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The Effectiveness of Group Guidance Services with Rational Emotive Imagery (REI) Techniques to Increase Students' Self-Confidence at Madrasah Tsanawiyah Hifzil Qur'an Foundation Islamic Center North Sumatera

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ABSTRACT

Self confidence is essential for academic success; however, many students still experience low levels of self-confidence, which hinders the development of their potential and academic achievement. This study aims to determine the effectiveness of group counseling services using the Rational Emotive Imagery (REI) technique in improving the self confidence of 8th grade students at Madrasah Tsanawiyah Hifzil Qur'an, Islamic Centre Foundation of North Sumatra, in the 2024-2025 academic year. The research method employed is quantitative with a pre-experimental one-group pretest-posttest design. The research sample consisted of 30 students selected through purposive sampling based on the criterion of having low self-confidence levels. Data were collected using a self-confidence questionnaire that had been tested for validity and reliability. The data were analyzed using a paired sample t-test. The results showed an increase in the average self-confidence score from 65,5 in the pretest to 87,75 in the posttest. Normality and homogeneity tests indicated that the data were normally distributed and homogeneous. The t-test results showed a significance value (p-value) < 0,05, indicating a significant difference between the pretest and posttest scores. Therefore, it can be concluded that group counseling services using the REI technique are effective in increasing students' self-confidence.

1. Introduction

Learners cannot be separated from the use of self-confidence in their lives. They express self-confidence in various ways. Some may start off feeling nervous, but then try to convince themselves to appear more confident. Others may feel the need to move their bodies or play with objects around them to reduce shyness or nervousness, so that they can finally appear more confident. Others can immediately express their opinions or voices loudly and clearly. However, there are

also learners who feel less confident in interacting or doing activities that involve other people (Hong et al., 2021).

Learners who have self-confidence allow them to solve various challenges without feeling anxious about the situations and conditions they are facing. According to (Pence, 2022) Self-confidence is a feeling or attitude of confidence in one's abilities in order to achieve success by relying on one's own efforts, as well as the ability to provide positive assessments for oneself and one's environment so that one can appear with confidence and be able to face everything calmly. However, self-confidence is not only influenced by external factors, the encouragement or willingness of oneself can also affect the level of self-confidence in students (Meisha & Al-dabbagh, 2021).

Anthony in (Sari & Khoirunnisa, 2021) stated Factors that affect self-confidence are influenced by internal factors and external factors, where internal factors include: self-concept, self-esteem, and physical condition. While external factors, including: education, environment, and life experience.

The impact of a lack of self-confidence for students Self-limitation which means a lack of self-confidence in students can limit their ability to develop the potential that exists in students (Ralianti et al., 2022). So that they tend to have difficulty in achieving success; Low performance, which means that the impact of a lack of self-confidence can affect student performance in various aspects of life, whether at school, interactions with friends, or in achieving goals. personal, Emotional disturbance, namely a lack of self-confidence is often associated with feelings of anxiety, inferiority, and dissatisfaction with oneself, Relationships (Anjani et al., 2024). affected, namely a lack of self-confidence can affect students' social and interpersonal relationships; Missed opportunities mean that a lack of self-confidence can make students miss valuable opportunities in life.

High self-confidence can make a person or teenager a person who respects himself, besides that, he also has the ability to live life and can consider his own decisions, someone who has high self-confidence will easily develop himself in all ways and can also face the obstacles he is facing and reduce the percentage of inferiority (Novita & Sumiarsih, 2021).

Messaoud (2022) Someone who has self-confidence will be optimistic in carrying out all their activities and have realistic goals, meaning that the individual will make life goals that are capable of being done, so that what is planned will be done confidently and successfully or achieve the goals that have been set confidently. It can be concluded that self-confidence is a person's belief or perspective about intellectual abilities, emotional attitudes, physical strength, and self-appearance, someone who does not have confidence in their own beliefs and abilities is unlikely to be able to achieve what they aspire to, and will always depend on others, as a result students do not feel confident that students are able to do their own work.

Based on interviews and pre-research observations at MTS Hifzil Qur'an Islamic Center Foundation of North Sumatra conducted by research during learning hours,

it can be identified that students tend to lack self-confidence which can be seen from the behavior of students in class 8th-6 of the 2024-2025 school year. This can be seen from several indicators, such as students' difficulties in facing academic challenges, not believing in their own abilities, not being able to complete the tasks and responsibilities given by the teacher, and not being able to motivate themselves to bounce back after experiencing failure, having anxiety when thinking about academic tasks and responsibilities. Ability, unable to complete the tasks and responsibilities given by the teacher, and unable to motivate oneself to bounce back after experiencing failure, having anxiety when thinking about academic tasks and responsibilities.

