



THE IMPACT OF THE SHOW-AND-TELL METHOD BY SCHOOL COUNSELORS IN INCREASING STUDENTS' SELF-CONFIDENCE IN THE CLASSROOM

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ARTICLE INFORMATION	A B S T R A C T
Received: 03 Oktober 2022 Revised: 16 November 2022 Available online: 11 Desember 2022	Self-confidence is essential for students in the classroom learning process, so school counselors must increase student confidence. One of the methods used by school counselors is the show-and-tell method. So the purpose of this study is to uncover the effects of the show-and-tell method in increasing student confidence in the classroom. This research is a type of qualitative research with descriptive analysis. Then for the collection of informants, a snowball sampling technique is used with key informants of school counselors at The State Junior High School 4 Sungaipenuh City. The data is revealed using a structured interview format, and then the interview data is processed through the data reduction stage, data presentation, and conclusion drawing; so on to maintain the validity of the data is carried out by triangulation of the data. The results of this study revealed that the show-and-tell method carried out by school counselors on students can make students become confident individuals in the classroom.
KEYWORDS show-and-tell; school counselor; self-confidence	
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INTRODUCTION

Teenagers are in a period of self-discovery, still indecisive about their potential and confused about their role in society (Santrock, 2003). At this time, school-age adolescents, especially students who are at the Junior High School level, are in a transition period from childhood to early adolescence, which still needs a lot of guidance and direction from adults such as parents, families, and teachers in schools (Yuzarion et al., 2020).

A problem that often arises in the early days of school is the problem of self-adjustment. Self-adjustment is a person's ability to achieve self-balance to meet the needs or demands of his environment (Fatimah, 2010). Then self-adjustment is also an effort made by a person to achieve harmony between oneself and his environment (Kartono, 2002). However, a new environment for a person can sometimes give rise to new problems due to his inability to adjust (Mahmudi & Suroso, 2014). The study's results also support that the average adolescent in the transition period shows poor self-adjustment to psychological changes (Suryani et al., 2013) in the school where they study.



The results of an interview with ASY as a counselor for The State Junior High School 4 Sungaipenuh City revealed that almost all new students when at the beginning of the school period showed symptoms of poor self-adjustment such as: not interacting much with friends, being busy alone, not having friends, in class many who were silent did not argue.

When a person does not have the good self-adjustment ability in a new environment, it will appear in a person, namely self-insecurity. The appearance of self-insecurity in a person is largely determined by a person's perception of his self-concept (Surya, 2007). The self-confidence that a person has will lead a person to become an independent person because self-confidence in someone is a force bestowed by God on everyone who wants to build it (Al-Uqshari, 2005). A person's confident ability can help determine clear life goals and survive in the face of various difficulties of life (Be'nabou & Tirole, 1979).

However, many students who have just entered the new environment in Junior High School show symptoms of insecurity. This is supported by the results of research that reveal that the average student experiences symptoms of insecurity, especially when participating in learning activities and learning evaluations which are shown by indications that students do not dare to ask questions or opinions during the learning process, do not dare to appear in front of the class, talk nervously when in front of a crowd, are agitated when facing the test, and have limited friends (Rohayati, 2011; Suhardita, 2011). Then, according to the Minister of Education and Culture, one of the problems of children in Indonesia is the lack of self-confidence, even though this feeling affects student development (Ali, 2018). Furthermore, the interview with ASY also revealed that new students, on average, show symptoms of insecurity when in front of the class, during the learning process, and when asked for opinions by their teachers.

Starting from the anxiety experienced by the school counselor, the school counselor tries to find an alternative solution to the problem that the average new student experiences, namely not being confident. From the results of studies that school counselors have carried out, it was found that one of the methods that can be used to increase a person's self-confidence is the show-and-tell method. The school counselor chose the show-and-tell method because of its implementation, its ease for students to understand, it is realistic to implement, and its hands-on nature. So from the data and literature studies that have been carried out, researchers are trying to uncover the impact of the show-and-tell method by school counselors in increasing students' self-confidence in the classroom.



RESEARCH METHOD

This study uses a qualitative research design with a descriptive approach that outlines research problems based on existing data findings, in this case, to reveal the effects of using the show-and-tell method by school counselors in increasing student confidence in the classroom. The determination of research informants used the snowball sampling method with key informants of school counselors at The State Junior High School 4 Sungaipenuh City. Key informants develop in students who have received counseling services with the show-and-tell method.

The data disclosure tool used is a structured interview format that has been validated by experts in the field of counseling so that the terms of content that will be asked to the research subject can be declared valid. The interview data are analyzed following data reduction, data presentation, and conclusion. Then, a triangulation of sources and time is carried out to maintain the accuracy of the data from the research results.

