

GUIDANCE AND COUNSELING EFFORTS TO IMPROVE STUDENTS' ACADEMIC SELF-EFFICACY: A SYSTEMATIC LITERATURE REVIEW

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Abstract

One aspect that is very important and influential on student achievement at school is academic self-efficacy. Because of this urgency, it is expected that students can improve their academic self-efficacy. Low academic self-efficacy will have an adverse impact on a number of aspects that are urgent in student learning activities. The focus of this research is to review what services can be provided by guidance and counseling in an effort to alleviate the problem of low student academic self-efficacy. This research is included in the descriptive-analytic type utilizing the systematic literature review method. Literature data collection was obtained from several sources such as Google Scholar, Sinta Ristekbrin, and Elsevier. The number of articles included in this study is 18 articles, which have gone through several stages of screening, so as to obtain literature that supports the research objectives. The results showed that effective efforts that can be made through guidance and counseling to improve academic self-efficacy are the implementation of information services, group guidance services, and group counseling services. The implementation of these services will become more effective and efficient if infiltrated with methods that are more varied and oriented to the characteristics and needs of students.

Keywords: efforts; guidance and counseling; academic self-efficacy

Introduction

Student achievement in school can be influenced by a variety of important supporting factors, one of which is academic self-efficacy. Collins' research (Verma & Bhandari, 2022) provides evidence that academic self-efficacy is critical to students' academic achievement. The study explained that a person may not be able to complete the task well not because they do not have the ability to achieve success, but because of doubts about their capacity.

Academic self-efficacy is related to a person's belief in their ability to organize and perform any actions needed for specific academic achievement (Andersson et al., 2024; Bandura, 1997). High academic self-efficacy makes a person believe in their ability to perform certain tasks successfully (Kang et al., 2024; Sitzmann & Yeo, 2013). In addition, Purwanti, (2018) stated that, if there is good academic self-efficacy in students, these students will be able to develop optimally in learning achievement or in the development of daily life as well as students' readiness and confidence in facing problems, so as to find the right solution and in accordance with what has been targeted. However, currently, the problem of low academic self-efficacy seems to continue to be seen among students, and it has an impact on student learning performance.

Siriparp, (2015) research conducted at the faculty of education in Bangkok Thailand revealed data, namely there are quite a lot of students still have low self-efficacy, namely 40.626%, and as many as 59, 376% of students have self-efficacy which is in the

high category. Likewise, research conducted by Chitra & Binuraj A, (2022) on 200 students in secondary schools located in two regions in Kerala (India) namely; Pathanamthitta and Kollam, there are 17% of them have low self-efficacy, as many as 68.5% have moderate self-efficacy and 14.5% who have high self-efficacy.

