

The Role of Guidance Teachers in Increasing Students' Self-Confidence at MIS Weigh Opponents

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Abstract

Students who do not have confidence in expressing their opinions, do not dare to ask questions when they do not understand the subject matter are characteristics of low self-confidence. This is due to shyness, hesitation, and feelings of insecure seeing friends who have high self-confidence. The purpose of this study is to analyze the role of counseling teachers in increasing students' self-confidence and identify the factors that cause low self-confidence in students at MIS Timbang Lawan. This research uses a qualitative approach with descriptive methods with information collection techniques using observation, documentation and interviews. Participants in this study were 1 counseling teacher at MIS Timbang Lawan and 5 students. The results of the analysis found, where the counseling teacher helped students in identifying strengths, developing a goal plan and increasing student self-awareness at MIS Timbang Lawan. With emotional support and strategic guidance, counseling teachers help students overcome difficulties, improve academic achievement and achieve life goals. The implications are expected to create a positive and inclusive learning environment that supports student development so that students at MIS Timbang Lawan can increase self-confidence in themselves.

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1. INTRODUCTION

Education plays an important role in guiding, educating, training and teaching students to become complete humans. The main goal of education is for each student to develop optimal character as an independent and competent individual in achieving good results. Guidance and counseling services in schools are an important aspect in the education process in schools. They also require guidance, not just learning, the teacher who plays the most effective role in guiding students is the teacher. However, to get guidance results that are in accordance with the plan and in accordance with the objectives, it is necessary to have knowledge about guidance and counseling services at school to guide students in developing themselves [1].

The role of educational institutions is an important factor to help develop children's potential in achieving success in the future. In education, the person responsible for a child's development is the supervising teacher. Every individual needs guidance to be able to know the individual's true self. To carry out guidance, good interaction is needed between the supervising teacher and the individual concerned. However, in reality, there is still a distance between the supervising teacher and the students, so that students are reluctant to exchange ideas because the students still think that the supervising teacher is the school

police who handles problematic students. The potential that each individual has is different, depending on how an individual develops his or her potential. This can influence the formation of self-confidence in students [2].

This is a challenge for students to improve their self-quality. Of course, this fosters support from all parties, not just the teacher who guides at school but rather parents who provide support at home. Optimal support will grow students' self-confidence. However, the reality that occurs in the field is that there are still students who do not have a strong sense of self-confidence so that these students feel embarrassed when appearing forward.

Guidance and guidance teachers are needed in schools to help students face and resolve the problems they are experiencing by directing students to positive behavior and providing enthusiasm for learning by increasing students' self-confidence. This is an effort by the Guidance and Counseling teacher to students who experience difficulties, especially in the learning process, students who do not dare to express opinions, have low self-esteem, are bored, feel anxious, lazy and nervous.

When someone experiences problems lacking self-confidence, of course there will be many impacts that arise. For example, they don't have any potential so they are unable to express their desires. Students' lack of self-confidence may also be apparent in a number of for example, in a discussion forum to express an opinion, or when a student is asked for an opinion by the teacher, a student whose self-confidence is low will not dare to express his opinion. In fact, the student is capable and has the potential to be able to perform better and have the opinions needed in the discussion forum. There are several causes or factors for children's lack of self-confidence, including being afraid of mistakes, thinking that daring to be different is strange, not being able to move on from the past, being to compare compare yourself with other people, not knowing yourself enough [3][4].

According to [5] the indicators trust self, namely 1) dare to appear in front of the class, 2) dare to express an opinion on a problem, 3) dare to try things that are beneficial, 4) carry out activities without hesitation, 5) be able to make decisions correctly and quickly. Based on these indicators, the information that researchers found in the field was that students did not have confidence in expressing their opinions, often hesitated, were afraid that what they expressed would be in vain / not useful, and did not believe in what they had conveyed / lacked confidence in their own abilities.

Having self-confidence allows one to face challenges head-on, as it fosters the knowledge that it is more important to learn and improve from one's experiences, whether they end in success or failure. Growing students' self-confidence can be done in BK so that students can more easily solve the problems they face. BK activities enable individuals to train themselves and develop themselves in understanding themselves, other people and their environment so that students' self-confidence in school increases. Fatimah in [6] stated that self-confidence is an individual's positive attitude which enables him to develop a positive assessment, both of himself and of the environment/situation he faces.

