



Implementation Of Group Guidance Using A Behavioristic from An Islamic Perspective In Growing Teenager's Self-confidence

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Abstract

This research aims to analyze the implementation of group guidance with a behavioristic approach from an Islamic perspective in growing the self-confidence of teenagers. The research method used is a qualitative-descriptive approach. Data sources in this study include primary and secondary data sources. Primary data sources were obtained from Guidance and Counseling Teachers and six teenagers who lacked confidence, while secondary data sources were obtained from Pancasila and Civic Education teachers, and relevant documentation. This study uses data collection techniques in the form of observation, interviews, and documentation. The data analysis technique uses the Miles and Huberman model which consists of reduction data, display data, and conclusion drawing. The results of the study stated: *First*, the implementation of group counseling for teenagers uses a behavioristic approach with systematic desensitization techniques, positive reinforcement, and assertive training that can activate the Islamic psychic dimension namely *al-aql* (cognitive), *al-qalb* (affective) and *al-nafs* (practice) in the building of behavior of female teenagers who are less confident to be confident.

Keywords: Grup Guidance, Behavioristic, Islamic Perspective, Confidence

Introduction

The guidance provided by the Prophet Muhammad SAW is not much different from the form of service, approach, and counseling process carried out by Western professional counselors the method used by the Prophet Muhammad was more perfect

(Lubis, 2008). Likewise, Islam views Western psychological approaches and theories such as psychoanalytic, humanistic, and behavioristic theories. This is because the approach to psychological theory in the modern Western world is the result of reading natural and human realities which are the verses of Allah in non-verbal form. According to Baharuddin's (2001) thoughts, Western psychological concepts can be accepted as Islamic psychological theories provided that they have been confirmed by the Al-Qur'an and Hadith as verbal verses on Western theories if they do not conflict.

Western psychological theories have been applied by various institutions in certain fields, especially in educational institutions. Education is a process and conscious effort to prepare teenagers through guidance, teaching, and training activities to equip individuals for the future. Based on the goals of national education as stated in Law no. 20 of 2003 concerning the National Education System Article 1 Paragraph 1 which reads:

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation, and state.

Efforts to develop a teenager's potential or abilities do not just materialize, but need to be worked on and how far the individual strives so that they can realize their potential into actuality and in their personality attitude. The process of realizing this potential can be hindered if individuals have less supportive attitudes, one of which is a lack of self-confidence.

According to Anthony, from Mujiyati et al (2001), self-confidence is an attitude in a person who can accept reality, develop self-awareness, think positively, have independence, and have the ability to have and achieve everything that is desired. The essence of self-confidence from the views of Kate Burton and Brinley Platts (2006) in their book *Building Confidence For Dummies*, is the ability to take appropriate and effective action in any situation if it is challenging for one person or another.

Self-confidence is the foundation of a person's success in life. There is great potential in each person, but this potential is not utilized because the person concerned does not have self-confidence (Hulukati, 2016). Not being confident is the biggest obstacle to taking action, because someone could miss out on various valuable opportunities and millions of inner potentials due to not being confident.

The decline in self-confidence was experienced by teenagers. Based on initial observations by researchers on August 20, 2022, female teenagers who lack self-confidence are shown to be quiet when asked questions, feel inferior to their friends, do not dare to express opinions in class, are pessimistic when taking practical lessons, and so on. Based on initial research conducted by researchers, out of 33 female teenagers in the class felt like an inferior person, while 3 female teenagers (9.1%) had high self-confidence. According to Widjaja (2016), low self-confidence can be influenced by internal and external factors. Internal factors consist of several important things, namely self-concept, self-esteem, physical condition, and life experiences. Meanwhile, external factors include education, work, and the environment.

Based on initial research, it was shown that out of 30 female teenagers who lacked self-confidence based on the influence of internal factors, 11 female teenagers (36.7%) lacked understanding of self-concept, 26 female teenagers (86.6%) were caused by someone's assessment of what they think about themselves, 13 female teenagers (43.3%) were caused by physical conditions such as facial appearance, height and so on, 7 female teenagers (23.3%) were caused by past experiences which made them less confident at this time. Meanwhile, the influence of external factors, namely 1 female teenager (3.3%) was caused by the area where she lived, 4 female teenagers (13.3%) were influenced by family economics, 14 female teenagers (46.7%) were influenced by the circle of friends (circle or environment) of friends. , 15 female teenagers (50%) were influenced by the surrounding community, while 4 female teenagers (13.3%) answered other things such as family status and a person's abilities.

