

Formation of Confident Character in Students and the Role of Guidance and Guidance Teachers: Case Study in High School

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Abstract: Self-confidence is one of the factors with which students can interact well socially at school. Through this character, students are able to independently solve problems and generate positive feelings for others. The aim of this research is to look at 1) the description of students' self-confidence in high school, 2) determining the self-confident character of students in high school, and 3) the role of counselors in their contribution to developing students' self-confident character in high school. This research uses a qualitative case study design. The location of the research was SMA Swasta Budi Agung Medan. The data sources were selected using the technique of purposive sampling. Data collection techniques use in-depth interviews, observation, and documentation methods. The validity of the data in this research uses data triangulation techniques. The results of this research are: the self-confident character of students in this school can grow through being active in academic and non-academic activities, supported by teachers who have pleasant personalities. A counselor also helps identify personality, personal potential, and the type of career that is suitable for students through the MBTI test, carries out counseling both individually and groups, collaborates with parents, and also continues to provide support and motivation.
Keywords : Confident Character; Guidance and Counseling Teacher; Case study

Introduction

Budi Agung Private High School is a school under the Budi Agung College Foundation in Medan Marelan District. This foundation has been established since 1987 by a migrant from the Special Region of Yogyakarta, Mr. Muhammad Muhsin. This started with his concern about seeing the large number of children in the Medan Marelan area, especially those who did not have the opportunity to receive an education because they had to work to help their parents earn a living. Added to a *mindset* that is still low, such as not understanding the importance of higher education, this increasingly increases their belief in not wanting to go to school and preferring to work.

The high public interest in studying at the Budi Agung Education Foundation has brought rapid development to the school. This is evident from the level of education, which initially only opened 4 units which has now increased to 6 units, namely SD, SMP, MTs, and SMA, as well as vocational schools, namely SMK BM and SMK TI. Currently, Budi Agung Private High School is led by Drs. Sandi Basuki, the son of the owner of the Budi Agung College Foundation. He is the fifth leader to succeed in occupying the position of principal at the high school. After 25 years of his leadership, Budi Agung Private High School is now one of the favorite schools among the people of Medan Marelan District. One of the factors behind this great achievement is the many types of extracurricular activities available and held free of charge by the school, both in the fields of sports, arts, IT, entrepreneurship, etc., so that students can freely choose various types of activities outside the classroom that suit their respective interests and talents.

In order to increase students' self-confidence, various works and potential that students have through extracurricular activities will be displayed through various competition events and educational exhibitions at least in one semester. Through the various experiences and achievements obtained by students in this activity, it can be possible for students to have positive perceptions and realistic thoughts about themselves and their abilities (Ridha & Akbar, 2020). Students will also feel motivated to be able to actualize all the potential they have through the self-confidence that has been formed. In this way, educational goals will be achieved.

Of the 754 high school students attending Budi Agung, the majority come from the lower middle class. With this similarity, social gaps are not so obvious in interactions between students, and a sense of kinship can easily be created so that students can focus on participating in teaching and learning activities. Coupled with teachers who are nurturing, don't show favoritism, and have warm, friendly, and fun personalities, students feel happy to be part of the Budi Agung Private High School family, as stated by one of the class XII students who decided to move since class XII from his old school as follows:

"I'm happy to be able to study here because all the teachers who teach here can be friends, and their treatment at school and outside school is almost the same, even more familiar, and different from the teachers who taught at my old school. "Here you get more kinship, whether it's social relations with students or with teachers."
(LA/17/3/2023)

Apart from that, students are very comfortable in the school environment to interact with the entire community within it, with caring social support and conditions at school where there is absolutely no difference in the treatment of one student from another. Self-confidence is one of the factors with which students can interact well socially at school. According to (Ghufron & Rini, 2011) the self-confidence that exists within students will help with a problem and be able to generate positive feelings for others. Some of the conditions above are very possible if the school has students who grow up with good self-confidence.

Several psychological aspects that can foster self-confidence, according to (Preston, 2007) include intention, self-awareness, rational and positive thinking, and treatment. Apart from that, there are also experience factors and personal messages that also support the formation of a person's self-confidence (Al-Hebaish & Mohammad, 2012). When someone has good experience, he will have good self-confidence. Positive moral messages received from the environment, such as family, community, friends, and teachers, are also very helpful in fostering good self-confidence in students. The characteristics of students who have low self-confidence include feeling worried about the problems they have, being nervous about speaking in public, liking to be alone, often giving up hope, and liking to depend on other people (Hakim, 2002).

