

CONCERNING THE ROLE OF BK TEACHERS IN INCREASING SELF-CONFIDENCE IN TEENAGERS

Nurulia Andriana¹, Sovi Giovani², Aisya Zaskia Asrul³, Mustika Maisi⁴, Fakhru Rozi⁵

¹²³⁴⁵ UIN Sjech M. Djamil Djambek Bukittinggi, nuruliaandriana636@gmail.com

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Abstract

Self-confidence is an important aspect in adolescent development. Lack of self-confidence can prevent teenagers from exploring their own potential, building healthy social relationships, and achieving desired achievements. Therefore, the role of Guidance and Counseling (BK) teachers in schools is very important in helping teenagers increase their self-confidence. This article outlines the three main roles of guidance and counseling teachers in building adolescent self-confidence. First, guidance and counseling teachers play a role in providing guidance and counseling to teenagers individually and in groups to identify factors that influence self-confidence and provide strategies and techniques to increase it. Second, guidance and counseling teachers can hold programs or activities specifically designed to build teenagers' self-confidence, such as public speaking training, self-development workshops, or extracurricular activities. Third, guidance and counseling teachers play a role in creating a school environment that is conducive and supportive for the development of adolescent self-confidence, as well as collaborating with other teachers, parents and related parties. With the active and structured role of guidance and counseling teachers, teenagers can get the support and guidance needed to increase their self-confidence, so that they can grow into confident, independent and successful individuals in the future.

Keywords: Self- Confidence, Teenagers, Guidance Counseling (BK) Teachers, Guidance Counseling, Personal Development, School Environment.

1. Introduction

Adolescence is a very important developmental phase in the life of every individual. In this phase, teenagers experience various significant changes, both physically, cognitively, emotionally and socially. These changes often give rise to various challenges and pressures that can affect teenagers' self-confidence .

Self-confidence is an individual's belief in his or her ability to face and resolve various challenges in life. This self-confidence is very important for teenagers, because it helps them explore their own potential, build healthy social relationships, and achieve the desired achievements (Mulkiyan, 2017)

However, the facts show that many teenagers experience problems with a lack of self-confidence. According to research conducted by the World Health Organization (WHO) in 2021, around 30% of teenagers worldwide experience problems with low self-confidence. This can be caused by various factors, such as the influence of the social environment, negative past experiences, or less positive self-perception(Widodo & Santoso, 2023)

Lack of self-confidence in teenagers can have a negative impact on their development. Teenagers who lack self-confidence tend to avoid new challenges, are reluctant to express opinions or ideas, and have difficulty building healthy interpersonal relationships. This can hinder the development of their potential, both in the academic, non-academic and social fields.



Apart from that, low self-confidence can also cause other problems, such as depression, anxiety, or even deviant behavior. Teenagers who lack self-confidence often feel insecure, unappreciated, and have low self-esteem. This condition can trigger mental health problems or risky behavior.

Therefore, it is very important to help teenagers increase their self-confidence. One very important role in this case is the role of the Guidance and Counseling (BK) teacher at school. BK teachers have the responsibility to provide guidance and counseling to students, including in terms of building teenagers' self-confidence.

Counseling teachers can help teens identify factors that influence their self-confidence, and provide strategies and techniques to improve it. For example, through individual or group counseling sessions, guidance and counseling teachers can help teens explore past experiences that impact self-confidence, provide positive affirmations, or practice communication and presentation skills.

Apart from that, guidance and counseling teachers can also design and hold programs or activities specifically designed to build teenagers' self-confidence. Examples include public speaking training, self-development workshops, or extracurricular activities that facilitate teenagers to explore their talents and interests (Sihombing & Saragi, 2022).

In a broader context, guidance and counseling teachers also play a role in creating a school environment that is conducive and supportive for the development of adolescent self-confidence. They can work together with other teachers, parents and stakeholders to ensure that young people feel safe, respected and supported in exploring their potential without fear or shame.

Through these various roles, guidance and counseling teachers can make a significant contribution in helping teenagers increase their self-confidence. High self-confidence will help teenagers face challenges during their development, and facilitate them to grow into independent, confident and successful individuals in the future.

