

# ENHANCING SELF-EFFICACY IN 8<sup>TH</sup> GRADE STUDENTS THROUGH GROUP GUIDANCE AT MTS UINSU MEDAN

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This study aimed to examine the efficacy of group guidance in enhancing the self-efficacy of 8th grade students at MTs Laboratorium UINSU Medan by comparing the self-efficacy exhibited by students in the experimental and control groups. The research methodology employed was quantitative, and utilized a quasi-experimental design. This investigation was conducted at the MTs Laboratorium UINSU Medan during the semester of the 2023/2024 academic year. The study population comprised all VIII grade students at the MTs Laboratorium UINSU Medan. The sampling technique utilized was purposive sampling, based on specific considerations and recommendations from the counseling teacher. Data were collected using a Likert scale questionnaire and analyzed using normality and homogeneity tests, followed by hypothesis testing (t-test) with the assistance of SPSS version 26. The findings indicated that the experimental group pre-test mean was 58.4, and the control group was 53.2, while the mean post-test scores for the experimental group were 91.5, compared to 78.2, respectively. The increase in student scores from pre-test to post-test in the experimental group was 33.1, whereas in the control group, it was 25. Data analysis yielded a Sig. (2-tailed) value of 0.000, respectively. With Sig.0.000 < 0.005, the hypothesis test results reject H0 and accept Ha. This demonstrates the significant effect of the implementation of group guidance on increasing student self-efficacy.

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## Public Interest Statement

Self-efficacy plays an important role in student self-formation. This component emphasizes the component of self-confidence that a person has in facing future situations that contain doubts and chaos, and are full of expectations, pressures, and expectations. Someone with good self-efficacy will feel that he is always ready and alert in solving problems without any doubts about his condition. He will not compare himself with others, is confident in his abilities, and accepts his shortcomings.



## Introduction

Self-efficacy, first introduced by Bandura in Social Cognitive Theory, argues that individuals are human agencies that have proactive abilities with self-beliefs that allow them to control thoughts, feelings, and actions. This theory emphasizes that what a person thinks, believes, and feels affects how a person behaves and takes action. Self-efficacy refers to a person's belief in their ability to perform the actions required to complete a particular task. (Paraswati et al., 2024).. Self-efficacy plays a very important role in Islamic education and has a major impact on student achievement (Yustikasari & Wahyuni, 2024).

Self-efficacy is a matter of determining how much confidence each individual has in or each ability to carry out the learning process to achieve optimal learning outcomes. Individuals with high self-efficacy organize themselves properly to learn (Hasmatang 2019). Self-efficacy is the determination of a person's ability to achieve goals. Self-

confidence is needed to make an effort because, if someone is confident in their abilities, the effort will also be easily successful compared to people who do not have confidence in their abilities; the success that will be obtained will be very small and may even fail (Purwaningsih et al., 2023). Self-efficacy is a belief that influences a person to take the expected action. This means that someone with high self-efficacy will be able to take actions that are in accordance with the conditions faced. Conversely, if someone has low self-efficacy, they tend not to have the ability to take the expected action (Suartini & Sarifah, 2023). According to Summiyati and Asrori (2023), students' lack of self-confidence causes them not to believe in their own abilities. Consequently, they tend to give up, complain about things that are considered difficult, and even refuse to take on tasks or responsibilities that are considered difficult. From this perspective, it is important to identify and address issues that can improve student self-efficacy.

Based on the explanation above, it can be concluded that self-efficacy is the belief and ability of a person to carry out the activities needed to achieve goals. This shows that a student's self-confidence really determines future development because it cannot be denied that achieving achievement in life requires self-confidence. However, in reality, some students do not have self-confidence. For example, a student in grade 3 junior high school or MTs must have self-efficacy to dare to perform. Self-efficacy is a factor that greatly influences the formation of students' personalities, which, if they do not have good self-efficacy, will have a significant impact on academic achievement as well as the development of students' personalities.

These problems can be overcome in various ways, such as through interesting learning or activities that support the development of students' abilities. Priyatno stated that group guidance utilizes dynamics to achieve the goals of guidance and counseling; it emphasizes an effort to guide individuals through groups (Syaqawi et al., 2022). In addition, group guidance is useful for supporting the daily lives of individuals, such as students, families, and community members, and assisting in the decision-making process (Rismi, Yusuf, et al., 2022). Group guidance can be defined as the process of providing assistance to a person through a group environment that allows each member to learn to actively participate and share experiences to gain the insights, attitudes, or skills needed to overcome problems or to develop personally (Apriadi et al. 2021). Erlangga and Umam (2021) stated that, in group guidance activities, each group member can freely and openly express their opinions, ideas, and ideas.

