The Implementation of Home Room Technique through Group Guidance Services in Gaining Students' Self-confidence

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Abstract

This study aimed at elaborating the home room technique model through group guidance services and describing the role of the home room technique in gaining students' self-confidence. This research is descriptive qualitative design. The subjects of this study were ten students of class III-IPA at SMA Muhammadiyah Kalosi, Enrekang Regency. The researcher collected the data based on the result of observation, interview, and document review. The result of the current research indicated that student self-confidence increases after they are treated with the implementation of group guidance service using the home room technique.

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INTRODUCTION

Education has an important role in improving the quality of human resources. Systematic formal education institutions such as schools have guidance, teaching, and training programs to help students develop their potential. According to Anna (1944) one of the goals of education is to develop the students' potential through moral, spiritual, intellectual, emotional, and social aspects. The development of the potential in these various aspects is one of the main goals of education.

The process of interaction among teachers and students or students and students in formal educational institutions is one of the aspects that can affect the achievement of the educational goals. However, not all interactions will take place as expected. This happens because every student is an individual who has a different environmental background. Furthermore, students' personality characteristics also vary.

Self-confidence is one of the factors that influence student interaction at school. The concept of self-confidence is basically a belief to live the life. With the self-confidence, everyone considers options and makes decisions about themselves to be able to do something. According to Griffin and Nix (1991) self-confidence forms an attitude that allows all individuals to have positive and realistic perceptions of themselves and their abilities.

LITERATURE REVIEW

Home Room Technique

Glauber (1953) stated that historically, the home room technique is one of the first guidance techniques implemented in schools. The implementation of the home room technique can be conducted with various variations such as the situation at the student's house, and the implementation period can be done every week at school. The home room technique is basically a technique of creating a kinship atmosphere that is used to hold meetings with a group of students outside of class hours, in a family atmosphere, and led by a mentoring teacher.

According to Hatch and Buford (1958) the implementation of home room technique in schools is organized mostly for guidance purposes. It is the most common technique, very frequently used, and one of the media group guides implemented in secondary schools. The home room technique has the possibility of being a useful medium for the implementation of the group guidance function.

In line with the above explanation, Perdew (1959) added that the home room has the possibility of being an effective group guidance instrument. He stated the implementation of group guidance services at school could be done with various techniques in group guidance services. One of the techniques in group guidance is the home room technique. This technique aimed at supporting personal development, social development, learning development, and career development of students. Thus, its implementation is an information activity for students to assist them in making the right plans and decisions.

According to Pujals (1986), several objectives of the implementing of the home room technique are:

- making students familiar with the new environment
- training students to be able to accept the weaknesses and the strengths they have
- training students to participate in group activities
- developing positive attitudes and good study habits on students
- training students to maintain the relationships with others
- assisting students in developing interest and involvement in extracurricular activities

In line with the above statement, Stiggins (1994) stated that the main purpose of the home room is to build an ideal, intimate, democratic relationship between students and teachers in curriculum activities, extracurricular activities and guidance programs. The period of home room technique can be done every week at schools. This technique is very good for helping students develop interest in learning.

In the research conducted by Trianuri (2015), for the implementation of the home room technique, the teacher formed an atmosphere of guidance like the atmosphere at home, namely the atmosphere of comfort, safety, relaxed, free, and without any pressure. The atmosphere that is formed is expected to make students feel protected in following the guidance and the goals planned can be achieved. The study found that the home room was a technique for providing contacts for mentoring teacher and students in a school.

Another study conducted by Theres (2015) investigated the characteristics of the technical home room technique namely kinship, openness, freedom, and fun. Based on that research, the home room technique could be implemented in various variations to make students comfortable in learning. The research results indicated that the main purpose of the home room is to build an ideal, intimate, democratic relationship between student and teacher in extracurricular activities and guidance programs.