Self-confidence is a soft skill that teenagers must have, especially teenagers at Vocational High Schools, which is one of the special secondary education levels to prepare graduates to be ready to work (Sitanggang, 2020). Dare to express opinions, being optimistic, and thinking positively are several indicators of increasing self-confidence, teenagers' self-confidence, no matter how big or small, will affect the competence of graduates, because self-confidence is one of the toughest challenges in the world of work (Syabrus, 2019). The competencies achieved by graduates can make it easier for teenagers to enter the world of work, thereby reducing the unemployment rate at the vocational school level. Remembering that based on data from the Central Statistics Agency (BPS) which was reported from *www.dataindonesia.id* on July 13,

2022, it was noted that the highest open unemployment rate came from graduates of Vocational High Schools, namely 10.38%.

In this research, researchers targeted teenagers as the research focus location. This is because apart from initial observations that several teenagers display symptoms of lack of self-confidence as described above, in this vocational school all female teenagers are motivated by the physical and psychological conditions of women which can affect their mental health, especially their self-confidence. self. The condition of women's self-confidence can be influenced by self-image, as in Septy Wahyu Diannigrum's (2021) research entitled *The Relationship Between Body Image and Self-Confidence in Adolescent Girls* with the result that self-confidence will increase if women have a positive body image. Similar research was also conducted by Ifdil, Amandha Unzilla and Asmidir Ilyas (2017) entitled *The Relationship between Body Image and Self-Confidence in Young Women*, as well as research by Dince Sari Rambu Amma, Esti Widiani and Sirli Mardiana Trishinta (2017) entitled *The Relationship between Self-Image and Level Adolescent Self-Confidence at SMKN 11 Malang Class XI*.

Efforts made by the school in collaboration with guidance and counseling teachers to foster self-confidence are by providing group guidance services. According to Prayitno (1995), group guidance services are guidance services provided to teenagers together or in groups so that the group becomes large, strong, and independent. Female teenagers in this service can be invited to jointly express opinions about something and create important topics, develop values regarding this matter, and develop joint steps to deal with problems discussed in the group (Sukardi, 2020). The use of group guidance services can help individuals understand that other people have the same needs and problems related to aspects of female teenagers' self-confidence in the learning process.

Positive reinforcements directed by guidance and counseling teachers to female teenagers are also the main thing in group guidance services. Group guidance services can use several approaches, one of which is the behavioristic approach. Corey (1997) suggests that the behavioristic approach does not directly outline certain philosophical assumptions about humans. Every human being is seen as having the same positive and negative tendencies. Humans are shaped and determined by their socio-cultural environment. All human behavior can be learned, despite the belief that all behavior is the result of environmental forces and genetic factors. Krasner quoted from Corey (1997) expressed the argument that the role of the counselor with a behavioral approach

is a "*strengthening machine*". This means that whatever the counselee does, the counselor is involved in providing social reinforcement, both positive and negative, especially in terms of self-confidence.

The process of forming behavior using a behavioristic approach in the implementation of group guidance services in fostering self-confidence requires an analytical knife viewed from an Islamic perspective. According to Baharuddin (2004), human behavior is a material object studied by Islamic Psychology which is considered as a manifestation of human experience involving thoughts, feelings, will, and relationships with fellow humans, material nature, and God. In psychology, the Islamic perspective recognizes the dimensions of *al-ruh* and *al-fitrah* apart from the dimensions of soul and body that dominate psychology in the West.

The group guidance service requires analysis in Islamic studies so that it can be the first step in forming a confident personality for a Muslim woman as a vocational school teenager in the career field, especially in the world of Muslim fashion. Starting from this background description, the author is interested in researching self-confidence that is fostered through group guidance services using a behavioristic approach from an Islamic perspective. With this, the author carries the title "Implementation of Group Guidance Using A Behavioristic from An Islamic Perspective in Growing Teenagers' Self-confidence"

Methods

This research is a type of field research that takes authentic data objectively. Researchers went directly into the field regarding group guidance services in fostering self-confidence female teenagers to obtain concrete data. The approach in this research is to use a qualitative approach with descriptive methods. The determination of research subjects was carried out using purposive sampling, that is, they were selected with certain considerations and objectives (Sugiyono, 2013). The research subjects were 9 informants consisting of 1 school principal, 1 guidance and counseling teacher, 1 subject teacher, namely the Pancasila and Citizenship Education teacher, and 6 female teenagers who had taken part in group guidance. The six teenagers were teenagers with low self-confidence.