The ability to believe in oneself is very important in achieving success in one's life. Self-confidence is one of the most important factors that determines how far a person goes in their career and in many other aspects of their life. Self-confidence is a trait that must be cultivated early in life. Many young students struggle with emotions, low self-esteem, embarrassment, and even tears on their first day of school. Some children feel insecure and less enthusiastic about learning when they see their friends who are better and more attractive and have high self-confidence. So in this case, this is one of the reasons why some of them do not want to go to school due to a lack of self-confidence in themselves [7].

Given the problems that occur above, the role of guidance and counseling teachers is very important in improving the quality of their students at school related to self-

confidence. Based on the results of interviews with BK teachers at MIS Timbang Lawan, BK teachers often take advantage of empty class hours to provide classical guidance services. After that, there will be a discussion or question and answer session, and the guidance and counseling teacher will also give appreciation to students who dare to ask or answer and do not judge wrongly if there are questions or answers that are not appropriate.

The role of the guidance and counseling teacher at school is very useful for students because it provides the opportunity to express feelings, conflicts, and realize that they enjoy sharing attention with their guidance and counseling teacher. Guidance and guidance teachers at this school can help students overcome their lack of self-confidence and increase their self-confidence in their character or potential.

2. RESEARCH METHOD

Method study used in this research, namely use descriptive methods with a qualitative approach. Descriptive research is research that attempts to describe an event or phenomenon, which is happening at the moment. In other words, descriptive research focuses attention on a problem that is viewed holistically factually "The analysis is based on all the data collected, through various data collection techniques, namely observation and interviews, and documentation" [8][9]. According to Moleong in [10]. qualitative research is research that intends to understand the phenomenon of what is experienced by research subjects holistically, and in a descriptive manner in the form of words and language in a special natural context by utilizing various scientific methods.

The data collection technique in this research was carried out through observation of students when the guidance and counseling teacher was providing classical services. After that do an interview with BK MIS teacher Weigh Opponents. The aim of this research is to describe the state of self-confidence of MIS Timbang Opponent students. by knowing the causes of students' self-confidence and the role of Guidance and Counseling teachers in increasing students' self-confidence at MIS Timbang Lawan. Therefore, researchers will make notes that are considered important and in accordance with the role of guidance and counseling teachers in increasing students' self-confidence at MIS Timbang Lawan.

To obtain clearer information, the researcher conducted a direct interview with the BK MIS Timbang Lawan teacher. The interview questions were based on indicators of self-confidence according to [5] namely) 1) dare to appear in front of the class, 2) dare to express an opinion on a problem, 3) dare to try new things. beneficial, 4) carry out activities without hesitation, 5) be able to make decisions correctly and quickly.

3. RESEARCH RESULTS AND DISCUSSION

After the researcher has collected the data needed for this research, the next step is that the researcher will outline the discussion according to the sub focus of the objectives of this research is:

1. Factors Causing Lack of Confidence in MIS Students Weighing Opponents.

Self-confidence is an aspect of personality that functions to encourage students to achieve success which is formed through the student's learning process in their interaction with the environment. The more confident a person is, the higher the person's social relations and interactions will be. This self-confidence is very important for every person to have because this is a reflection of each person's character in living their daily life. Students who have high self-confidence will find it easier to find new things that they don't know yet. This makes students more enthusiastic and challenged to achieve something they want [4].

Self-confidence is influenced by several factors, namely internal factors and external factors. Internal factors are the self-concept that is formed within a person which is obtained from interactions in a group while external factors are surrounding environment, family environment, and work. Many factors influence an individual's sense of self-confidence. Schools are a strategic place for character formation and instilling moral values. Therefore, school education must be able to better understand and develop aspects of students, for example self-confidence, which is an important aspect of life. Without self-confidence, students will experience difficulties in facing problems, whereas students who do not have it trust their high self will be easier to live life [11].

