

The parental relationship dimension is the parent/adolescent's assessment of how good the parent/adolescent is in their relationship with their parents, which includes interaction activities such as spending time together and doing activities together (Dekawati, 2018). A total of (46,7%) adolescents had parental relationships that were categorized as low and (36,7%) were categorized as medium with an average index value of (60,97%). Waruwu and Harefa (2023) lack of attention from parents can increase the risk of behavioral disorders in children, so that children have difficulty establishing relationships with their parents.

The school dimension is a adolescent's assessment of their abilities and skills in subject areas at school in general (Dahlan, 2019). More than half (93,3%) of adolescents have school dimensions that are categorized as low with an average index score (24,17%). According to Hamzah (2021) learning motivation is one of the incentives that students need to have. Without motivation, students will have difficulty carrying out learning activities, both at school and at home.

The opposite-sex relationship dimension is an adolescent's assessment of how well-known or popular he is and how easy it is for him to interact with friends of the different sex (Evi and Astri, 2018). More than most adolescents (86,7%) have opposite sex relationships which are categorized as low with an average value (45,00%). Qoniatuzzahroh (2018) there are several factors that influence relationships between peers: similarity in age, familiarity situations, group size, and cognitive development. The better cognitive development a adolescent has, which means the smarter a person is in a group of peers, the more positive the perception of other adolescents towards him will be (Suhaida and Mardison, 2019).

Table 6. Presentation of data based on self-concept categories according to gender

| Category | Man | | Woman | | Total | |
|----------------------------|---------------|-------|---------------|-------|---------------|-------|
| | n | % | n | % | n | % |
| Self-Concept | | | | | | |
| Low (<60) | 46 | 82,1 | 59 | 92,2 | 105 | 87,5 |
| Medium (60-80) | 10 | 17,9 | 5 | 7,8 | 15 | 12,5 |
| High (>80) | 0 | 0,0 | 0 | 0,0 | 0 | 0,0 |
| Total | 56 | 100,0 | 64 | 100,0 | 120 | 100,0 |
| Min-Max | 35-70 | | 36-70 | | 35-70 | |
| Mean ± SD | 50,30 ± 7,86 | | 51,64 ± 7,29 | | 51,01 ± 7,56 | |
| <i>p-value</i> | 0,159 | | | | | |
| Akademic | | | | | | |
| Low (<60) | 42 | 75,0 | 36 | 56,3 | 78 | 65,0 |
| Medium (60-80) | 13 | 23,2 | 25 | 39,1 | 38 | 31,7 |
| High (>80) | 1 | 1,8 | 3 | 4,7 | 4 | 3,3 |
| Total | 56 | 100,0 | 64 | 100,0 | 120 | 100,0 |
| Min-Max | 8-83 | | 8-83 | | 8-83 | |
| Mean ± SD | 51,64 ± 16,16 | | 57,81 ± 15,91 | | 54,93 ± 16,26 | |
| <i>p-value</i> | 0,037* | | | | | |
| Physical appearance | | | | | | |
| Low (<60) | 46 | 82,1 | 52 | 81,3 | 98 | 81,7 |
| Medium (60-80) | 9 | 16,1 | 12 | 18,8 | 21 | 17,5 |
| High (>80) | 1 | 1,8 | 0 | 0,0 | 1 | 0,8 |
| Total | 56 | 100,0 | 64 | 100,0 | 120 | 100,0 |
| Min-Max | 16-83 | | 16-66 | | 16-83 | |
| Mean ± SD | 47,62 ± 14,71 | | 46,09 ± 15,14 | | 46,80 ± 14,90 | |
| <i>p-value</i> | 0,578 | | | | | |
| General self | | | | | | |
| Low (<60) | 29 | 51,8 | 38 | 59,4 | 67 | 55,8 |
| Medium (60-80) | 21 | 37,5 | 22 | 34,4 | 43 | 35,8 |
| High (>80) | 6 | 10,7 | 4 | 6,3 | 10 | 8,3 |
| Total | 56 | 100,0 | 64 | 100,0 | 120 | 100,0 |
| Min-Max | 22-100 | | 22-100 | | 22-100 | |
| Mean ± SD | 60,32 ± 18,81 | | 56,42 ± 17,63 | | 58,24 ± 18,22 | |
| <i>p-value</i> | 0,244 | | | | | |
| Honesty | | | | | | |
| Low (<60) | 24 | 42,9 | 21 | 32,8 | 45 | 37,5 |
| Medium (60-80) | 29 | 51,8 | 38 | 59,4 | 67 | 55,8 |