Ashelper At school, the BK teacher at Budi Agung Private High School also plays a role in increasing students' learning motivation, self-confidence, and enthusiasm for learning through guidance and counseling services, which are developed through four areas of guidance: personal, social, learning, and career. Therefore, guidance and counseling teachers are also felt to have quite an important role in helping students fulfill their developmental tasks. With this aim, the main field that can be used as a practice for guidance and counseling services is to take part in creating the school environment that students expect. In addition, at this level, students are individuals who are in the teenage phase and really need direction and assistance from school counselors to lead them to achieve optimal development.

This concept has long been described by (Winkel & Sri Hastuti, 2013) in their book entitled "Guidance and Counseling in Educational Institutions". In the book, it is stated that, as developing individuals, guidance and counseling services at school really help students in facing various difficulties, challenges, and problems, as well as receiving guaranteed attention from guidance and counseling staff while at school, which is related to their development.

Character development, which is being intensively programmed by the government for students in schools, cannot be separated from the services of guidance counselors in forming this character, one of which is self-confidence. By having a self-confident character in students, they will be able to see obstacles and not hesitate to ask for help from counselors to get solutions to solve their problems or obtain information to develop themselves. Students who do not have

good self-confidence will certainly not be able to assess themselves and express what they feel to others. They tend to be silent and will close themselves off from other people.

Based on the results of observations and interviews by researchers with one of the students at Budi Agung Private High School, he said with confidence that he considered the guidance counselor who worked at the school to be a friend, and with the guidance counselor's help in assessing and developing students' potential, now his self-confidence grows well in participating in various activities and event competitions that suit their talents and interests.

Research conducted by Karomatul (Choimah, 2019) regarding the role of guidance and counseling teachers in building students' self-confidence, namely by providing group guidance. With group guidance, students can grow their self-confidence through several stages of this activity. This group guidance service is considered important to be implemented in schools to encourage students' self-confidence in expressing their opinions and lead to successful learning.

Another effort that guidance and counseling teachers can make to increase students' self-confidence through research conducted by (Prisnawati, 2015) is by implementing sociodrama techniques. The results of this research show that students' self-confidence levels have increased; this is indicated by students' enthusiasm and activeness after doing sociodrama, namely that they are more confident in expressing their opinions in class.

Based on the description above, the feeling of self-confidence that emerges is very dominant, reflected in the enthusiasm of students to appear confident both in participating in learning activities, extracurricular activities, non-formal activities held by the school, and their activeness in participating in competitions, making it interesting to study the process of its formation in the school so that it can become a reference for other schools in developing this character. The focus of this research is as follows: 1) looking at the picture of students' self-confidence at Budi Agung Private High School; 2) how to improve the self-confident character of students at Budi Agung Private High School; and 3) seeing how the role of guidance and counseling teachers plays in their contribution to developing self-confident character. students at Budi Agung Private High School.

Methods

This research will use a qualitative design where the researcher will dig up as much information as possible related to the problem of the research topic by prioritizing verbal data from informants. According to (Creswell, John W, 2019) qualitative research is a method of exploring and understanding the meaning of a number of individuals or groups of people who are considered able to provide an explanation of a topic being studied. According to (Semiawan, 2010) there are unique characteristics of qualitative research methods, including emphasizing the natural environment (naturalistic setting), being inductive (inductive), flexible, based on direct experience (direct experience), data deepening, process, emphasizing interpretation, comprehensive, active participation from all parties involved in the research, and being able to provide a true interpretation.

Qualitative research in determining quality criteria can be determined by reference to the credibility of the researcher, (credibility), includes good knowledge able to provide an in-depth understanding of the context of an experience. Apart from that, the amount of information and data that has been obtained must be correct based on informants who have directly experienced an activity or experience of an event that is the object of research and will be able to express it by retelling it to the researcher. The qualitative research process will involve various important efforts that can support success in research, including asking a number of questions, carrying out research according to procedures, collecting data as deeply as possible from informants, analyzing data in depth using an inductive pattern, and providing meaning as the final conclusion.

The approach that will be used in this research is a case study. According to Rahardjo (Rahardjo, 2017) a case study is research carried out in detail, intensively, and in depth regarding an event, activity, or program by a person, group, organization, or institution to obtain new, deeper information about the event. The problems raised in the case study are actual, ongoing, and not past.

