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The Effectiveness of Group Guidance Services through Modeling Techniques by Applying the Tabligh Nature of Rasulullah SAW. to Increase the Self-Confidence of Class VII Students at MTSn 2 Medan

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ABSTRACT

Research that has been conducted with the title"The Effectiveness of Group Guidance Services through Modeling Techniques withApplying the Tabligh Nature of the Prophet Muhammad Saw. to Increase Self-Confidence Class VII students at MTsN 2 Medan" which is motivated by the phenomenon of field findingsshows that there are students who experience low self-confidencelow self-confidence such as an attitude that is not brave and anxious students when presenting the results of a discussion in front of the class and not daring to appeardiscussion in front of the class and not daring to perform murojo'ah activities. The purpose ofThe objectives of this study are (1) to determine the description of students' self-confidence in class VII at MTsN 2 Medan.class VII students at MTsN 2 Medan. (2) to find out the effectiveness of group guidance services through modeling techniques by applying the tabligh nature of Rasulullah Saw. to increase the confidence of seventh grade students at MTsN 2 Medan. This research using a quantitative approach with a pretest - posttest control group design. group design. The results showed that: (1) Increased self-confidence of students in class VII H MTsN 2 Medan. Before the intervention, 70% of students were in the medium category and 30% in the low category. After the intervention, 50% of students were in the medium category and 50% in the high category. (2) There is an effectiveness of group guidance services modeling techniques by applying the tabligh nature of Rasulullah Saw. in increasing student confidence. A significant difference can be seen between the pre-test and post-test results with a sig value. (2 tailed) of 0.005 <0.05, which means that there is a significant effect before the intervention (pre-test) and after the intervention (post-test) on students' self-confidence.

Keywords: **Group Guidance Services; Modeling Techniques; Self-Confidence**

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1. INTRODUCTION

Education is one of the main pillars in individual and societal development. Law No. 20 of 2003 concerning the National Education System emphasizes that 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 character, as well as the skills needed by society, nation and state.

Self-confidence is part of an individual's character which plays a role in actualizing one's potential (Asrori, 2020). According to Akrim Ridha (Jannah, 2021), self-confidence (*al tsiqah bi al nafs*) is the main foundation of a person's potential in living his life. If this self-confidence is weak, such as doubts about one's ideals and life decisions, as well as doubts about one's potential (*al iman bi al dzathi*), then all your potential will be lost.

According to Lindenfield (2019), self-confidence is an individual's belief in their own abilities and self-assessment that can be shown to the public. In this way, the public can clearly understand the opinions and ideas of the individual. Self-confidence is divided into two, namely external self-confidence and inner self-confidence. Self-confidence requires the development of communication skills, assertiveness, self-

presentation, and emotional control. Meanwhile, inner self-confidence involves self-love, self-understanding, positive thinking, and having clear goals.

In education, self-confidence influences success in studying, working, and family and social relationships (Solina et al., 2020). Someone who believes in themselves tries to develop their potential to the maximum. Students who have high self-confidence tend not to give up easily and are able to express themselves well. On the other hand, students with low self-confidence will face various difficulties in the learning process, such as difficulty developing talents and interests, and tend to be passive in interactions (Mega Agustien & Indah Pratiwi, 2022).

During adolescence, especially at junior high school (SMP) level, individuals experience significant changes both physically and psychologically (Hurlock, 2015). These changes often affect students' self-confidence. Adolescents who experience social pressure, shifts in identity, and high expectations from their environment can experience significant fluctuations in self-confidence (Hurlock, 2015).

Academic and social pressure in middle school is often a major factor influencing students' self-confidence. Competition in class, assessment from peers, and demands from parents and teachers can have a negative impact on students (Yogyakarta State University Public Relations, 2021). Field findings still found students who had a low level of self-confidence, characterized by students who were afraid to present the results of discussions in front of the class and did not dare to perform murojaah activities when suddenly asked. Therefore, it is important to identify and implement strategies that can help students overcome self-confidence issues.

One approach that can be applied to increase student self-confidence is through group guidance services. Group guidance plays an important role in supporting students' social and emotional development, as well as helping them overcome various challenges faced during adolescence (Nurihsan & Juntika, 2005).

In the context of group guidance, modeling techniques are one method that has been proven to be effective. Research conducted by (Patriana, 2019) shows that the results of the research reveal that the application of the group guidance model with modeling techniques has proven to be effective in increasing students' self-confidence, as revealed through non-parametric statistical tests *Wilcoxon*. The test results on the self-confidence scale show a probability value below 0.05 (0.006<0.05), which indicates a significant increase in students' self-confidence scores after following group guidance with the technique *modeling*.

