

THE EFFECT OF ISLAMIC GROUP GUIDANCE ON STUDENT SELF-EFFICACY

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ABSTRACT

This research is motivated by the phenomenon that there are still many students at MTsN 6 Agam who are indicated to have low Self-Efficacy in dealing with learning situations. The aim to be achieved in this research is to find out whether there is an influence of Islamic group guidance on student Self-Efficacy at MTsN 6 Agam. The formulation of the problem in this research is whether the Islamic Group Guidance technique has a significant influence on the Self-Efficacy of class VII-8 students at MTsN 6 Agam. This type of research is pre-experimental research with a One Group Pretest Posttest Design model. The population is class VII students at MTsN 6 Agam, while the research sample is 10 students who have indicated Self-Efficacy problems based on a non-random sampling technique in the form of purposive sampling and the results of the pretest. Data collection in this research used a questionnaire. The data analysis technique uses the Wilcoxon test which requires the hypothesis to be accepted if the sig value is less than 0.05 and is assisted by the SPSS version 26 application. Based on the results of data analysis using the Wilcoxon test, the sig value is known. $p\text{-value is } 0.005 < \alpha (\alpha = 0.05)$ which means H_a is accepted and H_o is rejected. The results of the Wilcoxon test calculations can be concluded that Islamic group guidance can be an alternative for increasing student Self-Efficacy in class VII-8 MTsN 6 Agam.

Keywords: Islamic Group Guidance, Self-Efficacy, Students

INTRODUCTION

Humans have challenges in their lives especially in new situations, and every human being must habitually face and overcome these challenges to be able to continue to survive, and

socialize with his environment.¹ In order to produce positive results from these challenges, every human being must have positive beliefs.² The belief that a person can master a situation and produce a positive outcome is known as Self-Efficacy. According to Ghufron, self-efficacy is an individual's belief in his or her ability to perform a task or action necessary to achieve a certain outcome.³ Santrock, quoted by Endang, mentioned that Self-Efficacy is a belief or belief that someone can master the situation and produce positive results. Self-Efficacy is important for everyone to face a problem at hand.⁴ This is reinforced by Lubis that Self-Efficacy greatly affects life.⁵ In education, Self-Efficacy also greatly affects self-confidence, while self-confidence is an important aspect of personality in human life, which is formed through the learning process in interaction with the environment.⁶

Self-confidence is an aspect of human personality that functions important to actualize the potential possessed by students in both High School (SMA) and Junior High School (SMP). Junior High School is faced with living and learning situations, loaded with tasks, and at the same time opportunities and even learn to communicate well.⁷ By learning a person will experience behavioral changes in the form of knowledge, value skills, and certain attitudes. Changes in behavior that occur are the result of the learning process in a person.⁸ The process in question is the activity carried out by individuals in achieving learning objectives. The achievement of that learning objective can then be expressed as a learning achievement or learning outcome.⁹ Students who have low Self-Efficacy, need to make efforts so that their confidence grows and is strong. If students experience low Self-Efficacy left unchecked, students will experience difficulties and easily give up when facing an obstacle in facing their goals.¹⁰

Based on interviews conducted by researchers with guidance and counseling teachers on Saturday, May 21, 2022, at 10.00 WIB with Mr. Deni Azhari, S.Pd., and Mrs. Anisa S.Pd, it was found that the average grade VII student in MTsN 6 Agam was indicated to have low Self-Efficacy in himself, students who were displayed in the form of behavior, such as avoiding schoolwork, feeling anxious when told to go forward, feeling hopeless when the task feels heavy, cheating behavior, hesitant to express opinions, feeling difficult to face obstacles and tend to give up, hesitating when answering questions, feeling unsure of his abilities.

METHOD

This research is quantitative research, research is a pre-research concept using the one group pre-test post-test design method. This form has a pre-treatment pre-test and post-treatment post-test. With this method, the results of treatment can be obtained more precisely,

¹ Sri Hartati and Muhamad Rezi, "Dimensi Psikologi Dalam Alquran (Analisis Tekstual Tentang Ayat-Ayat Alquran)," *Islam Transformatif: Journal of Islamic Studies* 3, no. 1 (2019): 22–29.

² Suharsimi Arikunto, *Manajemen Pendidikan* (Jakarta: Rineka Cipta, 2000). 46

³ M. Nur Ghufron, *Teori-Teori Ilmu Jiwa* (Yogyakarta: Ar-Ruzz Media, 2011). 12

⁴ Pudjiastuti Endang, "Ikatan Self-Efficacy Dengan Sikap Meniru Mahasiswa Ilmu Jiwa," *Arena* 28, no. 1 (2012). 215

⁵ Gadis Keamanan Lubis, "Usaha Guru BK Mengentaskan Kasus Anak Didik Yang Hadapi Self-Efficacy Kecil," *Neo Pengarahan* 1, no. 1 (2018). 121

⁶ Gita Febriani et al., *Akibat Metode Desentisasi Sistematis Kepada Keresahan Anak Didik Dalam Mengalami Tes Pada Waktu Endemi Covid-19 Di SMPN 1 Bengawan Pua, Bukittinggi* (Bukittinggi: LP2M UIN Bukittinggi, 2022).