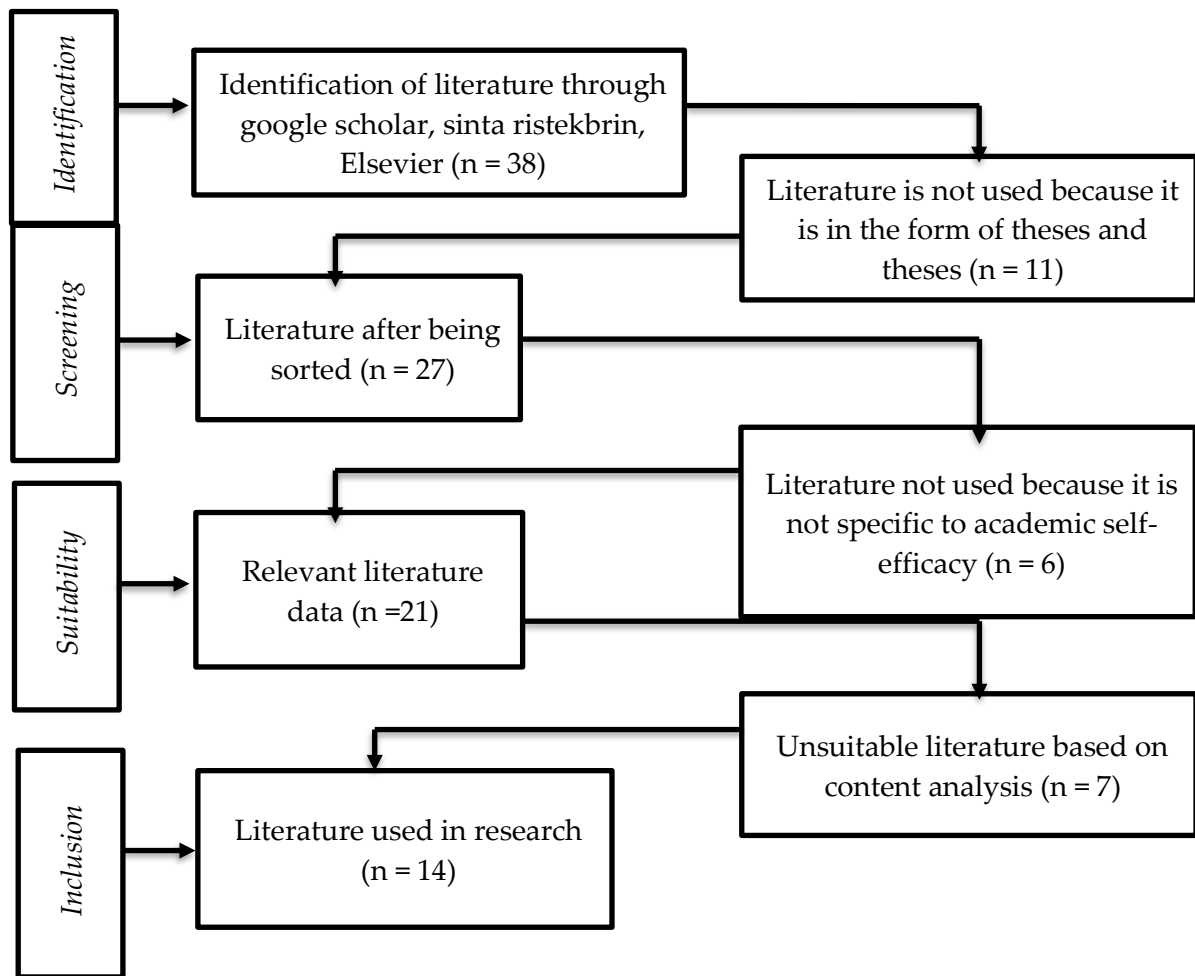
Looking at the previous data exposure, it can be clearly understood that there are still many students with low academic self-efficacy and of course, it is very important to be taken seriously because low academic self-efficacy will have an impact on several aspects of student life. Low academic self-efficacy affects academic achievement research, academic resilience, and also various other elements (Afifah et al., 2022; Luo et al., 2023).

The problem of low academic self-efficacy certainly needs to be addressed by providing appropriate interventions. The application of guidance and counseling services is one of the various efforts that can be applied in the process of increasing academic self-efficacy. Guidance and counseling is an activity in which counselors provide assistance to clients, whether individuals or groups, to be able to express their feelings, experiences, and behaviors without obstacles, and facilitate clients to be able to understand their weaknesses, strengths, opportunities, and resources in order to gain cognitive reorientation to problems, generate motivation to overcome psychological barriers, control emotions positively, and initiate behavioral changes that can help them to cope effectively with stress, restore balance, and increase life productivity (Hariharan et al., 2024). In implementing effective services, teachers need to be creative in their guidance and counselling (Azizah et al., 2020)

Based on the data exposure and previous studies, therefore in this study, it is studied in depth how guidance and counseling efforts improve students' academic self-efficacy, and what services are effective to be applied to improve academic self-efficacy, especially for students. In order to be used as an orientation and also a new foundation in alleviating the problem of low student academic self-efficacy, in order to encourage better student learning achievement.

Method

This research uses a systematic literature review method. The use of this method is effective for assessing the state of knowledge and discovering gaps in the research domain that allow researchers to indicate future research directions (Alfina et al., 2023; Paul & Criado, 2020). The literature data needed in this study is a description of the relevant research results generated from various international and national journals. The source of data search was collected through Google Scholar, Sinta Ristekbrin, and also Elsevier. This review uses the Standard PRISMA-P, which when carrying out a systematic literature review goes through four stages, namely identification, screening, suitability, and inclusion (Mielgo-Conde et al., 2021).



Flow chart of systematic literature review

Result and Discussion

Improving low academic self-efficacy is a very urgent effort to be carried out. This is because academic self-efficacy is an important self-perception construct in the educational context (Bandura, 1997; Zhao et al., 2023). Self-efficacy is one of the key variables impacting self-regulated learning and is correlated with commitment, perseverance in tasks, and successful performance (Zhao et al., 2023; Zimmerman, 2000).