The research location chosen to obtain primary and secondary data was Budi Agung Private High School, which is located on Jl. Platina Raya No. 7 Medan, Rengas Pulau Village, Medan Marelan District, Medan City, North Sumatra Province, Postal Code 20255. The telephone number is 061-6852807. In qualitative research, data sources will be selected according to various considerations of the objectives to be achieved (purposive). According to (Moleong, 2011) in qualitative research, data sources can be obtained through behavior and speech, written notes, documents, photos, and statistics. The main data source in this research is the guidance and counseling teacher because it is considered to have a lot of information needed by researchers. Supporting data sources were obtained from students, homeroom teachers, subject teachers, and school principals.

Research data was collected using in-depth interviews, observation, and documentation methods. The data analysis technique in this research refers to data analysis according to (Creswell. John W, 2019) as follows: 1) Process and prepare data for analysis, 2) Read all the data, 3) Analyze in more detail and start to code all the data; 4) Implement the process of coding to describe settings, participants, and informants, categorizing and adapting to themes to be analyzed. 5) Showing how to describe the data and themes that will be presented again in narratives or qualitative reports; and (6) Interpretation of data in qualitative research.

Mappiare in (Gumilang, 2016) explains that the process of data analysis using qualitative research should be carried out by providing a sharp view, conducting an assessment, comparing each data finding with facts that actually occur in the field, and interpreting it with a meaningful theme or purpose. The meaningfulness of providing interpretation in data analysis is largely determined by the goals and objectives of the research carried out.

Validity methods are procedures that must be included in research proposals with the aim of identifying and discussing strategies that will be used to check the accuracy of research results. To determine the validity of the data in this draft proposal, a data triangulation strategy was used. (Creswell. John W, 2019) Explains that triangulation is a series of processes of examining evidence from informants and using it to build a coherent assessment of themes.

Drawing conclusions or verification can be interpreted as the end of the data analysis process in qualitative research. In the process of drawing conclusions, the researcher will reflect on the data and rewrite it according to real notes on events in the field that have been obtained either from interviews or observations. In the process of reflecting, researchers need to be careful not to manipulate data or make up stories that are not actually found in the facts found in the field.

Results and Discussion

Description of Students' Self-Confidence at Budi Agung Private High School

The research results contain the results of the analysis carried out on the data that has been collected. Hypothesis testing and statistical calculations do not need to be presented in detail, just described in essay form. The first picture of student self-confidence that we describe relates to the situation of high school students who study at Budi Agung Private High School, the majority of whom come from the lower middle class. With this similarity, social gaps are not so obvious in interactions between students, and a sense of kinship can easily be created so that students can focus on participating in teaching and learning activities. Coupled with teachers who are nurturing, don't show favoritism, and have warm, friendly, and fun

personalities, students feel happy to be part of the Budi Agung Private High School family. These conditions are the main basis for character formation in students at Budi Agung Private High School, and especially on this occasion, we want to provide an overview of the confident character of students.

Based on the results of an in-depth interview with the guidance and counseling teacher at the school, it was stated that it was true that there were students at the school who, on average, had high self-confidence both in academic learning and in non-academic activities. In this interview, two BK teachers who teach classes XI and XII stated the following:

"Class XI students are confident and have the spirit of a leader. Confidence here can be seen from them taking part in competitions such as chemistry, physics, biology, and poetry reading olympiads. They're not ashamed. This leadership spirit is valued because class XI students are active in the OSIS and extracurricular activities as well." (FA/23/4/2023)

"So far, I have seen that most twelfth grade students have a high level of self-confidence; this may be based on their experience participating in various competitions at school and outside school." (AL/11/4/2023)

Based on information provided by informants who stated that students in grades eleven and twelve have high self-confidence because they are awakened by various academic activities such as taking part in chemistry, physics, biology, and poetry olympiad competitions, as well as the influence of non-academic activities from their participation in organizations within the school environment. On the other hand, when researchers conducted interviews with tenth grade guidance and counseling teachers to get a picture of their self-confidence, not many students at that level showed the character of emerging self-confidence. The following is the informant's statement that we got:

"Each student definitely has a different character, but for class X, most of them lack confidence, like speaking in front of the class, for example." (WA/12/4/2023)

The lack of self-confidence in tenth grade students that carries over to learning in class needs to be acknowledged because tenth graders are also new students at the school who are also still in the orientation and adaptation period for social, learning, and personality development. These results make it more apparent that there are certain methods used by Budi Agung Private High School to build students' self-confidence. Why do researchers say that? Because students who are in the tenth grade initially have low levels of self-confidence, but after going up to the eleventh and twelfth grades with various intensive learning and self-development activities, the students actually have an increase in their self-confidence. So a conclusion can be drawn from the results that a picture of the character of self-confidence in students at Budi Agung Private High School appears in students in grades eleven and twelfth, and in grade ten, they still need time to be able to grow their confidence in adapting to a new school environment, so that tenth grade students' self-confidence is still relatively low.