This research uses two primary data sources, namely guidance and counseling teachers and female teenagers as informants, as well as secondary data sources,

supporting or complementary data sources in the research. These supporting informants will be able to provide information and additional data needed by researchers, namely school principals, teachers of Pancasila and Citizenship Education subjects as well as from writings or various documentation that are relevant to the theme of this research. Data collection techniques in this research are observation, interviews, and documentation. Meanwhile, data validity testing includes credibility, transferability, dependability, and confirmability tests (Sugiyono, 2013).

Data analysis in this research uses the Miles and Huberman model Flow Chart Analysis technique. This data analysis is carried out throughout research activities (during data collection), and the most basic activities include data simplification (data reduction), data presentation (data display), and verification/conclusion (drawing conclusions) (Samsu, 2017).

Discussion

The implementation of group guidance, which is one of the Guidance and Counseling services, is an important component of education to develop teenagers' personalities and potential in the form of talents, interests, and abilities. The meaning of guidance is the process of assisting someone so they can understand themselves and their environment (Samsu, 2017). Group tutoring discusses topics related to teenagers' personal, social, academic and career life needs through group dynamics. Group activities are aimed at developing an understanding of oneself and the environment, adjustment, and self-development.

Group guidance materials are designed to be appropriate to the real needs of group members. General group discussion themes (common problems) can be determined by the agreement of group members or formulated by the Guidance and Guidance Teacher as a counselor or group leader. Therefore, the group guidance designed a needs analysis as the main key carried out by the Guidance Teacher, namely observing the problems experienced by most teenagers. The guidance and counseling teacher observed that female teenagers who had taken part in classical guidance and individual counseling were experiencing symptoms that indicated a lack of self-confidence, an inferiority complex, shyness about speaking, and others. Having a needs analysis in planning a group guidance program that suits the needs of the counselee's conditions and environmental conditions, can encourage the achievement of the goal of

the group guidance service, namely fostering self-confidence for teenagers who lack self-confidence. This is by Sukardi's and Desak theory which emphasizes that it is an alleviation function, namely group guidance services intended to enable teenagers to jointly obtain the main function of guidance supported by group counseling services, the alleviation function (Sukardi and Desak, 2008).

Group guidance activities in growing self-confidence for female teenagers who lack self-confidence are attitude formation. According to Badeni (2013), attitude consists of three components, namely the cognitive component, or a person's knowledge about certain objects or events; the affective component is a person's feelings towards something as a result of his beliefs or understanding, and behavior is the real action that a person shows as a result of his feelings towards an object or event.

Self-confidence is an important attitude needed in all aspects of life. As with the data obtained from both guidance and guidance teachers, school principals, and Citizenship Education teachers have the same view regarding the urgency of being confident in becoming a soft skill that must be possessed by teenagers. Data was found regarding the factors that make a person confident in Widjaja (2016), namely internal and external factors. Internal factors consist of several important things, namely self-concept, self-esteem, physical condition, and life experiences. Meanwhile, external factors include education, work, and the environment.

These external and internal factors are related to each other which can influence female teenagers in terms of self-confidence. When female teenagers lack self-confidence due to internal factors or have problems with self-concept, it initially arises because of the opinions of people around them which then creates a thought pattern or mindset in an environment, whether in society, family, or friendship. A person's assessment of what they think about themselves is a form of self-esteem. If self-esteem is low, it will give rise to feelings of lack of self-confidence, on the other hand, if self-esteem is relatively high, this sense of self-confidence will appear by itself and can make it easier to increase friendships and be accepted in the social environment. Likewise, self-concept (*ma'rifatunnafs*) is a basic component that must be possessed to have self-confidence.

The self-concept factor is also very important and influences self-confidence because if you have self-confidence it will have a positive self-concept and vice versa. If you don't have self-confidence, a negative self-concept will be formed (Bachtiar, 2020).