| Category | Man | | Woman | | Total | |
|----------------------|-------------------|-------|-------------------|-------|-------------------|-------|
| | n | % | n | % | n | % |
| High (>80) | 3 | 5,4 | 5 | 7,8 | 8 | 6,7 |
| Total | 56 | 100,0 | 64 | 100,0 | 120 | 100,0 |
| Min-Max | 33-86 | | 26-86 | | 26-86 | |
| Mean \pm SD | 65,12 \pm 13,92 | | 68,33 \pm 12,74 | | 66,83 \pm 13,35 | |
| <i>p-value</i> | 0,189 | | | | | |
| Physical ability | | | | | | |
| Low (<60) | 45 | 80,4 | 57 | 89,1 | 102 | 85,0 |
| Medium (60-80) | 10 | 17,9 | 6 | 9,4 | 16 | 13,3 |
| High (>80) | 1 | 1,8 | 1 | 1,6 | 2 | 1,7 |
| Total | 56 | 100,0 | 64 | 100,0 | 120 | 100,0 |
| Min-Max | 0-83 | | 0-83 | | 0-83 | |
| Mean \pm SD | 41,52 \pm 19,17 | | 36,85 \pm 18,47 | | 39,03 \pm 18,87 | |
| <i>p-value</i> | 0,177 | | | | | |
| Verbal | | | | | | |
| Low (<60) | 46 | 82,1 | 58 | 90,6 | 104 | 86,7 |
| Medium (60-80) | 7 | 12,5 | 4 | 6,3 | 11 | 9,2 |
| High (>80) | 3 | 5,4 | 2 | 3,1 | 5 | 4,2 |
| Total | 56 | 100,0 | 64 | 100,0 | 120 | 100,0 |
| Min-Max | 0-83 | | 8-91 | | 0-91 | |
| Mean \pm SD | 44,64 \pm 18,56 | | 41,93 \pm 17,88 | | 43,19 \pm 18,17 | |
| <i>p-value</i> | 0,416 | | | | | |
| Peer relationships | | | | | | |
| Low (<60) | 37 | 66,1 | 51 | 79,7 | 88 | 73,3 |
| Medium (60-80) | 14 | 25,0 | 12 | 18,8 | 26 | 21,7 |
| High (>80) | 5 | 8,9 | 1 | 1,6 | 6 | 5,0 |
| Total | 56 | 100,0 | 64 | 100,0 | 120 | 100,0 |
| Min-Max | 22-100 | | 22-88 | | 22-100 | |
| Mean \pm SD | 54,96 \pm 18,88 | | 46,18-16,59 | | 50,28 \pm 18,16 | |
| <i>p-value</i> | 0,008* | | | | | |
| Parent relationships | | | | | | |
| Low (<60) | 22 | 39,3 | 34 | 53,1 | 56 | 46,7 |
| Medium (60-80) | 21 | 37,5 | 23 | 35,9 | 44 | 36,7 |
| High (>80) | 13 | 23,2 | 7 | 10,9 | 20 | 16,7 |
| Total | 56 | 100,0 | 64 | 100,0 | 120 | 100,0 |
| Min-Max | 16-100 | | 16-100 | | 16-100 | |

| Category | Man | | Woman | | Total | |
|----------------------------|---------------|-------|---------------|-------|---------------|-------|
| | n | % | n | % | n | % |
| Mean ± SD | 63,59 ± 19,01 | | 58,68 ± 19,72 | | 60,97 ± 19,46 | |
| <i>p-value</i> | | | 0,169 | | | |
| School | | | | | | |
| Low (<60) | 52 | 92,2 | 60 | 93,8 | 112 | 93,3 |
| Medium (60-80) | 2 | 3,6 | 3 | 4,7 | 5 | 4,2 |
| High (>80) | 2 | 3,6 | 1 | 1,6 | 3 | 2,5 |
| Total | 56 | 100,0 | 64 | 100,0 | 120 | 100,0 |
| Min-Max | 0-100 | | 0-83 | | 0-100 | |
| Mean ± SD | 24,40 ± 22,91 | | 23,96 ± 20,97 | | 24,17 ± 21,80 | |
| <i>p-value</i> | | | 0,911 | | | |
| Opposite sex relationships | | | | | | |
| Low (<60) | 50 | 89,3 | 54 | 84,4 | 104 | 86,7 |
| Medium (60-80) | 6 | 10,7 | 9 | 14,1 | 15 | 12,5 |
| High (>80) | 0 | 0,0 | 1 | 1,6 | 1 | 0,8 |
| Total | 56 | 100,0 | 64 | 100,0 | 120 | 100,0 |
| Min-Max | 8-75 | | 0-83 | | 0-83 | |
| Mean ± SD | 46,73 ± 13,17 | | 43,49 ± 17,15 | | 45,00 ± 15,44 | |
| <i>p-value</i> | | | 0,254 | | | |

Information: n = number of samples; % = percent; SD = standard deviation; *significant $p < 0,05$; **significant $p < 0,01$ (2-tailed).