The modeling technique was introduced by Albert Bandura. Several experiments by Bandura (1969, 1977, 1986) show that most learning is carried out not only through direct experience, but can also be obtained by observing the behavior of other people. In Bandura's view, one of the fundamental processes in which clients learn new behavior is by imitating the social models provided by the therapist (Corey, 2012). Bandura (2021) developed four stages of learning through modeling, namely: attention, retention, reproduction and motivational stages.

Bandura's social learning theory reveals that learning does not only occur through direct experience but also through observation (Corey, 2012). In this context, students can observe model behavior that shows self-confidence. Modeling techniques in group guidance involve several steps, including selecting relevant models (Komalasari & Wahyuni, 2011). The model used must have credibility and skills that are considered positive by students.

Rasulullah saw. is a person who has high self-confidence. He was able to convey Islamic teachings with full confidence and courage. The exemplary nature of the tabligh of the Prophet Muhammad. can provide motivation and inspiration to group guidance participants who can learn from the Prophet Muhammad. how to build strong self-confidence so they can achieve their desired goals. Emulate the attitude of the Prophet Muhammad. in all cases it is a must for all people, including educators and students (Setyowati, 2019).

Tabligh, which means to convey, is a characteristic given to the Prophet Muhammad. as the last Apostle. He was given the task by Allah to convey to his people all the commands given by Allah without reducing any of these commands (Musyirifin, 2020). Tabligh is the act of conveying or inviting others while providing examples of correct behavior in life. This includes argumentative and communicative aspects,

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which require individuals to have the ability to convey opinions well and communicate effectively in conveying useful messages (Amalia & Herianingrum, 2015).

The method used to support individuals in a group where each member has the opportunity to actively improve the understanding, attitudes, or skills needed to overcome problems or improve personal development is called group guidance (Syarqawi et al., 2022).

Therefore, this research aims to explore the effectiveness of modeling techniques by applying the tabligh characteristics of the Prophet Muhammad. in group guidance as a strategy to increase student self-confidence.

2. RESEARCH METHOD

This research uses a quantitative approach with Pre-Experimental methods, especially design *One-Group Pretest-Posttest*. In this design, the pretest is carried out before the intervention and the posttest is carried out after the intervention to measure the changes that occur (Sugiyono, 2024). This research involves treatment in the form of group guidance with modeling techniques that adopt the tabligh characteristics of the Prophet Muhammad. to increase the self-confidence of class VII MTsN 2 Medan students who have medium and low self-confidence.

The variables in this research consist of the independent variable, namely group guidance with modeling techniques (X), and the dependent variable, namely student self-confidence (Y). The instruments used include unstructured interviews to obtain initial information from guidance and counseling teachers as well as scale questionnaires to measure student self-confidence.

Research objects are selected using techniques *purposive sampling*, with a sample consisting of 10 class VII-H students who have medium and low levels of self-confidence, from a population of 384 class VII students at MTsN 2 Medan. This research was carried out at MTsN 2 Medan for four months, from April to August 2024. Data analysis was carried out using the Wilcoxon test to measure differences before and after treatment in ordinal scale data (Muhid, 2019).

3. RESULTS AND DISCUSSION

A. Description of Class VII Students' Self-Confidence at MTsN 2 Medan

1. Description of Class VII Students' Confidence at MTsN 2 Medan before Receiving Group Tutoring Services.

Researchers carried out initial identification of the level of self-confidence of class VII students at MTsN 2 Medan, and from these results selected 10 students who fell into the medium and low categories as research samples. This sample was selected based on the results of previous questionnaires, which reflect the distribution of scores and percentages of students' self-confidence. This data is summarized in the following table:

Table 1
Recapitulation of Students' Self-Confidence Before Giving Treatment

Nu	Respondent's name	Score	Percentage (%)	Category
1	FA	90	58	Currently
2	ROB	79	51	Low
3	AK	88	57	Currently
4	NI	74	48	Low
5	NUNH	92	59	Currently
6	SRH	88	57	Currently
7	MRH	90	58	Currently
8	MAH	90	58	Currently
9	RAR	89	57	Currently

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10	MA	78	50	Low
	Average score	**85.8**	**55**	**Currently**

From the table above, it can be seen that there are 7 students who are in the medium category (FA, AK, NUNH, SRH, MRH, MAH, RAR) with scores between 88-92 and a percentage of 57%-59%, while 3 other students are included in the low category (ROB, NI, MA) with a score of 74-79 and a percentage of 48%-51%. The overall average score is 85.8 with an average percentage of 55%, which falls into the medium category. These students were selected because they were in a category that required intervention to increase self-confidence.