Group guidance services are assistance services provided by an expert, in this case a school counselor to help service participants in the form of a group (Jannah et al., 2023). Group guidance activities are carried out using group dynamics for personal development and solving learner problems. This service will allow a number of students together to obtain various materials from certain resource persons, especially from counseling teachers or counselors, useful for supporting their daily lives, both individuals and communities, family members and school residents. With counseling guidance services, students are expected to be more open or active in giving their opinions, so that it will help them develop personal, social relationship skills, learning activities and decision making and carry out certain activities in accordance with the demands of a commendable character through group dynamics (Akdemir, 2023). It can be emphasized that counseling guidance services can be in the form of information delivery or group activities discussing educational, work, personal and social problems.

The purpose of group guidance is divided into two parts in general and specifically. In general, it aims to help individuals who are experiencing problems through group procedures, developing the personality of each group member through various pleasant and sad situations (Harahap, 2021). While specifically aiming to train individuals to be able to express opinions in front of other individuals, be able to be open in the group, foster intimacy with other individuals, train individuals to have tolerance with others, train individuals to acquire social skills, and help them recognize and understand themselves in relation to others (Rismi et al., 2022).

Prayitno in (Fitriani, 2019) The functions of group guidance services are development, prevention, and alleviation functions. The development function is useful for developing the overall potential of service participants, especially socialization and communication skills, participants are given the opportunity to convey ideas, views or opinions on the issues discussed, thus group members can learn and facilitate communication to be effective (Harahap, 2021). The prevention function is useful for preventing problems from arising in group participants. Discussion of the problem until the resolution of the problem is found and will provide experience to them in acting specifically related to the problem area discussed. While the alleviation function is useful for alleviating problems, and all forms of action in the group will lead to solving a problem by utilizing group dynamics. So that through these three functions, all problems that exist in group guidance activities can be resolved properly (Hartanti, 2022).

In guidance and counseling services there are also approaches and techniques as an effort to help counsees overcome their problems, researchers use REI techniques. Willis in (P. P. Sari, 2023) said that the purpose of REI therapy is to eliminate emotional barriers that can lead to self-destruction (such as guilt, anxiety, and anger) as well as train individuals to be rational about the realities of life .

REI is a technique developed by Albert Ellis in the Rational Emotive Behavior Therapy (REBT) approach. REI aims to help individuals transform irrational negative emotions into rational negative emotions through an intense and conscious imagination process (Fathurrahman & Zulfiana, 2024). In REI, individuals are asked to imagine situations that typically trigger irrational emotions (such as anxiety, anger, or guilt), then practice imagining healthier emotional reactions, such as realistic disappointment, acceptable discomfort, or controlled anger.

This study aims to determine the effectiveness of group guidance services using the REI technique in increasing the self-confidence of class 8th students at the Hifzil Qur'an Islamic Center Foundation, North Sumatra, in the 2024-2025 academic year.

2. Methodology

The method in this study uses a quantitative method of pre experimental type one-guop pretest-posttest model. Research methods used to test hypotheses or evaluate causal relationships between defendant (bound) and independent (influencing) variables in (Sugiyono, 2019). The following is the pretest and posttest design in table 1 below.

Tabel 1. *One group pretest-posttest design*

Pretest	Treatment	Posttest
O ¹	X	O ²

Description:

O1= Pre-test score

X= Tretment given

O2= Post-test value (after treatment)

The population in this study were students of class 8th-4 MTs Hifzhil Qur'an with a total of 30 students while the sampling technique was purposive sampling technique. From the results of preliminary measurements, several students in the low category were obtained, totaling 8 students. Purposive sampling is a purposive sampling technique of data sources with certain considerations (Sugiyono, 2019). The reason the researcher, using purposive sampling technique is because not all samples have criteria that match the phenomenon under study. Therefore, the authors chose a purposive sampling technique that sets certain considerations and characteristics.

The research instrument used in this study is a self-confidence questionnaire adopted from (Yusrah, 2022). This questionnaire is designed to measure the level

of student confidence based on several indicators, always being optimistic, confident in doing something, not depending on others, always making their own decisions, confident in the decisions that have been taken, there is a good assessment of oneself, having goals, having goals, and being able to express opinions. the questionnaire used in this study is in the form of a Likert scale which includes supportive statements (Favorable) and non-supportive statements (Unfavorable). With a range of alternative four answers, namely: Strongly Agree, Agree, Disagree and Strongly Disagree.