A research conducted by Wang, Sun, and Wickersham (2017) concluded that the implementation of the home room technique can make students familiar with the new learning environment. The advantage of this technique is that it can develop positive attitudes and learning habits of students. Through their research they provided suggestions regarding the implementation of the home room technique, as follows

1. The teacher prepares the room that will be used for the implementation of the home room technique
2. The teacher contacts a certain number of students from various classes to gather in the prepared room as a member of the guidance group that will be implemented
3. The teacher explains the purpose of forming groups, and the purpose of implementing the home room technique
4. The teacher holds an open dialogue with the members of the group formed
5. The teacher concludes the results of the group guidance service activities by the home room technique.

For students who find various problems in the learning process, the home room technique is one of the options that can be applied. As found in the previous research described earlier, this technique contains several steps that can be taken by the teacher. A study conducted by Nashruddin and Ningtyas (2020) investigated a learning process that took place with the implementation of one stage of the home room technique by a teacher in interacting with students in the classroom. The results of the study prove that if the teacher applies the home room technique stage in a learning process, students are able to participate in the entire learning process comfortably and confidently.

Group Guidance Service

Guidance services in schools have a very important role in helping students to achieve learning goals, and building positive attitudes within them. Group guidance is a form of guidance and counseling service that is often carried out by teachers to students. Corey (2009) stated that group guidance service is an activity of providing information for a group of students to assist them in making the right plans and decisions.

Flemming, Booth, Hannes, Cargo, and Noyes (2018) had conducted a qualitative research to elaborate the contemporary and new developments for the implementation and the evaluation process of group guidance for the use of learning. The results show that some guidelines can be used or adapted in the implementation of group guidance services as the implementation and evaluation process. The attention is expressed through the report of the guidelines and the outcome of the group guidance from the content. Those are the procedural aspects of the review.

Based on a study conducted by Abdi, Sugiharto, and Sutoyo (2019), the group guidance based on a particular cultural value is effective to apply to improve students' character. Those researchers stated that every virtue made by a person could be an indicator of their success. The research findings also show that the cultural value system is an important foundation in the formation of respected personalities in social relationships.

Problems faced by students when learning in an unusual condition can also be overcome by the application of the guidance services. That has been evidenced by Nashruddin, Alam, and Tanasy (2020) through a qualitative descriptive study to investigate how students' perceptions when faced the unusual learning conditions. The unusual condition here refers to the condition when students are forced to do online learning. Although initially the students' perceptions were different, and some of them experienced problems, with group guidance services from the teacher, all students were able to live it successfully.

Students' Self-confidence

Self-confidence is one of the factors that influence student interaction in the school environment. The concept of self-confidence is basically a belief in life, considering options, and making decisions to do something. According to Okun (2002) Self-confidence is a person's belief that he/she is able to solve a problem with the best solution, and he/she can provide valuable something. A self-confidence form an attitude that makes each individual has a positive and realistic perception of his abilities.

A research conducted by Rahardjo and Pertiwi (2020) found that the formation of self-confidence in a student is inseparable from the psychological aspects that support building this self-confidence. This attitude is a factor that influences student interaction in school. The development of this aspect is one of the main goals of education.

Not only psychological aspects that support the formation of the students' self-confidence. A research conducted by Wahab and Iskandar (2020) found that there is another factor that supports the formation of self-confidence. That factor is personal experiences. Good personal experiences that an individual has can enhance their self-confidence development. On the contrary, a bad experience, or failure, has the opposite effect.

Westwood (2008) mentioned another factor, namely social messaging. Social messages, especially positive social messages, received from others, such as society, family, teachers, and peers are important for the growth of self-confidence. Students with different social and family backgrounds, as individuals and social creatures, who interact to one another are expected to be able to interact with good self-confidence.

With good self-confidence, students can actualize their potential, so that it will affect the achievement of the expected educational goals. Through a qualitative study, Arisandi and Vanissa (2020) has proven this. An anxiety can arise when students are in a different situation. They found that students who lacked confidence were always anxious when they faced a problem or faced a test. Therefore, teachers play a very important role in fostering student self-confidence so that the education process runs effectively.