ANN female teenagers, for example, became victims of bullying because they had acne-prone faces some of their friends and people around ANN labeled them as not beautiful. Environmental factors with a mindset like this then foster a negative self-concept, giving rise to the feeling of inferiority that is experienced to this day.

Overall, the stages in implementing group guidance start from the group formation stage, transition, activities and ending stage. According to the data, the formation of the group consisted of the group leader, namely the guidance counselor himself, and group members, namely six teenagers who lacked self-confidence. Based on the number of members, the group is classified as a small group, numbering between two and six people (Tarmizi, 2018). The six people are teenagers with the initials AA, UMA, MA, ANN, CAF, and NAN.

The six female teenagers got to know each other as group members. This is included in the formation stage, namely the introduction stage, self-involvement stage, or the stage of inserting oneself into the life of a group (Hartinah, 2009). After formation, the guidance and guidance teachers informs the principles of group guidance and a series of processes in guidance so that group members can fully understand the rights and responsibilities of fellow groups. This is a transitional stage that becomes a bridge between the first and third stages, namely the activity stage.

The activity stage in implementing group guidance in fostering self-confidence for female teenagers who lack self-confidence uses a behavioristic approach. According to research data, the application of behaviorism as an approach, namely habituation, modeling behavior, and positive reinforcement, is quite influential on a topic in group guidance discussions. From this data, systematic desensitization techniques, positive reinforcement, and assertive training have been applied.

The systematic desensitization technique used in group guidance is through relaxation techniques. The process of relaxation activities and their application in overcoming a lack of self-confidence is carried out by the Guidance and Guidance Teacher in groups. At this group guidance meeting, the group members or female teenagers are trained to do simple relaxation by closing their eyes casually, so that a systematic desensitization process can be carried out.

In this process, female teenagers are trained to imagine anything that makes them feel less confident, then the guidance and counseling teacher relaxes again as a

group. Group procedures in this technique have a climate that is seen as a supportive and reinforcing agent. Group members provide support to each other in risk-taking activities and success within and outside the group (Corey, 1997).

Furthermore, through positive reinforcement, the guidance and counseling teacher as the group leader tries to ward off symptoms of mental illness (inferiority or lack of self-confidence) that appear in the behavior of female teenagers by providing information about the importance of self-confidence and fostering self-confidence among its members. This is in line with Krasner's theory in Corey (1997), namely that the role of a behavior therapist is actually a "*reinforcement machine*" that is involved in providing social reinforcement, both positive and negative.

Based on research data, the positive reinforcement carried out by the Guidance and Guidance Teacher can be seen in providing stimulus in the form of patting the shoulders of group members. The treatment process was repeated three times with advice and motivation regarding self-confidence. Meanwhile, the opinions expressed by group members in turn are a process of getting used to feeling confident, namely having the courage to express opinions in public, starting from small group dynamics which are carried out regularly and continuously. In line with the behavioral concept, namely eliminating maladaptive or inappropriate behavior and then replacing it with new, more appropriate behavior (Mulyadi et al., 2015). The detailed aim is to eliminate inappropriate behavior patterns and create new conditions and a re-learning process.

At the group guidance activity stage, assertive training was used using role-play procedures. This is in accordance with Nurihsan's theory that group activities use the principles and processes of group dynamics, such as discussion activities, role-playing, sociodrama, simulations, and so on. Guidance through group dynamics becomes more effective because apart from a more active individual role, the exchange of thoughts, plans, experiences, and problem-solving is also likely to occur (Nurihsan, 2005).

With role-playing, a person learns to create and apply new behavior through the process of observing and generalizing one's behavior which is not merely imitation but involves cognitive and creative processes. The group leader as a counselor in the behavioristic approach is active in intervening and bringing group members to change their behavior, namely fostering self-confidence and directives as an effort to provide direct direction to group members. Through role-play situations, behavior practice is aimed at being able to be applied to real-life situations. According to Shaffer and

Galinsky, assertive practice group leaders act as role-play organizers and directors, coaches, reinforcers, and role models. In group discussions, the group leader acts as an expert, providing guidance in role-play situations and providing feedback (Corey, 1997).