Previous findings support the effectiveness of group guidance in improving students' self-efficacy and self-confidence. For example, research conducted by Melatih (2023) shows that group guidance with modeling techniques can increase students' self-confidence and develop self-motivation to learn and be more confident again. Next, according to summyati (2023) high student self efficacy is able to achieve independence which is realized by the ability of students to understand themselves and the environment, control, decide and apply themselves responsibly, to be safe, peaceful and prosperous in life. Riduwan and Lestari (2023) found that it has a significant effect on student discipline. In contrast, Sumantri (2017) shows that role-play in group guidance is effective in fostering student self-efficacy. Other research by Umam (2021) proves that students who receive group counseling guidance have high self-confidence, can make career decisions, and are unworried about their career plans.

While various studies have explored the effectiveness of group guidance, none have specifically examined its impact on junior high school students' self-efficacy, particularly in MTs settings. This research fills this gap by evaluating the role of group guidance in enhancing self-efficacy at MTs Laboratorium UINSU Medan using task and free-topic approaches. Furthermore, it identified effective methods for building self-confidence in Islamic junior high schools. Pre-research observations and interviews with counseling teachers on February 13, 2024, revealed low student self-efficacy, evidenced by difficulty with given tasks, fear of making mistakes, and low problem-solving confidence. Consequently, this study aimed to enhance self-efficacy in class VII at MTs Laboratorium UINSU Medan through group guidance. The research questions addressed were as follows: What is the initial self-efficacy level of students before group guidance? How effective is group guidance in improving self-efficacy among VIII-grade students at the MTs Laboratorium UINSU Medan? This study aims to contribute empirically to school counseling practices, particularly in Islamic education, and develop targeted and effective counseling programs. Additionally, it seeks to provide solutions to low self-efficacy issues at MTs Laboratorium UINSU Medan and to inform broader educational policy by recommending specific guidance programs for various educational contexts.

## **Literature Review**

### ***2.1 Group Guidance***

According to Prayatno (2005), group guidance services are a guidance service provided to students together or in groups so that the group becomes large, strong, and independent. Group guidance services are intended to prevent the development of problems or difficulties among students. Group guidance can be in the form of information delivery or group activities that discuss educational, work, personal, and social problems. According to Winkel (2005), group guidance is a guidance and counseling service that allows a number of counselees, together, through group

dynamics, to obtain materials from certain sources (especially from counselors) and discuss certain subjects (topics) that are useful for preventing problems, supporting their understanding and daily life, and for personal development, both as individuals and groups. In group guidance, services must be led by a group leader. Group leaders are counselors who are trained and authorized to practice guidance and counseling services.

The group guidance activities occur in several stages. Four stages need to be passed in the implementation of group guidance: formation, transition, activity, and termination. These stages can be described as follows: Formation stage This stage is the stage of introduction and involvement of members into the group with the aim that members understand the purpose of group guidance such as the introduction of group leaders and group participants, exposure to what group guidance is, the purpose and procedures for its implementation. b. Transition stage: This is the transition stage from the formation stage to the activity stage. The purpose of this stage is to free members from feelings or attitudes of reluctance, doubt, embarrassment, or mutual distrust to enter the next stage; the more stable the group atmosphere and togetherness, the more stable the interest in participating in group activities. c. Activity stage: This stage is the core stage of group guidance activities with the atmosphere to be achieved, namely, the complete discussion of the problems faced by group members and the creation of an atmosphere for self-development, both concerning the development of communication skills and the opinions expressed by the group. d. Activity stage: This stage is the core stage of group guidance activities with the atmosphere to be achieved, namely, the complete discussion of the problems faced by group members and the creation of an atmosphere for self-development, both concerning the development of communication skills and the opinions expressed by the group. At this stage, there are two activities: assessment (evaluation) and follow-up. This is the closing stage of a series of group guidance activities with the aim of completing the topic discussed by the group (Folastri & Rangka, 2021)

According to Winkel and Hastuti (2005), the purpose of group guidance is to support the personal and social development of each group member and improve the quality of cooperation in groups for various goals that are meaningful to the participants. Therefore, in this case, group guidance was present and aimed to increase self-efficacy.