RESULTS AND DISCUSSION

The results of this study have three main themes, namely first about the self-confidence analysis of students in the classroom, the dual system of applying the show-and-tell method that the school counselor has carried out, and the third follow-up carried out by the school counselor after applying the show-and-tell method. Data from the self-confidence analysis of students in front of the class before getting counseling services using the show-and-tell method showed that many students who were not yet confident were in front of the class when asked to express their opinions. The conclusion of the interview with CR, AM, WK, MR, and AB revealed that they were not confident in expressing their opinions during the learning process because they felt ashamed, afraid of being wrong, afraid of being blown up by friends, did not know what they wanted to say and could not adjust to the new environment at school. Then after the school counselor provided counseling services using the show-and-tell method, the students experienced a good increase in self-confidence, such as the conclusion of interviews with ASY and FT informants as school counselors and homeroom teachers, it was revealed that at the beginning of the learning process only one or two people dared to express their opinions. However, after the counseling service with the show-and-tell method, the student becomes more excited and more visibly, and his confidence grows and develops in the classroom.



The self-confidence that a person has will be able to make it easier for someone to achieve success in his life because self-confidence is an individual's belief in the ability he has to be able to face various challenges in life (Aristiani, 2016; Hulukati, 2016) so that students who have good self-confidence will be able to develop themselves actively in achieving their achievements. Students who do not have confidence will later hinder the development of achievement, intellectual, interpersonal, intrapersonal, and student independence, and students become painstaking in everything (Sholihat et al., 2021; Surya, 2007). This is also to the results of research that reveals that self-confidence significantly increases a person's motivation to excel (Asiyah et al., 2019). The cause of students not being confident in front of the class is due to internal factors such as not strong determination, vague ideas, and unplanned life goals. Then external factors include family environment, friends, school, community, and social (Mulkiyan, 2017).

Then the second theme about the system of applying the show-and-tell method that school counselors have carried out shows that there is a conformity with the theory of the show-and-tell method. The results of an interview with ASY as a school counselor revealed that the things he did in using this show-and-tell method were starting from preparations such as asking students to look for small objects around him that were at home, then discussing with students what objects they would bring, next asks the student to find information about the object by asking the people closest to him. The student makes the specifications of the objects in detail, and finally, the student is asked to record it on paper to make it easy to convey in class. For the implementation stage, ASY performs the following actions: first, ask all students to put the objects they have brought from home at the front desk of the class, then ask the students to come forward in order to explain the objects they are carrying and welcome their friends to ask questions, so on whenever the friend is finished explaining the objects he is carrying, his friends must applaud without any comment about the wrong words of the student's explanation, and if the student forgets what will be explained, the student can open the notebook.

This show-and-tell method can correct the communication patterns of someone who is not confident because this method invites students to think realistically and critically. In the implementation stage, there is a show stage by showing something to the audience, then the telling stage by describing something shown to the audience (Saepudin, 2017; Tadkiroatun, 2011), so that this method can help students easily communicate in class (Sakinah et al., 2020). Then Allah SWT



commands His Servant to be able to communicate well in order to convey virtue to others; this is stated in the Qur'an Surah Ali' Imran Verse 104 (Kementerian Agama Republik Indonesia, 2019), which means "And let among you there be a class of those who call upon virtue, command (do) the makruf, and prevent from the unkind. And those are the lucky ones".

Furthermore, the follow-up that school counselors have carried out after applying the show-and-tell method to students, namely for students who already have good self-confidence, will be fostered through group guidance services and for students who still have not shown significant development of their confidence, an evaluation will be carried out and given content mastery services. The results of an interview with ASY as a school counselor revealed that the school counselor had provided group guidance services for students who showed good self-confidence and would evaluate students who had not shown good self-confidence. The interviews with CR, AM, and WK revealed that they had received group guidance services. In contrast, the interviews with MR and AB revealed that the school counselor had provided content mastery services. From the results of interviews with the students, they have felt good development, especially related to self-confidence when performing in front of the class.

Group guidance services are excellent services that have guidance and counseling. Group guidance services are the provision of assistance by school counselors (group leaders) to students (group members) by utilizing group dynamics to discuss a topic that is going viral, intending to increase students' understanding and positive thinking skills (Juliawati et al., 2020; Yandri et al., 2019), increase students' confidence in communicating (Angraini et al., 2021; Silvia et al., 2022), trains a sense of empathy, improves conformity and group management (Putri et al., 2020; Sartika & Yandri, 2019), reducing academic procrastination (Juliawati, 2014; Juliawati & Yandri, 2018).

In addition, the implementation of content mastery services carried out by school counselors for students who have not shown good self-confidence is the right step because content mastery services are intended for students who want to have skills in the learning process, such as being confident in front of the class (Prayitno, 2012). Content mastery services can be used to increase empathy (Rohmawati, 2017) and can also be used to improve students' public speaking skills (Gutara et al., 2017).



CONCLUSION

The conclusions of this study revealed that before school counselors provided counseling services with the show-and-tell method, students experienced self-distrust to appearing in front of the class. However, after being given counseling services with the show-and-tell method, students had shown good self-confidence to dare to appear in class. Then the show-and-tell method used by the school counselor has been in line with the show-and-tell theory and has been carried out well. Furthermore, for the follow-up carried out by the school counselor, namely conducting coaching and evaluating counseling service activities with the show-and-tell method for students who still show symptoms of not having good self-confidence and for students who have shown good self-confidence, group guidance services will be provided to strengthen students' self-confidence.

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