How to Help Students' Confident Character at Budi Agung Private High School

As explained above, the description of students' self-confidence at Budi Agung Private High School is like a ladder; that is, when students are in the tenth grade, they tend to adapt and adjust themselves to the school environment and are slowly organized and directed to develop their character in a better direction, especially in terms of their self-confidence. Furthermore, students in grades eleven and twelve are becoming more visible and mature in

developing their self-confident character because they have participated in various academic and non-academic activities facilitated by the school, all of which are the school's own way of developing this self-confident character.

Based on the results of an interview with the principal, the method used to increase students' self-confidence at Budi Agung Private High School is by providing various extracurricular activities that are held free of charge. Students from grades ten and eleven are also required to take part in two mandatory extracurricular activities (religion and scouting) and extracurricular options after the teaching and learning process is complete. Students are required to be active in learning activities both inside the classroom (academic) and outside the classroom (non-academic). There are 19 types of extracurricular activities provided by the school, including mandatory extracurricular activities, including the following:

Table 1.
List of Extracurricular Activities at Budi Agung Medan Private High School

No.	Type of Extracurricular	No.	Type of Extracurricular
1.	Scout	11.	Karate
2.	<i>English club</i>	12.	Swimming
3.	<i>Science club</i>	13.	Volleyball
4.	Shalawat	14.	Da'i
5.	Nasyid	15.	Youth Red Cross
6.	Choir	16.	Martial arts
7.	Acoustic group	17.	Journalism
8.	Paskibra	18.	Service
9.	Recitation of the Quran	19.	Traditional and modern dance
10.	Football		

Each extracurricular activity is chosen based on the student's choice (except mandatory extracurricular activities) and must be based on permission from the student's parents. Meanwhile, class XII is required to have one of the selected skills facilitated by the school, such as:

Table 2.
List of Skills that Class XII Students Must Master
Budi Agung Medan Private High School

No.	Skill Type
1.	Welding
2.	Electricity
3.	Make over
4.	Sewing
5.	Videography
6.	Karate
7.	Futsal/soccer
8.	Hair cutting
9.	Dance art

Through various extracurricular activities and skills provided by the school, students can explore their potential. Routines held in one semester, such as educational exhibitions, various events. Students can take part in competitions both inside and outside of school; they will appear confident in the skills that they already have. The principal hopes that, when students have graduated from school they have been equipped with various skills according to their talents and interests, they will appear confident and ready to compete in the world of work, or they can even help reduce the unemployment rate in Indonesia by opening new job opportunities for other people.

The Role of Guidance and Guidance Teachers in Their Contribution to Shaping the Confident Character of Students at Budi Agung Private High School

Guidance and Guidance Teachers are educators who work as helpers. The school has its own strategy for growing students' self-confidence, namely by identifying personality, personal potential, and the type of career that is suitable for students through the Myers Briggs Type Indicator (MBTI) test, which is carried out online. This test is carried out at the beginning of each new academic year to provide direction and insight regarding the choice of majors and extracurricular activities that suit the student's abilities.

It doesn't stop there; BK teachers also often provide individual guidance and counseling to help overcome students' feelings of self-doubt, collaborate with parents, and continue to provide support and motivation so that students can appear confident, both in the classroom and outside of class. Home visits are also made when there are students who frequently do not attend school to investigate the causes. In several cases, it is known that students do not want to go to school because they lack confidence in their body shape, do not have media that can support learning activities, there are internal family problems, and so on, which causes students to lose confidence in school. It is very unfortunate if the guidance and counseling teacher does not care about the loss of students' self-confidence because it will result in a decline in students' academic and non-academic achievements.

Not all strategies that have been implemented by BK teachers can grow and develop students' self-confidence; this comes from factors within students who do not yet have different levels of emotional and intellectual maturity, so what the BK teacher has attempted seems in vain. Nevertheless, BK teachers remain committed to continuing to strive to help students have self-confidence so that they can grow with positive personalities.

Discussion

Budi Agung Private High School is a school under the Budi Agung College Foundation in Medan Marelan District. This foundation has been established since 1987 by a migrant from the Special Region of Yogyakarta, Mr. Muhammad Muhsin. This started from his concern about seeing the large number of children in the Medan Marelan area, especially those who did not have the opportunity to receive an education because they had to work to help their parents earn a living.

After 25 years of his leadership, Budi Agung Private High School is now one of the favorite schools among the people of Medan Marelan District. One of the factors behind this great achievement is the many types of extracurricular activities available and held free of charge by the school, both in the fields of sports, arts, IT, entrepreneurship, etc., so that students can freely choose various types of activities outside the classroom that suit their respective interests and talents.