RESEARCH METHOD

The researcher applied a qualitative descriptive method in the current study. The data was taken from the application of home room techniques carried out by teachers to students through group guidance services to build character from student self-confidence. The data was collected through observation, interviews, and documentation. The observation was made by observing teachers who provide group guidance services with home room techniques to students. The interview was conducted with the teacher as the implementer of the home room technique, and the students who had been given group guidance services using the technique. The documentation was taken when group guidance services with home room techniques are implemented. The data analysis technique in this research was an interactive analysis model. Miles and Huberman (1994) explained that the technique includes four stages, namely data collection, data reduction, data presentation, and drawing conclusions.

FINDINGS AND DISCUSSION

The researcher found that the implementation of group guidance services using the home room technique in training students' self-confidence was carried out in the stages as described below.

1. The teacher prepares the room to be used

The first stage carried out by the teacher is preparing a room that will be used for the implementation of group guidance services. The room is important in the implementation of group guidance with the home room technique. The room is created as comfortable as possible so that group members feel freer and open in the group. The atmosphere that has been created in the room is an atmosphere full of intimacy, warmth, comfort, openness, and kinship.

2. The teacher contacts students from various classes with a certain number to gather in the room

The teacher called students who would follow the group guidance with the home room technique. Students who had a low level of self-confidence would be contacted by the teacher to follow group guidance using the home room technique. The teacher and group members gathered in one school room for home room technical group guidance services were easy to direct. The teacher and group members gathered in the room with the same goal of carrying out group guidance using the home room technique.

3. The teacher explained the purpose of the home room group being implemented

After all students gathered in the room, the teacher explained the purpose of carrying out group guidance using the home room technique. The objectives of the home room technical group guidance were divided into general objective and specific objective. The general objective included the entire series of home room technical group guidance activities. The specific objective covered the objectives of each meeting session on the home room technical group guidance. The teacher also explained why students were gathered in the same group, and mutually agreed on rules that can be implemented well in the group.

4. Holding a dialogue between the teacher and group members

This section was the core part where the teacher built an active group atmosphere. The teacher delivers an open dialogue to group members. During the process of group dynamics, the teacher establishes good communication relationships with group members. Each group member has the same opportunity in terms of expressing opinions, ideas, or ideas in group guidance using the home room technique. The teacher has the opportunity to ask group members regarding the confidence of group members to what extent the level of self-confidence affects group members' activities.

5. Summing up the results of group guidance service activities with the home room technique

Before the group guidance session was over, the teacher asked group members regarding the implementation of the home room technical group guidance. Each group member had the opportunity to present the results of the group guidance activities that have been carried out. After group members delivered the results of the guidance activities, the teacher concluded the results of the home room technical group guidance activities. These results could be followed up in relation to the home room technical group guidance program.

Table 1. The Implementation of Home room Technique with Group Guidance Activities

Session	Type of activity	Activity Objectives	Activity Description	Activity Stages
1	Group formation	Students get to know one another among group members, make agreements in groups, and the teacher explains the purpose of the group being implemented.	The teacher starts group guidance by gathering students in one place in order to form groups. The teacher forms groups so that students know each other about group members, make and agree on rules in the group, and explain the purpose of forming the group.	- The teacher starts by prayers and greeting students. - The teacher invites students to get acquainted one another. - The teacher explains the purpose of the group being formed. - The teacher and students agree on the rules together. - The teacher does ice breaking so that the group atmosphere becomes more familiar. - Teacher and students develop close relationships in groups. - Students convey ideas and opinions about the guidance activities carried out. - The teacher summarizes the results of the meeting in the first session and plans a meeting for the next session.
2	Core activities with the Self-awareness aspect Theme: "Making Banana Cake"	Students have an awareness of their abilities and believe in these abilities, and students can accept their strengths and weaknesses.	In this session the teacher chose a theme, namely making banana cake. The teacher gives assignments to students to bring tools and ingredients to be used. Every student has a role in the process of making the cake. The role of students depends on the abilities they have. Some are tasked with collecting ingredients, making cake dough, baking and so on. Thus, students can have self-awareness in every process that takes place.	- The teacher begins by saying hello and asking how the students are doing. - The teacher ensures the students' readiness to start group guidance in this second session. - The teacher explains the objectives of the guidance according to the session carried out. - The teacher gives ice breaking so that the group atmosphere would be warm and fun. - The teacher provides opportunities for students to express opinions or ask questions. - The teacher keeps the group in order to create a safe, comfortable, and free atmosphere in the group. - The teacher gives space or time to students to start mentoring activities. - The teacher concludes the results of the group meeting at this session.