The Pre-Experimental Design One-Group Pretest-Posttest research procedure is: The first stage of Pre-Experiment, at this stage the researcher distributes an initial questionnaire or what is called a pretest. The pretest is carried out to determine the level of student problems, the second stage of Experimentation (Treatment) As it has determined the research subject, the next stage the researcher provides treatment (treatment) by using group guidance services REI techniques, the third stage Post-Experimentation posttest data in order to determine changes in behavior. the above statement then the researcher conducts research procedures in increasing students' confidence.

After the researcher gets the pretest results, the next stage is to provide treatment in the form of group guidance services with REI techniques. After the researcher gets the pretest results, the next stage is to provide treatment in the form of group guidance services with REI techniques. After the treatment is complete, the researcher will conduct a posttest to measure changes in the level of self-confidence of students.

The data analysis technique used in this study is the paired sample t-test. The paired sample t-test is used to determine whether there is a significant average difference between two samples that are paired with each other, in this case the pretest and posttest results of the learners. In the context of this study, the t test is used to compare the level of self-confidence of students before and after being given group guidance services with REI techniques. If the t-test results show a p-value smaller than 0.05 ($\alpha = 0.05$), it can be concluded that there is a significant difference in the level of self-confidence of learners before and after treatment. Conversely, if the p-value is greater than 0.05, it can be concluded that there is no significant difference (Arikunto, 2017).

3. Results and Discussion

In this study, the population consisted of 30 people. Of these, 8 people who had low levels of self-confidence were selected as research samples. This sample selection was carried out using purposive sampling technique, which is a sampling technique based on certain criteria or considerations that are relevant to the research objectives. The criteria used in this study are individuals who show low levels of self-confidence based on the results of observations or predetermined instruments. Before being given treatment, the students' self-confidence conditions are shown in the following table 2.

Table 2. Frequency Distribution of Pretest Results

Category	Interval	f	%
High	≥ 80	0	0
Moderate	60-79	8	100
Low	≤ 59	0	0
Total		8	100

Based on Table 2 which shows the frequency distribution of pretest results, it can be seen that all participants (100%) are in the medium category with a range of scores between 60 to 79. There were no participants who obtained results in the high category (≥ 80) or low category (≤ 59). This indicates that the initial ability of participants before being given treatment or intervention was moderate overall and relatively homogeneous. The absence of participants with high or low scores indicates that no one has mastered the material in depth, but also no one is very behind in understanding the material tested. In order to increase the students' self-confidence, treatment was given in the form of Group Guidance Services using the REI Technique. The results of the treatment are presented in the following table 3.

Table 3. Frequency Distribution of Posttest Results

Category	Interval	f	%
High	≥ 80	8	100
Moderate	60-79	0	0
Low	≤ 59	0	0
Total		8	100

Based on Table 2 which presents the frequency distribution of posttest results, all participants (100%) were in the high category with scores ≥ 80 . There were no participants in the medium (60-79) or low (≤ 59) categories. These results show a very significant increase compared to the pretest results, where previously all participants were only in the medium category. This increase indicates that the intervention or treatment given between the pretest and posttest-such as learning methods or media used-effectively improved the understanding and mastery of the material by all participants. Comparison of the results of the pretest and posttest is presented in table 4 below.

Table 4. Changes in Student Pretest and Posttest Data

No	Name	Pretest Score	Posttest Score	Score Changes
1.	AA	69	83	14
2.	AP	65	95	30
3.	BR	67	87	20
4.	AH	68	89	21
5.	BE	63	91	28
6.	DS	63	84	21
7.	DA	63	82	19
8.	DH	66	91	25
Average		65,5	87,75	22,25

In table 3, it can be seen that there is a decrease in self-confidence behavior in students before and after being given group guidance treatment with REI

techniques. with an average change of 22.25 from pretest data that occurred at 65.5 to 87.75. Furthermore, the normality test was used in this study to ensure that the data on students' self-confidence scores before and after group guidance services using the REI technique were normally distributed, the results are in Table 5 below.