## 2.2 Self Efficacy

Bandura (2001) mentioned that in an academic environment, students who feel eager to learn are more likely to set challenging learning goals, apply effective learning strategies, and persist; conversely, those with low self-efficacy tend to choose easy academic tasks, expend less effort, and are more anxious in the face of obstacles (Wang et al., 2024). According to Estuningrum and Nurjannah (2015), self-efficacy greatly influences behavior. In line with the opinion of Tuyet Phan & Chen (2022) In other words, students with high self-efficacy agree with statements such as "I know that I will be able to master this material" and "I will be able to do this task" because self-efficacy is the belief that "I can!" (Apriadi et al. 2021).

Self-efficacy is the result of a cognitive process in the form of decisions, beliefs, or expectations about the extent to which individuals estimate their ability to carry out certain tasks or actions needed to achieve desired results. Self-efficacy is not related to the skills possessed, but to individual beliefs about what can be done with the skills he has no matter how much. Rahmawati (2022) stated that a high level of self-efficacy encourages a sense of success and a way of thinking about success to increase self-efficacy. Amien (2023) mentions that the source of self-efficacy consists of four aspects: *mastery experience*, vicarious experience, social persuasion, and physiological conditions. In addition, Alwisol explains that four factors can help gain, change, increase, or decrease self-efficacy: the experience of completing challenges (performance accomplishment), vicarious experience (vicarious experience), social persuasion (social persuasion), and emotional generation (emotions or physical conditions). (Estuningrum & Nurjannah, 2015).

## Materials and Methods

This study uses a quantitative approach with a quasi-experimental research method. A quasi-experiment is a form of experimental design developed from true experimental design (Sugiono, 2021). This method was chosen because it allows controlled intervention of the research variables. However, it cannot control for all outside variables that might affect the overall experimental results. One of the designs classified as quasi-experimental was a non-equivalent control group. In this design, two groups-an experimental group and a control group-will conduct a pre-test and a post-test. To overcome the limitations of the quasi-experimental design used, this research focuses on the careful and detailed selection of research subjects or respondents using appropriate sampling techniques, namely purposive sampling techniques. This technique allows the researcher to select subjects that are most relevant to the research objectives to minimize potential bias and increase the validity of the research.

This study divided the research subjects into two groups: a control group and an experimental group. The initial stage was carried out as a pretest by giving treatment to the experimental group to measure the initial level of self-efficacy of students, while the control group did not receive this treatment. The next stage was a post-test given to both groups to see changes in self-efficacy after being treated. This research was conducted at MTs Laboratorium UINSU Medan

which is located on William Iskandar Pasar V Street, Medan Estate, Percut Sei Tuan District, Deli Serdang Regency, North Sumatra, 20371. This location was chosen because it is in accordance with the research objectives, namely, increasing the self-efficacy of MTs students, especially in class VIII. This research was conducted during the even semester of the 2023/2024 academic year. The population is the entire element being investigated that has the same characteristics and can be individuals from groups, events, or whatever is being studied.

The population used in this study were all VIII grade students at MTs Laboratorium UINSU Medan. According to Handayani (2020), population is the entire element being investigated that has the same characteristics and can be individuals from groups, events, or whatever is being studied. To achieve representative results, this study used a sample that was part of the number and characteristics of the population (Abdullah et al., 2021). A purposive sampling technique was used for the sampling. This sampling technique was chosen because it is specifically based on research objectives (Hardani et al., 2020). The selection of samples was carried out selectively based on the objectives and characteristics of students who were relevant to the problems to be overcome, as well as on recommendations from counseling teachers.

The data collection instrument used in this study was a Likert scale. The Likert scale is used in the preparation of research instruments in the form of multiple choices (Widodo et al., 2023). This scale consists of several statement items that measure the three main indicators of self-efficacy according to Bandura: magnitude (level of task difficulty), strength (strength of belief), and generality (behavior) (Zaini et al., 2023). Each indicator is converted into a series of statements presented in the form of multiple choices, with scoring consisting of several categories as follows: always (SL), often (SR), sometimes (KD), rarely (JR), and never (TP). In designing this research instrument, each selected item goes through a validity test and reliability test process with the help of SPSS Version 26. A validity test was carried out to ensure that each statement item was capable or valid to measure aspects of self-efficacy, as in this study. A reliability test was conducted to examine the internal consistency of the Likert-type scale. The test results showed that the Likert scale used as a research instrument was valid and reliable. The results of the validity test conducted from 20 statement items met the criteria of  $r_{count} > r_{table}$  with a significance level (sig) of 95% and a real level ( $\alpha$ ) of 5% ( $r_{table} = 0.576$ ). The results of the self-efficacy reliability test showed a reliability value of 0.944. The  $r_{count}$  value was compared to the  $r_{table}$  value at a 95% confidence interval or alpha of 5% and  $N = 10$  for the product moment, which resulted in an  $r_{table}$  value of 0.576.