Based on the results of the interview, it is known that the factors that cause the low self-confidence of MIS Timbang Opponent students come from within (internal). This can be seen as the symptoms that arise resulting in lack of self-confidence include: 1. Students do not dare to speak or express opinions that they know, 2. Students do not dare to come forward and do not dare to ask questions when they do not understand the lesson material, 3. Students are still shy, nervous, and hesitant when speaking in front of the class or in front of their friends, 4. Students are often silent when they are with friends, 5. Students always cover up problems when asked by the teacher, 6. Students always feel insecure about their friends' own high self-confidence and 7. Students do not believe that they are capable of learning and understanding the material provided by the teacher. Several other factors cause children to become less self-confident, namely: external factors such as the influence of parents, teachers and friends with negative comments, high expectations and unsupportive treatment from those closest to them which can affect the student's self-confidence.

2. Inhibiting Factors for Guidance and Guidance Teachers in Increasing the Self-Confidence of MIS Students Weighing Opponents

The success of a Guidance Counseling teacher is largely determined by realization the following principles: the principle of confidentiality, the principle of voluntariness, the principle of openness, the principle of activity, the principle of independence, the principle of contemporariness, dynamism, the principle of integration, the principle of harmony, the principle of expertise, the principle of hand over cases. One of the inhibiting factors for guidance and counseling teachers is the principle of student non-openness. In order for a guidance and counseling process to run, it is required that the guidance teacher and students have the principle of openness (Nurhasanah & Irman, 2024)

The inhibiting factors for teachers in overcoming students' self-confidence in MIS Timbang Lawan are: the lack of openness of students in telling their problems, so that students find it difficult to said honest in communicating and students do not want to cooperate to increase their self-confidence and there is a lack of support from those closest to them, especially from family and a lack of teacher knowledge in an effort to foster a sense of self-confidence in students.

So, in this case it is important for the school counselor to understand the student's character to make it easier to know each student's needs, as well as the cooperation factor between the teacher and the school principal so that students are active and open in telling their problems and students can take part in school activities that can optimally increase their self-confidence without feeling embarrassed.

3. The Role of Counseling Guidance Teachers in Increasing Student Confidence in MIS Compare Against

Guidance and Counseling teachers have a very important role in growing students' self-confidence. Students who have good self-confidence will feel comfortable and

calm. Guidance and related teachers are confident and can also get used to presenting in front of the class, asking questions and also discussing during guidance and counseling lessons, so that it will train students to get used to it. In this way, students will be able to understand that self-confidence is very important for every individual to achieve both academic and non-academic achievements. By resolving students' problems, it is hoped that it will have a good impact on students so that they can achieve better achievements and learning outcomes [12]gori.

The importance of self-confidence in life requires attention and effort to help and increase students' self-confidence. Several things need to be paid attention to help students increase their self-confidence, namely: carrying out identification, through identification activities, you can find out which students have problems or identify students who lack self-confidence, as well as determine the cause of the problem of low self-confidence. Striving for students to get social support and reasonable acceptance from their environment [13]

Counseling teachers/counselors have an important role in providing services to students to overcome the problem of students' lack of self-confidence. Apart from that, guidance and counseling teachers also act as facilitators to help students develop optimal self-potential such as assisting in achieving developmental tasks and developing students' talents and interests through the services provided such as classical guidance services, group guidance, group counseling and individual counseling [14].

Based on the results of interviews conducted to increase students' self-confidence, guidance and counseling teachers can provide effective services according to students' needs at MIS Timbang Lawan and provide materials or motivation on how to improve trust students themselves and motivating students to dare to appear different in front of the class and positive encouragement so that students are not embarrassed to express opinions that they know about anything in increasing their self-confidence.

From the interview results, it can be concluded that guidance and counseling teachers play an important and strategic role in increasing students' self-confidence at school. Counseling teachers help students identify strengths and weaknesses, develop plans for achieving goals, and increase self-awareness and self-esteem. In this way, students become more independent, confident and ready to face challenges with their problems and have the courage to appear to increase their self-confidence.

4. CONCLUSION

Based on researchers' findings as previously described, it can be concluded that: Student self-confidence is very important for every individual. Students who are not confident in themselves will find it difficult to develop their potential. So, students will always feel embarrassed, afraid and also reluctant to do something. Counseling teachers at MIS Timbang Lawan play an important role in increasing students' self-confidence. They help students identify strengths, develop goal plans and increase student self-awareness in MIS weigh-ins. With emotional support and strategic guidance, guidance and counseling teachers help students overcome difficulties, improve academic achievement and achieve life goals. This creates a positive and inclusive learning environment that supports student development so that students at MIS Timbang Lawan can increase their self-confidence.

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