Tabel 5. Normality Test

		Tests of Normality		
		Shapiro-Wilk		
Group		Statistic	df	Sig.
Hasil	Pretest	.891	8	.237
	Posttest	.946	8	.675

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the normality test using the Shapiro-Wilk test, the significance value (Sig.) for pretest data is 0.237 and for posttest data is 0.675. Because both significance values are greater than the significance level of 0.05, it can be concluded that the pretest and posttest data are normally distributed. Thus, the data on the results of the REI technique before and after treatment meet the assumption of normality and can be further analyzed using parametric statistical tests. A homogeneity test was conducted to determine whether the variance of students' self-confidence scores before and after the group counseling service using the REI technique was consistent, thereby meeting the requirements for further statistical analysis. The results are presented in Table 6 below.

Table 6. Homogeneity

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	4.183	1	14	.060
	Based on Median	4.133	1	14	.061
	Based on Median and with adjusted df	4.133	1	10.163	.069
	Based on trimmed mean	4.175	1	14	.060

Based on the results of the variance homogeneity test using the Levene Test, the significance value (Sig.) is 0.060 based on the mean, 0.061 based on the median, 0.069 based on the median, and 0.060 based on the trimmed mean. Because all significance values are greater than the $\alpha = 0.05$ limit, it can be concluded that the data has a homogeneous variance. Thus, the assumption of homogeneity of variance is met, so the data is suitable for further analysis using parametric tests such as the Wilcoxon test. The results are presented in the following table 7.

Table 7. Wilcoxon Signed Ranks Test

Test Statistics ^a	
	Posttest - Pretest
Z	-2.524 ^b
Asymp. Sig. (2-tailed)	.012

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on the results of statistical tests using the Wilcoxon Signed Ranks Test, the Z value is -2.524 with a significance value (Asymp. Sig. 2-tailed) of 0.012. This significance value is smaller than the specified significance level ($\alpha = 0.05$), so it can be concluded that there is a significant difference between the posttest and pretest results. Thus, the treatment or intervention given before the posttest has a significant effect on changes in participant outcomes, indicating a significant increase or decrease after the treatment.

The results of this study indicate that group guidance services with REI techniques are effective in increasing students' self-confidence in Madrasah Tsanawiyah Hifzil Qur'an Yayasan Islamic Center North Sumatra. This increase in self-confidence can be seen from the results of descriptive analysis which shows an increase in the average score from 65.50 (Pretest) to 87.75 (Posttest).

This finding is in line with previous research conducted by (Wasilatussalam et al., 2023), which states that the REI technique is effective in increasing students' self-confidence. Santrock (2018) emphasized that self-confidence is an important factor in children's development, especially in the context of education, as it can affect their academic performance and social interactions. Thus, increasing self-confidence through REI techniques can contribute to learners' academic success.

In addition, the results of this study are also supported by (Purwaningrum & Eka Paramitha, 2024) who examined the effectiveness of group counseling services with the REI approach for 8th grade students at SMP Muhammadiyah 1 Yogyakarta. The results of the study showed that there was a significant increase in students' self-confidence after attending group counseling sessions, which indicates that REI techniques can be effectively applied at various levels of education.

Furthermore, this study is also relevant to the Self-Perception theory proposed by Harter. According to Harter in (Santrock, 2018), self-confidence develops through experiences of success and social support. Children who have positive experiences in education, such as through group guidance services with REI techniques, will be more confident in facing academic and social tasks. Thus, group guidance services based on REI techniques provide experiences that support learners in developing their self-confidence.

With the empirical evidence from this study as well as support from previous research, it can be concluded that group guidance services with REI technique is an effective approach in increasing learners' self-confidence. Therefore, the application of this technique in an educational environment, especially in Madrasah Tsanawiyah Hifzil Qur'an Yayasan Islamic Center North Sumatra, can be one of the strategies in helping students develop stronger and more positive self-confidence.

4. Conclusion

Based on the results of statistical analysis, it can be concluded that group counseling services using the Rational Emotive Imagery (REI) technique have proven effective in enhancing students' self-confidence at Madrasah Tsanawiyah Hifzil Qur'an, Islamic Centre Foundation of North Sumatra. The descriptive analysis showed an increase in students' self-confidence levels after participating in this intervention. Thus, implementing group counseling services with the REI technique can serve as an effective method to help students strengthen their self-confidence. This technique encourages students to replace negative thought patterns with more rational and positive thinking, making them better prepared to face academic and social challenges within the school environment. The application of this technique at the madrasah can also be a strategic effort to support the holistic development of students' character and psychological well-being.

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