Assertive training group therapy is basically the application of behavioral training in groups with the aim of helping female teenagers develop more direct ways of interacting in interpersonal situations. The implementation of group guidance using assertive behavioral techniques focuses on practice in role-playing regarding social skills so that female teenagers are expected to be able to express their feelings and thoughts more openly accompanied by the belief that they have the right to show such open reactions, in this case self-confidence.

The process of cultivating female teenagers' self-confidence through group guidance uses a behavioristic approach which will be analyzed from an Islamic perspective. The flow of forming a self-confident attitude using an Islamic behavioral perspective is analyzed by taking several Islamic psychological theories. The formation of behavior is determined by *al-aql*, *al-nafs*, and *al-qalb*.

Changing behavior from a lack of self-confidence to self-confidence involves thinking, feeling, and acting on oneself. In accordance with Baharuddin's theory behavior is preceded by a true motivation in accordance with the demands of cognition, affection, and will which are realized by intention. The dimension of human psychic function is directing behavior in accordance with cognition, affection, and will, which is then called practice (Baharuddin, 2004). In the sense that the flow of behavior formation is determined by three dimensions of human psychic function which are combined from Western theory, namely the function of cognition, affection, and practice with the dimensions of *al-aql* (mind), *al-qalb* (heart), and *al-nafsu* (behavior). Based on research data, the implementation of group guidance provides direction to group members by optimizing relationships in group dynamics. In the process of carrying out these activities, the mind, heart, and impulse to act will be moved in teenagers who follow the guidance well.

Building a perception of self-confidence will strengthen a self-concept. Self-concept which includes self-assessment makes oneself aware. This self-awareness builds self-esteem and brings out one's potential. This self-potential is what builds self-confidence. Behavioral approach in order to change behavior to become self-confident which comes from self-perception and self-awareness through group guidance using

systematic desensitization techniques, positive reinforcement, and assertive training. Positive reinforcement or positive reinforcement leads to strong beliefs in spreading the ability to carry out activities with a positive self-concept.

As a human being in Islamic perception, there are three elements in building behavior, namely *al-aql*, *al-qalb*, and *al-nafs*. The relationship between these three things is between reason (*al-aql*) which is part of the formation of behavior. Human logical thinking ability in creating behavior. *Al-nafs* or self-will that can lead to something good (*muthmainnah*), avoid something that is harmful (*al-gadabiyyah*), or lead to something that pursues all pleasures alone (*al-syahwaniyyah*) in other words *al-nafs* is a will that the potential for good or bad behavior in something. Meanwhile, the heart or *al-qalb* determines more than *al-nafs* because of its potential to play a role in guiding a person's abilities, in this case namely an attitude of self-confidence.

Based on the research data obtained, after the group guidance, the female teenagers were able to think, feel, and be encouraged to act more confidently. The information provided by the guidance and counseling teacher is in the form of knowledge that will be absorbed by the teenager's mind, then provide affectivity in the form of *nafsiah* and *qalbiah*, namely determining attitudes based on logical, ethical, and beneficial considerations. This is in accordance with Baharuddin's (2004) theory regarding affective theory which is viewed from the aspects of *nafsiah* and *qalbiyah*. It is also in line with his theory that the dynamics of human behavior is how much the dominance of desires will be actualized. If the dominance of human desires comes from *nafsiah*, then behavior related to self-actualization will emerge, such as wanting to be respected and other things. Meanwhile, if the dominance of God's desires is actualized then along with this behavior will emerge in the form of *ibadah*.

The implementation of group guidance that uses a behavioristic approach in growing teenagers' low self-confidence using various methods such as positive reinforcement and so on, is studied from an Islamic perspective by linking *aql*, *qalb*, and *nafs*. Based on the author's opinion, when class heart to guide in behavior. Thus, in the analysis of the implementation of group guidance followed by class. Behavioristic Islamic perspective in the formation of behavior is determined by *al-aql*, *al-qalb*, and *al-nafs* which then give rise to cognitive, affective, and practical functions in the process of

changing the behavior of female teenagers who lack self-confidence to become self-confident.

Conclusion

The results of the study are the implementation of group counseling for teenagers uses a behavioristic approach with systematic desensitization techniques, positive reinforcement, and assertive training that can activate the Islamic psychic dimension namely *al-aql* (cognitive), *al-qalb* (affective) and *al-nafs* (practice) in the building of behavior of female teenagers who are less confident to be confident.

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