The data analysis technique used included several tests with SPSS Version 26, namely the data normality test, homogeneity test, and research hypothesis test. A data normality test was used to ensure that the data were distributed using the Shapiro-Wilk test. A homogeneity test was conducted to determine the similarity of variance between the groups. The research hypothesis test used a t-test to determine the effect of group guidance on student self-efficacy.

## Results

This study aimed to examine the level of student self-efficacy and the effectiveness of counseling guidance in increasing the self-efficacy of MTs students. The data obtained were analyzed using several tests, namely the normality test, homogeneity test, and hypothesis testing. Before performing data analysis, a research instrument test was conducted to ensure the validity and reliability of the self-efficacy questionnaire. The instrument validity test was conducted using IBM SPSS Statistics for Windows version 26. Based on the validity test that was carried out, of the 20 statements submitted, all statements were declared valid because they met the criteria  $r_{count} > r_{table}$  with a significance level (sig) of 95% and a real level ( $\alpha$ ) of 5% ( $r_{table} = 0.576$ ). The results of the self-efficacy reliability test showed a reliability value of 0.944. The  $r_{count}$  value is compared to the  $r_{table}$  value at the 95% confidence interval or alpha of 5% and  $N = 10$  for the product moment, which results in an  $r_{table}$  value of 0.576. Based on these results, it can be concluded that the instruments used in this study were valid and reliable.

Furthermore, a data analysis was performed. Before the treatment was given, the experimental and control classes were given a pretest to determine whether the samples in the study were normally distributed, homogeneous, and had the same initial ability. This equality is needed so that different treatments are given so that differences in value results can be seen clearly. The requirements for analysis using parametric statistics must fulfill the assumption test or prerequisite test. Therefore, it is necessary to conduct a normality test to determine whether the pre-test scores in the experimental and control classes are normally distributed. The normality test was performed using the Shapiro-Wilk test SPSS 26 for Windows. The results of the normality test are presented in Table 1.

Table 1. Normality Test Results

Class					Shapiro-Wilk	df	Sig.
					Statistic		
Results	PreEks	0,237	10	0,118	0,871	10	0,102
	PostEks	0,251	10	0,075	0,876	10	0,118
	PreControl	0,174	10	,200*	0,939	10	0,539
	PostKontrol	0,192	10	,200*	0,890	10	0,169

Based on Table 1, the normality value in the experimental class was 0.871, with a significance level of 0.102. Because sig. 0.102 > 0.05, and the experimental class pre-test data were normally distributed. Furthermore, the normality value in the control class was 0.939, with a significance value of 0.539. Because sig. 0.539 > 0.05, and the control class pre-test data were normally distributed. Thus, it can be concluded that the pre-test and post-test data in the control and experimental classes are normally distributed. Thus, it can be concluded that the data in both classes fulfill the assumption of normality so that parametric statistical analysis can be continued.

Table 2: Homogeneity Test Results

Based on trimmed mean		0,870	3	36	0,466
Levene Statistic			df1	df2	Sig.
Results	Based on Mean	1,031	3	36	0,390
	Based on Median	0,783	3	36	0,511
	Based on Median and with adjusted df	0,783	3	23,572	0,515

Based on the table 2, the results of the homogeneity test using the Test of Homogeneity of Variance with SPSS 26 show that the significance value (Sig.) Based on Mean is 0.390. Because the value is greater than 0.05 (0.390 > 0.05), it can be concluded that the pre-test data variance of the two classes is the same or homogeneous. Thus, the homogeneity test indicated that both the classes had the same variance. Based on the results of the normality and homogeneity tests, it can be concluded that both classes have equal initial abilities and that the research data can be analyzed parametrically. Therefore, the next step was to conduct an Independent Sample t-test.