2. Description of Class VII Students' Confidence at MTsN 2 Medan After Receiving Group Tutoring Services.

After class VII students at MTsN 2 Medan received group guidance services using modeling techniques that applied the tabligh characteristics of the Prophet Muhammad, an evaluation was carried out to see changes in their level of self-confidence. The evaluation results are summarized in the following table:

Table 2
Recapitulation of Students' Self-Confidence After Being Given Treatment

Nu	Respondent's name	Score	Percentage (%)	Category
1	FA	108	70	High
2	ROB	108	70	High
3	AK	90	58	Currently
4	NI	91	59	Currently
5	NUNH	109	70	High
6	SRH	107	69	High
7	MRH	99	64	Currently
8	MAH	111	72	High
9	RAR	94	61	Currently
10	MA	99	64	Currently
	Average score	**101.6**	**66**	Currently

Based on the table, of the 10 students selected, there are 5 students in the "Medium" category (AK, NI, MRH, RAR, MA) and 5 students in the "High" category (FA, ROB, NUNH, SRH, MAH) . As many as 50% of respondents were in the "High" category with a score between 107-111 and a percentage of 69%-72%, while the other 50% were in the "Medium" category with a score of 90-99 and a percentage of 58%-64%. The overall average score was 101.6 with an average percentage of 66%, both in the "Moderate" category.

After the group guidance intervention using modeling techniques that applied the tabligh characteristics of the Prophet Muhammad, there was an increase in the students' self-confidence category. Before this service was provided, 70% of students were in the medium category and 30% were in the low category. However, after the service was implemented, there was a change in distribution where 50% of students were in the medium category and the other 50% were in the high category. The average score increased from 85.8 to 101.6, with the average percentage also increasing from 55% to 66%.

Data analysis shows that there is a significant difference in the level of students' self-confidence before and after they receive group guidance services using modeling techniques that adopt tabligh characteristics. This research indicates an increase in the average self-confidence score of class VII students

at MTsN 2 Medan. These differences reflect that students' self-confidence can vary, is not always stable, and can change depending on specific situations. As expressed by Angelis (2005), self-confidence is not always the same in every activity, but can change depending on the context and situation faced.

B. Effectiveness of Group Tutoring Services Through Techniques *Modeling* by Applying the Tabligh Characteristics of the Prophet Muhammad. to increase the self-confidence of class students at MTsN 2 Medan.

In this research, researchers conducted tests *wilcoxon* to compare the pre-test and post-test scores of 10 participants. Following are the test results *wilcoxon* in table form:

Table 3
Wilcoxon Test Results

Statistical test	Mark
N	10
Total positive rank	55
Number of negative ratings	0
The value of z	-2.807[b]
Asymp. Sig. (2-tailed)	0.005

Based on the results of the Wilcoxon test, the Asymp. Sig. (2-tailed) of 0.005 indicates that the results are significant, because this value is smaller than 0.05. This means there is a significant change after students are given treatment, which shows that the alternative hypothesis is accepted. Thus, this hypothesis test shows that group guidance services through modeling techniques apply the tabligh characteristics of the Prophet Muhammad. effective in increasing the self-confidence of class VII students at MTsN 2 Medan. The effectiveness of this service is also seen during the implementation of group guidance, where the group dynamics that are formed help students develop their self-confidence. This is in line with the view of Harahap (2021), who states that group guidance can utilize group dynamics to discuss topics that are relevant and useful for students' personal development, especially in the context of increasing self-confidence.

4. CONCLUSION

This research aims to increase students' self-confidence through group guidance by applying modeling techniques based on the tabligh characteristics of the Prophet Muhammad. The research results showed that this intervention was effective in increasing the self-confidence of class VII students at MTsN 2 Medan. The following are some conclusions that can be drawn from this research:

1. Increased Self-Confidence: Before the intervention, 70% of students were in the medium self-confidence category, while the other 30% were in the low category. After the intervention, significant changes occurred, with 50% of students now in the medium category and the other 50% in the high category. The average self-confidence score increased from 85.8 to 101.6, and the average percentage also increased from 55% to 66%.
2. Effectiveness of Modeling Techniques: The results of data analysis show that the Asymp. Sig. (2-tailed) of 0.005 which is smaller than 0.05, indicating that the implementation of group guidance uses modeling techniques based on the tabligh characteristics of the Prophet Muhammad. significantly effective in increasing the self-confidence of class VII students at MTsN 2 Medan. Additionally, there was a significant increase in the mean, median, and mode of self-confidence scores after the intervention, further confirming the effectiveness of this approach.

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