Relationship between Adolescent Characteristics and Family Characteristics with Adolescent Self-Concept

The results of the relationship analysis in Table 7 show that adolescent characteristics, including age ($p < 0,01$), have a significant positive relationship with self-concept, meaning that the higher the adolescent's age, the better their self-concept will be. This is in line with Khairiyah's (2019) statement that self-concept is formed with increasing age. During adolescence, self-concept is greatly influenced by peers and people they admire, while adolescents who develop late, who are treated like children, feel not understood so that tend to behave less adaptably. Ranny et al., (2017) that self-concept is formed through a learning process that occurs from the growth period until adulthood, meaning that a person's age level greatly influences the formation of positive and negative self-concept (Hendri, 2019).

The results of the analysis of family characteristics include that father's education is significantly positively related to adolescents' self-concept ($p < 0,05$) and family income ($p < 0,01$). This shows that the longer the father's formal education, the better the adolescent's self-concept. The higher the family income, the better the adolescent's self-concept. Siahaan (2022) states that self-concept is closely related to family, a family that is conducive (supportive) in continuing healthy interactions can increase high self-concept.

Table 7. Test results of the relationship between adolescent characteristics, family characteristics and adolescent self-concept

| Relationship test value | |
|-----------------------------|--------------|
| Adolescent Characteristics | Self-Concept |
| Age | 0,000** |
| Gender (0=Men, 1= Women) | 0,331 |
| Order of births | 0,823 |
| Family Characteristics | |
| Father's age | 0,463 |
| Mother's age | 0,324 |
| Father's education | 0,053* |
| Mother's education | 0,686 |
| Father's occupation | 0,149 |
| Mother's occupation | 0,507 |
| Family income | 0,005* |
| Number of children | 0,968 |

The Influence of Counseling Services on Adolescents' Self-Concept (pre and post-test counseling)

Self-concept is a person's image of seeing himself as a whole. Based on the presentation in Table 8, there is an increase in adolescents' self-concept after group counseling which can be seen from the post-test average index (86,62%) which is higher than the pre-test score (49,52%). The results of different tests showed a very significant difference in adolescents' self-concept before and after group counseling (p -value = 0,000). In line with the research results of Gaho et al., (2021), group counseling is effective in increasing students' self-confidence. Implementing group counseling really helps students increase their self-confidence (Adimas et al., 2018).

Table 8. Presentation of self-concept data before and after counseling services

| Category | Pre-test | | | | | | Post-test | | | | | |
|-------------------|--------------|-------|--------------|-------|--------------|-------|--------------|-------|--------------|-------|--------------|-------|
| | Man | | Woman | | Total | | Man | | Woman | | Total | |
| | n | % | n | % | n | % | n | % | n | % | n | % |
| Self-Concept | | | | | | | | | | | | |
| Low (<60) | 21 | 80,8 | 33 | 97,1 | 54 | 90,0 | 0 | 0,0 | 0 | 0,0 | 0 | 0,0 |
| Currently (60-80) | 5 | 19,2 | 1 | 2,9 | 6 | 10,0 | 2 | 7,7 | 2 | 5,9 | 4 | 6,7 |
| High (>80) | 0 | 0,0 | 0 | 0,0 | 0 | 0,0 | 24 | 92,3 | 32 | 94,1 | 56 | 93,3 |
| Total | 26 | 100,0 | 34 | 100,0 | 60 | 100,0 | 26 | 100,0 | 34 | 100,0 | 60 | 100,0 |
| Min-Max | 35-70 | | 36-62 | | 35-70 | | 76-94 | | 76-97 | | 76-97 | |
| Mean ± SD | 51,35 ± 8,58 | | 48,24 ± 6,73 | | 49,59 ± 7,68 | | 87,28 ± 4,28 | | 86,12 ± 4,70 | | 86,62 ± 4,52 | |
| <i>p-value</i> | 0,000** | | | | | | | | | | | |

Information: n = number of samples; % = percent; SD = standard deviation; *significant $p < 0,05$; **significant $p < 0,01$ (2-tailed).

Conclusion

Empirically, this research proves that group counseling services are effective in improving adolescents' self-concept at school. This includes ten dimensions in adolescent self-concept, namely academic dimensions, physical appearance, general self, honesty, physical ability, verbal, peer relationships, parent relationships, school, and opposite sex relationships.

Empirically, this research proves that group counseling services are effective in improving adolescents' self-concept at school. This includes ten dimensions in adolescent self-concept, namely academic dimensions, physical appearance, general self, honesty, physical ability, verbal, peer relationships, parent relationships, school, and opposite sex relationships.

This research is limited to examining self-concept in early adolescents at SMP Negeri 6 and SMP Muhammadiyah PGRI 6 Bogor City. Therefore, future research is expected to cover a wider range of adolescents and a larger number of schools. Considering the importance of increasing teenagers' self-concept to create quality human resources in accordance with the mandate of the Indonesian government as stated in PP No. 68 of 2002 concerning Efforts to Develop Quality Human Resources, it

is necessary to make efforts to improve adolescents' self-concept. This research found that group counseling services can play a role in improving adolescents' self-improvement, both in the way they think, feel, attitudes and behavior. This of course becomes the nation's capital if adolescents can show positive potential for their environment.

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