Based on an in-depth analysis of 14 relevant literatures included in this study, it is explained that there are several effective efforts of guidance and counseling services to improve academic self-efficacy. The first guidance and counseling service that can be implemented as an effort to enhance academic self-efficacy is information services. Proof of the effectiveness of this service in increasing academic self-efficacy was carried out by (Wahid & Suhaili, 2024) experiment, which was carried out on 72 students who were divided into experimental and control groups. Where in this case the experimental group received treatment in the form of information services conducted classically with the small group discussion method showed a significant increase in academic self-efficacy. In the pretest, the average score of students' academic self-efficacy in the medium category was 102.6. Then, after being given treatment, the average score of students' academic self-efficacy jumped to high, namely 133.8. The experimental results prove that the classical

format information service with the small group discussion method is effective in increasing students' academic self-efficacy.

Furthermore, guidance and counseling services that can be applied in an effort to improve students' academic self-efficacy are group guidance services. Research by Maghfira & Lathifah, (2023) was conducted on 14 students, each of which was divided by 7 students into experimental groups and control groups. In the experimental group, there was a very good improvement, where in the pretest condition of the experimental group's academic self-efficacy, namely 7 students were still in the low category, after providing group guidance services using the cinema therapy method for 7 meetings, it resulted in an increase in students' academic self-efficacy, namely 4 students have increased to a high category and 3 other students have increased to moderate. So the results of the study explain that group guidance services with cinema therapy techniques are effective in increasing students' academic self-efficacy.

This research is also supported by other research results based on the results of analyzing various literature which also explain that group guidance services are effective and influential in increasing students' academic self-efficacy (Damanik & Asiah, 2024; Rachmayanie & Makaria, 2021). Of course, this service is equipped with different techniques to support its effectiveness, such as homeroom techniques (Kuswantoro et al., 2020), cinema therapy (Maghfira & Lathifah, 2023) bibliotherapy (Amarta & Pravesti, 2021; Anas, 2019), role play (Baharuddin et al., 2024; Sina et al., 2021), and also modeling techniques (Safitri et al., 2022). The results of this study are expected to be useful as an alternative for school counselors to solve the problem of low student academic self-efficacy.

Furthermore, a service that can be applied as a form of effort to improve academic self-efficacy is group counseling. Research conducted by (Permana & Suwarjo, 2022) implemented group counseling services using psychodrama techniques for students with low academic self-efficacy. The results of research conducted concluded that there was a significant increase in academic self-efficacy scores, where at the pretest the average score of 74.00 increased to 150.00 after treatment. The results of this study also get reinforcement from various other literature which also conclude that group counseling services are effectively to be implemented to increase students' academic self-efficacy (Rahmah et al., 2023; Sari & Wiyono, 2020).

Based on the in-depth explanation and discussion, it can be concluded that some effective guidance and counseling services implemented to improve students' academic self-efficacy are information services, group guidance services, and group counseling services. To support better service quality, service delivery should be accompanied by more varied methods and according to needs. Therefore, this research is expected to be a guideline that can facilitate counselors to determine alternative interventions in increasing students' academic self-efficacy.

This research has limitations on the number of articles that are the object of study. Where the articles analyzed have not included scopus indexed articles. Therefore, it is hoped that future researchers can analyze more articles related to academic self-efficacy, so that they can reach broader and deeper information.

Conclusion

Academic self-efficacy is one of the predictors of students' academic achievement at school. So in this case it is necessary for school counselors to pay attention to this aspect so that it has a positive impact on student learning achievement. The results of an in-depth systematic literature review that has been carried out know that to overcome the low academic self-efficacy of students in schools, effective efforts that can be applied through guidance and counseling are the implementation of information services, group

guidance services, and group counseling services. The implementation of these services will become more effective and efficient if infiltrated with methods that are more varied and oriented to the characteristics and needs of students. Therefore, it is expected that guidance and counseling teachers in schools can examine the conclusions of this study so that they can be guided in the implementation of interventions for the problem of low academic self-efficacy in schools.

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Author Contributions Statement

All authors AW and N contributed to the completion of this article. AW contributed to the development of the idea and writing of the article. N contributed to the validation and review of the article, and assessed the systematics of writing.

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