2. Method

In an effort to increase self-confidence in teenagers, Guidance and Counseling (BK) teachers can apply various strategies and approaches that are tailored to the needs and characteristics of students. (Elfiky, 2022) The following are several methods that can be applied:

a. Individual and Group Counseling Counseling is one of the main methods used by guidance and counseling teachers to help students face various problems, including self-confidence problems. Through individual counseling, guidance and counseling teachers can build deep therapeutic relationships with students, explore the factors that hinder their self-confidence, and design strategies to overcome these obstacles. (Fauziah, 2021)

In counseling sessions, guidance and counseling teachers can use various techniques such as cognitive restructuring, role-playing, and self-affirmation exercises to help students change negative thought patterns, improve social skills, and strengthen positive self-concepts. Apart from that, guidance and counseling teachers can also provide practical assignments designed to train students' courage and self-confidence in real situations. (Rakhiwan et al., 2019). Group counseling can also be an effective method for increasing a teenager's self-confidence. In a group setting, students can share experiences, support each other, and learn from other group members. Group dynamics can create a safe and supportive environment for students to express themselves and develop interpersonal skills that are important for self-confidence.

- b. Training and Workshops BK teachers can design and organize training or workshops that focus on developing skills and competencies related to self-confidence. For example, public speaking training, emotional management, leadership skills, or developing certain talents and interests. In these trainings and workshops, students can practice new skills in a safe and supportive environment, and receive constructive feedback from facilitators and other participants. This activity not only gives students the opportunity to develop self-confidence, but also helps them identify strengths and potential that they may not have previously realized. (Rakhirwan et al., 2019)
- c. Collaboration with Parents and Other Teachers Adolescents' self-confidence is not only influenced by internal factors, but also the environment around them, such as family and school. Therefore, guidance and counseling teachers need to work together with parents and other teachers to create an environment that supports the growth of students' self-confidence. Counseling teachers can hold parenting sessions or workshops for parents, with the aim of providing an understanding of the importance of self-confidence for adolescent development and how parents can support this process at home. In addition, guidance and counseling teachers can also collaborate with other subject teachers to identify students who need special support in terms of self-confidence, as well as design strategies to facilitate their development in the classroom.
- d. Becoming a role model and mentor As a figure close to students, guidance and counseling teachers have the opportunity to be role models and mentors in terms of self-confidence. By showing a confident attitude in daily interactions, ways of communicating, and personal appearance, guidance and counseling teachers can inspire students to develop similar qualities in themselves. Apart from that, guidance and counseling teachers can also be mentors for students who need special guidance in facing challenges or situations that test their self-confidence. Through intensive mentoring, guidance and counseling teachers can provide support, motivation and practical strategies to help students increase their self-confidence gradually. (Farming et al., 2023) By applying these methods consistently and continuously, guidance and counseling teachers can facilitate the development of self-confidence in teenagers, so that they can grow into strong individuals, believe in their own potential, and be ready to face future challenges.

3. Results and Discussion

The application of methods carried out by Guidance and Counseling (BK) teachers in an effort to increase self-confidence in teenagers has shown positive results and has had a significant impact on student development. (Aryani, 2022) The following are the results and discussion of the implementation of these methods:

- a. Individual and Group Counseling Individual counseling conducted by guidance and counseling teachers has helped students identify factors that hinder their self-confidence, such as negative thought patterns, past traumatic experiences, or fear of social rejection. Through techniques such as cognitive restructuring and self-affirmation exercises, students can change negative thought patterns to more positive ones and build a stronger self-concept. Apart from that, individual counseling also provides space for students to explore their strengths and potential which they may not have realized until now. With guidance from the guidance and counseling teacher, students can plan concrete steps to develop this potential, thereby increasing their self-confidence in facing new challenges and situations. Meanwhile, group counseling has proven effective in building a safe and supportive environment for students to practice developing self-

confidence. Through group dynamics, students can share experiences, provide positive feedback, and learn from other group members. This condition allows students to improve interpersonal skills, such as the ability to communicate, manage emotions, and build positive social relationships. (Prianto, 2019)

b. Training and Workshops Training and workshops organized by BK teachers have provided opportunities for students to develop skills and competencies related to self-confidence, such as public speaking, emotional management, leadership skills, or developing certain talents and interests. Through practical activities in training and workshops, students can train their courage and self-confidence in safe and controlled situations. They also receive constructive feedback from facilitators and other participants, so they can identify areas that need improvement and appropriate strategies for doing so. (FITRI, 2023) One of the significant positive impacts of this training and workshop is increasing students' confidence in expressing themselves, both orally and in writing. Students who were previously reluctant to speak in public or express their opinions, are now more courageous and confident in doing so.