Table 3. Hypothesis Test Results

		t-test for Equality of Means	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper		
Results	Equal variances assumed	1,072	0,314	6,802	18	0,000	13,300	1,955	9,192	17,408
	Equal variances not Assumed			6,802	17,612	0,000	13,300	1,955	9,185	17,415

Based on the results of the hypothesis test with the Independent Sample t in Table 3, the significance value (Sig. (2-tailed)) was 0.000. Because the value of Sig. 0.000 < 0.005, then the null hypothesis test result (H0) is rejected, and the alternative hypothesis (Ha) is accepted. This shows that the implementation of group guidance has a significant effect on improving students' self-efficacy. In other words, there was a significant difference in self-efficacy between

students in the experimental and control groups after treatment. This result also emphasizes that group guidance is effective in improving students' self-efficacy. The difference in self-efficacy scores between the experimental and control groups before and after treatment is shown in the next table.

Table 4. Experimental and Control Class PreTest and PostTest Results

Subject		Mean Rank	
Class	N	PreTest	PostTest
Experiment	10	58,4%	91,5%
Control	10	53,2%	78,2%

Based on Table 4, the average pre-test scores of the experimental and control classes were 58.4% and 53.2 %, respectively. These results indicate that the initial abilities of the two classes are relatively balanced; therefore, it can be concluded that the two groups have almost the same potential before receiving treatment. After the treatment, the average post-test score in the experimental class increased to 91.5%, while that in the control class only increased to 78.2%. The difference in these results indicates that the group guidance method that utilizes group dynamics is more effective in increasing students' self-efficacy than the conventional method applied to the control class.

The next stage of research is the analysis of the initial analysis observations, namely, comparing pretest and posttest data in experimental and control classes. Based on the data obtained, there was an increase in student scores from pre-test to post-test in the experimental class by 33.1%, while in the control class it increased by 25%. These results indicate that the increase in post-test scores of students taught with group guidance methods is better than the post-test scores of students taught conventionally. This also emphasizes the importance of counseling guidance services in schools to implement a more interactive and collaborative approach in an effort to increase students' confidence in facing academic challenges and overcoming students' low self-efficacy. This group guidance approach could be one of the most effective efforts to improve counseling services in schools. Therefore, schools, both general and Islamic, are advised to adopt this group guidance method in a broader context, especially to improve students' self-efficacy, which will ultimately have an impact on their academics.

## Discussion

Self-efficacy theory refers to the ideology, thinking, perspective, and way of life of individuals who learn from social events, daily life, and the impact of social activities. (Apriadi et al. 2021). Self-efficacy is an important factor for improving students' communication skills during the learning process. High self-efficacy also affects students' confidence in their responses. Conversely, when self-efficacy is low, students will feel anxious and unable to respond to it, thus affecting learning effectiveness (Muhammad et al., 2023). This study aimed to determine how effective group guidance can improve students' self-efficacy. The pretest results showed that students' self-efficacy in both experimental and control classes was in the low category. This is because, when learning takes place and the problems given by the teacher are relatively difficult, students feel afraid that they cannot do the problem and are afraid of being wrong in doing it. In addition, students still have difficulty solving problems, and the problems faced by students are feeling unsure of their ability to solve the problems they face. Students also have low self-confidence, so they can easily give up when facing difficulties or obstacles in learning.

After finding the problems that occurred in students, two classes were formed, namely the experimental class and the control class, each of which consisted of 10 students whose sample selection was chosen directly by the counseling teacher. The experimental class received group guidance services, whereas the control class received conventional materials or lectures. This research was conducted at four meetings over one month. Before being given the service, both classes were given a pre-test to measure students' self-efficacy levels. The pre-test results showed that both classes had low self-efficacy, with an average pre-test score of 58.4% for the experimental class and 53.2% for the control class. Furthermore, both classes were provided with services. The topic given to the experimental class is divided into two, namely, the task topic and the free topic, whereas the topic given to the control class depends on the topic chosen in the experimental class. The topics discussed in both classes included juvenile delinquency and ideals.

The group guidance process starts with the formation stage, where the counseling teacher greets, prayers, explains the purpose, and allows group introductions. In the transition stage, the teacher introduces a discussion topic. During the activity stage, members freely discussed the topic and actively shared ideas and opinions. In the termination stage, members commit to the topic being discussed. Initially, students unfamiliar with group guidance were less active, but through the teacher's efforts to maintain group dynamics, the sessions became more engaging. Consequently, students in the experimental class became more active and participated in the discussions. Conversely, the control class, which

received only the conventional materials, remained less active. After the service, both classes underwent post-tests to measure self-efficacy. The results showed an increase in self-efficacy, with the experimental class scoring 91.5% and the control class scoring 78.2%. The experimental class saw a 33.1% increase, while the control class saw a 25% increase, indicating that group guidance effectively enhanced students' self-efficacy.