3	Core Activities with the intention aspect Theme: "Doing school assignments"	Students have a desire to be able to show their abilities. Students feel they can do something in front of their friends.	In this session, the teacher chose a theme, namely doing school assignments. Each student brings their respective assignments. Some brought assignments in mathematics, Indonesian, and history. Each student does their job well. The teacher observes the interaction process that occurs in the group. Group dynamics occur when students have curiosity in doing school work.	- The teacher begins by greeting and asking how group members are doing. - The teacher asks the readiness of group members and records the number of group members in this third session. - The teacher explains the purpose of group guidance in this session. - The teacher gives ice breaking to group members so that a family atmosphere is created and builds warm relationships in the group. - Students ask each other and give suggestions in groups. - The teacher keeps the group within the rules
4	Core Activities with the Thinking aspect Theme: "Lunch Together"	Students can think positively towards others. Students are able to think rationally. Students are expected to be able to do something with a positive mind.	In this session, the theme chosen by the guidance and counseling teacher was lunch together. Before the guidance session begins, the teacher asks students to bring lunch which will later be eaten together when the guidance session is held. Students bring a variety of food provisions, this can lead to thoughts among students about different menus. With this, the teacher can direct students to think positively and rationally.	- The teacher opens the activity by greeting students. - The teacher records the number of group members. The goal is to find out which group members have remained in the group until this session. - The teacher explains the purpose of guidance in this session. - Teacher and students make icebreaking so that the group atmosphere is more relaxed and fun. - Students are asked to start activities in group guidance. - The teacher keeps the group atmosphere comfortable and relaxed. - Students can share their thoughts in groups. - The teacher observes and directs each group member who shares his thoughts about the students' self-confidence. - The teacher asks group members about the themes implemented in this session. - The teacher concludes the results of the meeting at this session. - The teacher closes the group guidance and plans the next meeting.

| 5 | Group termination | Students have increased self-confidence and have positive attitudes in themselves | The teacher ends all activity sessions and follows up on the group guidance activities. | - The teacher opens the activity by greeting and asking how the group is doing
- The teacher explains the purpose of the group meeting in the session being implemented.
- The teacher provides the opportunity for students to convey their feeling after carrying out several sessions in group guidance.
- Each student explains their experiences and gives an opinion about the group guidance that has been implemented.
- The teacher asks the follow-up of each student after participating in all sessions in group guidance.
- Students explain what they will do after the group guidance service activity.
- The teacher concludes the group meeting at this session.
- The teacher thanked the students for participating in all the sessions in the group guidance activities.
- The teacher closes the group meeting and ends the group guidance. |

CONCLUSION

Based on the results of the current study, it can be concluded that student self-confidence can be trained through group guidance services using home room techniques. Home room technique is a forum that gathers students into a familiar group in its implementation. The creation of a home atmosphere in the group really helps students in practicing various positive attitudes, such as self-confidence, supported by themes that have been determined by the teacher. In addition, students become more active in showing their confident attitude. The formation of a home atmosphere in the home room group creates its own comfort for students because students feel a family atmosphere like in their home.

The implementation of the home room technique through group guidance services is carried out through several meeting sessions. The meeting session begins with the formation of a group. The second session is the core activity with different themes in each session that is tailored to aspects of self-confidence. The last is the closing session.

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