Of the 754 high school students attending Budi Agung, the majority come from the lower middle class. With this similarity, social gaps are not so obvious in interactions between students, and a sense of kinship can easily be created so that students can focus on participating in teaching and learning activities. Coupled with teachers who are nurturing, don't show

favoritism, and have warm, friendly, and fun personalities, students feel happy to be part of the Budi Agung Private High School family.

In order to increase students' self-confidence, various works and potential that students have through extracurricular activities will be displayed in various ways at competitions and educational exhibitions every week.

Thus, it is very clear that there is a certain method used by Budi Agung Private High School to build the self-confidence of its students. Why do researchers say this? Because students who are in class Various intensive learning and self-development activities actually increase students' self-confidence. So a conclusion can be drawn from the results that the character of self-confidence in students at Budi Agung Private High School is visible in class XI and XII students, and in class X students' self-esteem is still relatively low.

This is in line with the view put forward by (Sayu, Ibrahim & Budjang, 2013) that as long as social adaptation takes place, a person will experience changes in his social life. The changes that occur because, in a new environment, each individual will find other individuals with different backgrounds; they will begin to interact, and slowly the differences that exist between them will create new social changes in their lives that include attitudes and behavior (affective development), understanding of others, and tolerance.

The leadership of a head of school with a variety of strategies and supported by the teachers behaved gently, did not choose love, and had a warm, friendly, and pleasant personality. It is not surprising that the desired graduates of such a school have a good character, especially a self-confident character in each of its students. The head of the school, who regulates both academic and non-academic activities, including compulsory extracurriculars and choice at every level, makes the elevation of the student's confidence clear through the changes in the years students have completed their education at the school. According to (Muslim, Hope, & Kesumawati, 2020) a school that has a successful leader, also called an effective leader, will have an impact on the quality of education in the school. Improving the quality of human resources above a head of school as a leader is a requirement and a must to improve the quality of education. The achievement of the quality and purpose of education itself is determined by the ability and policy issued by its leader in carrying out its duties and functions in the school (Sudarmanto, 2009).

Furthermore, the student's self-confidence is improved, regardless of the role of a counselor or teacher in the school, who acts as a helper in a school that must have its own strategy in cultivating the student's confidence, namely by identifying the personality, self-potency, and type of career suitable for the student through the Myers Briggs Type Indicator (MBTI) test conducted online. The use of the MBTI test is assessed as an appropriate step taken by the teacher given the time limit for the teacher to do one-on-one counseling with students in order to obtain information about the career development of students at the high school level. (Laksono & Astuti, 2020)

Not until then, Teacher BK also regularly holds individual mentoring and counseling to help overcome student mistrust, work with parents, and also continue to provide support and motivation so that students can show confidence, both inside and outside the classroom. Although sooner or later the student's self-confidence appears, there are various factors that influence it. Despite this, Master BK remains committed to continuing to strive to help students have confidence so that they can grow with a positive personality. Relevant research also states that the implementation of counseling services, both individually and in groups, has an influence on the increased confidence of students in schools. (Rakhirwan, 2019).

Self-confidence for teenagers is considered quite important as a starting point for a happy life. (Leman, 2000). The concrete form of adolescent self-confidence appears in their attitude of acceptance of themselves. (Ifdil, Denich, & Ilyas, 2017). On the contrary, students with low self-confidence can be seen as incapable of doing something, hesitant in performing

tasks, lazy in communicating, inclined to shut themselves down, aggressive, defensive, and resentful when treated unfairly. (Hurlock, 1991). According to (Mastuti & Aswi, 2008) the reason why a person's lack of self-confidence is usually due to a lack of ability to educate themselves and just waiting for stimulus from others. If left, then this less self-confident individual will slowly lose motivation in his life (Fitri, Ifdil, & Neviyarni, 2016).

Conclusion and Suggestion

From the results of the research, it was found that the self-confidence of students at the Private High School of Budi Agung can grow through activities in both academic and non-academic areas, supported by teachers with a pleasant personality. Do not forget that a counselor is involved in identifying the personality, self-potency, and type of career suitable for students through the MBTI test, conducting guidance and counseling individually or in groups, as well as working with parents, and also continuously providing support and motivation. Given the importance of self-confidence in students, the mentoring and counseling teachers are expected to continue and develop this positive program continuously. For future researchers, it is hoped that this research can serve as a benchmark for creating more innovative research capable of providing new breakthroughs in the world of education, in particular in the field of guidance and counseling.

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