This finding supports previous research that proves that group guidance services increase students' self-efficacy. For example, Zahrah and Nuraini (2024) revealed that group guidance services have a major influence on the self-efficacy of high school-grade XI students. The factor that influences the growth of self-efficacy is students' self-confidence, which is evident from the high post-test results after treatment with counseling guidance services. However, in this study, younger students at MTs Laboratorium UINSU Medan, who face various academic difficulties, may have different responses to group guidance compared to high school students. This suggests that although group guidance can be effective, the context of younger students' specific challenges and age should be considered, as the difficulties they encounter may influence the outcomes differently than those of older students.

Other findings by Baharuddin (2024) indicate that group guidance can increase students' self-efficacy. The group guidance applied in his study used role-play techniques that were carried out in five stages: rational treatment, role selection, playing, guided discussion, and evaluation. However, this research employs task-based and free-topic approaches in group guidance, which may provide a broader scope for students to explore their challenges and share their experiences in a less-structured format. While role-play is effective in certain contexts, the free-topic approach used in this study offers a more flexible way for students to build self-efficacy, particularly for younger students, who may require more open discussions.

Theoretically, this study helps to develop self-efficacy theory in education. In this study, group guidance served as a social medium to provide students with positive support and inspiration. When students see their peers' handling problems or actively participating in group discussions, they tend to be more confident in their own abilities. This is consistent with Bandura's theory of self-efficacy, in which social modeling plays a significant role. The purpose of implementing group guidance is also to form individual personalities who can live harmoniously, dynamically, productively, creatively, and optimally adjust to their environment. In the context of Islamic education, these group dynamics foster not only academic growth but also spiritual and social development, which can be viewed as an added benefit in this particular setting (Alawiyah & Inaldi, 2024). Group guidance helps individuals to develop their potential (Rismi et al. 2022).

From a practical perspective, this study has significant implications for teachers and school counselors. The implementation of group guidance creates an active atmosphere and directs students to use their abilities more effectively during the learning process. In addition, group guidance can be applied in school guidance and counseling programs to stimulate students to think critically, solve problems, make decisions, respect others, and take responsibility for their opinions. Using the group guidance method, opportunities are provided for students to become actively involved in their learning (Rismi et al. 2022). This method of group guidance particularly improves students' communication skills and decision-making processes, which, in turn, enhances their self-efficacy. Furthermore, focus group guidance improved students' academic self-efficacy (Marsela et al. 2024).

However, this study has some limitations. One of the main limitations is the small sample size of only ten students per class. This may have affected the external validity of the study and reduced the generalizability of the findings to a wider population. Although this study makes an important contribution to the understanding of group guidance and self-efficacy, its results should be interpreted with caution. Future research should include larger sample sizes and more rigorous experimental designs to obtain more conclusive and generalizable results. Additionally, future research could explore group guidance approaches from different perspectives, such as integrating technology during the group guidance process or focusing on specific skills that can improve student self-efficacy. Moreover, examining the long-term impact of group guidance on students' self-efficacy and its effect on academic achievement or personality development would provide more comprehensive insights into how group guidance can enhance counseling programs in schools.

## **Conclusion**

Based on the research results obtained after conducting statistical analysis and hypothesis testing, it can be concluded that group guidance services are effective and influential in increasing the self-efficacy of students in Class VIII MTs UINSU Medan Laboratory. This was indicated by an increase in the average self-efficacy of students in the experimental class, which reached 91.5% compared to the control class, with a value of 78.2%. The increase in self-efficacy in the experimental class was 33.1% higher than in the control class, which was only 25%. These results also show that the group guidance provided by counseling teachers has an impact on students' self-confidence and ability to respond to challenges during the learning process.

The suggestions submitted by the researchers are for counseling teachers to continue to develop the application of group guidance services to increase students' self-efficacy. In addition, for future researchers, this research can be a reference and needs to be studied further by involving a larger sample and linking other dependent variables so that counseling guidance services can be found using the latest methods.

### Author Contributions

This research process was conducted by the main author, Sofyan Luthfi Ihda, in all aspects of the process including conceptualization, methodology, validation, formal analysis, investigation, resources, data curation, preparation of drafts, review and editing of the paper, supervision, and was supported and directed and provided input and suggestions by the second author, Dika Sahputra, in the final project. All authors have read and approved the final version of the manuscript.

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