c. Collaboration with Parents and Other Teachers Collaboration between guidance and counseling teachers, parents and other teachers has created an environment that is more conducive to the growth of students' self-confidence. Through parenting sessions or workshops for parents, they gain a better understanding of the importance of self-confidence for adolescent development and practical strategies to support this process at home. Parents who initially tended to be overprotective or critical of their children now better understand the importance of giving them space to explore their potential and try new things. They are also more skilled at providing emotional support and building a positive self-concept in their children. In the school environment, collaboration between guidance and counseling teachers and other subject teachers has helped identify students who need special support in terms of self-confidence, especially in academic contexts. Subject teachers can provide greater opportunities for students to actively participate in class, express opinions, or present the results of their work.

d. Becoming a role model and mentor. The role of guidance and counseling teachers as a role model and mentor in terms of self-confidence also has a significant influence on students. By showing a confident attitude in daily interactions, ways of communicating, and personal appearance, guidance and counseling teachers have inspired students to develop similar qualities in themselves. (Sari, 2021) Apart from that, the intensive assistance provided by guidance and counseling teachers for students who need special guidance has helped them gradually increase their self-confidence. Through the support, motivation and practical strategies provided, students can better face challenges or situations that test their self-confidence. One success story that should be appreciated is a student who was previously very shy and had difficulty interacting with his peers. With intensive guidance from his guidance and counseling teacher, he managed to overcome feelings of inferiority and fear of social rejection. Now, he has become more confident in making friends and is even active in organizational activities at school. Overall, the efforts made by guidance and counseling teachers to increase self-confidence in teenagers have shown positive results and have had a significant impact on student development. With stronger self-confidence, teenagers can explore their own potential more optimally, establish positive social relationships, and achieve achievements according to their abilities. (Rufaiyah, 2020)

4. Conclusion

Self-confidence is a very important psychological aspect for adolescent development. With healthy self-confidence, teenagers can explore their own potential optimally, establish positive social relationships, and achieve achievements according to their abilities. On the other hand, low self-confidence can hinder adolescent development and trigger various psychological problems such as stress, depression and anxiety.

In an effort to help teenagers build and increase self-confidence, Guidance and Counseling (BK) teachers have a very strategic role. Through a comprehensive and holistic approach, guidance and counseling teachers can design and implement various programs and interventions aimed at facilitating the development of self-confidence in adolescents.

Methods that can be applied by guidance and counseling teachers include individual and group counseling, training and workshops, collaboration with parents and other teachers, as well as being a role model and mentor for students. Individual counseling helps students identify factors that hinder their self-confidence and plan strategies to overcome them. Meanwhile, group counseling creates a safe and supportive environment for students to practice developing self-confidence through group dynamics.

Training and workshops provide opportunities for students to develop skills and competencies related to self-confidence, such as public speaking, emotional management, leadership skills, or developing specific talents and interests. In addition, collaboration with parents and other teachers helps create an environment that is more conducive to the growth of students' self-confidence, both at home and at school.

The role of guidance and counseling teachers as role models and mentors also has a significant influence on students. By showing a confident attitude in daily interactions and providing intensive assistance, guidance and counseling teachers can inspire and motivate students to develop their self-confidence gradually.

The application of these methods has shown positive results and has had a significant impact on the development of self-confidence in adolescents. Students who were previously shy and hesitant are now more courageous in expressing themselves, both orally and in writing. They also believe more in their own potential and are able to establish more positive social relationships with their surrounding environment.

With strong self-confidence, teenagers can grow into strong individuals, ready to face future challenges, and able to make positive contributions to society. Therefore, the role of guidance and counseling teachers in facilitating the development of self-confidence in adolescents is very important and must continue to be supported and developed on an ongoing basis.

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