⁷ Sri Narti, *Bentuk Bimbingan Kelompok Berplatform Anutan Islam; Buat Tingkatkan Rancangan Diri Anak Didik* (Yogyakarta: Pustaka Pelajar, 2014). 43

⁸ Rini Risnawati and Meter Nur Gufron, *Teori-Teori Kemajuan* (Yogyakarta: Ar-Ruzz Media, 2010). 22

⁹ Alfi Rahmi, "Aplikasi Bentuk Pengarahan Islam Dalam Menolong Pemahaman Berkeyakinan Pada Anak Muda Menjadi Individu Berakhlakul Kharimah," *At-Taujib: Bimbingan Dan Konseling Islam* 3, no. 1 (2017). 315

¹⁰ Prayitno Erman Amti, *Dasar-Dasar Bimbingan Serta Pengarahan* (Jakarta: Rineka Cipta, 2013). 67

because it can be compared with the situation before treatment. In this research there are 2 variables; Islamic Group guidance is elastic freely (x), on the contrary elastic is bound namely Self-Efficacy (y). The population in this research is grade VII MTsN 6 Agam students with a total of 291 students. The sampling collection used in this research with a non-random sampling method in the form of purposive sampling, is the collection of illustrations sourced from special estimates with the method in question and answer with BK teachers can be known to students who are indicated to face small Self-Efficacy in learning. Students who can be used as illustrations are students in grades VII-8 with a total of 10 students who are indicated to have a small Self-Efficacy. In this research, questionnaires were used as instruments for information collection. The method of information analysis in this study uses Wilcoxon, an analysis that has been tried to explain whether there is an important comparison between the pre-test and post-test after being manipulated according to the assumptions proposed.¹¹

RESULTS AND DISCUSSION

This research was conducted at MTsN 6 Agam, the service provided was Islamic group guidance which was used to assess the Self-Efficacy of students. Researchers use instruments in the form of questionnaires. This section describes the description of the information of the instrument used, then the information obtained:

Tabel 1. Data *Pre-test Self-Efficacy*

Student Code	Class	Skor <i>Pre-test</i>	Criteria
NA	VII-8	147	Low
MAA	VII-8	148	Low
NM	VII-8	156	Low
MRF	VII-8	158	Low
OZ	VII-8	161	Low
MR	VII-8	163	Low
HS	VII-8	165	Medium
UZA	VII-8	166	Medium
RF	VII-8	169	Medium
NA	VII-8	184	Medium
Results	10 Person	1.617	

From Table 1 above, the pre-test results on 10 students showed that most samples of students faced low Self-Efficacy. After that, in general, the pre-test numbers can be observed from the following table:

Table 2. Student *Self-Efficacy pre-test results*

Statistics		
Pretest		
N	Valid	10
	Missing	0
Mean		161.70
Std. Error of Mean		3.386

¹¹ Iskandar, *Metodologi Riset Pendidikan Serta Sosial (Kuantitatif Serta Kualitatif)* (Jakarta: Bahana Persada Press, 2009).

Median	162.00	
Mode	147 ^a	
Std. Deviation	10.709	
Variance	114.678	
Range	37	
Minimum	147	
Maximum	184	
Sum	1617	
Percentiles	25	154.00
	50	162.00
	75	166.75

From table 2 above, it can be proven that the pre-test results before treatment were carried out on a sample of 10 students, the mean was 161.70; median 162.00; Variations are 114, 678, the highest number is 184, the lowest number is 148, the standard division is 10,709, and the error standard is 3,386.

Table 3. Post-test Self-Efficacy results

Student Code	Class	Skor Post-test	Criteria
NA	VII-8	171	Medium
MAA	VII-8	172	Hight
NM	VII-8	173	Hight
MRF	VII-8	175	Hight
OZ	VII-8	175	Hight
MR	VII-8	176	Hight
HS	VII-8	177	Hight
UZA	VII-8	179	Hight
RF	VII-8	179	Hight
NA	VII-8	193	Hight
Results	10 Person	1.770	

From table 3 above, it is stated that after treatment with the guidance of Islamic groups created an increase in Self-Efficacy results in students, as many as 9 students, experienced an increase in Self-Efficacy in the large category and 1 sample of medium value. Based on the post-test results, it can be concluded that in general after treatment through the guidance of Islamic groups can increase the level of Self-Efficacy of students inward with a mean of 177.00.

Table 4. post-test Self-Efficacy Results

Statistics		
Post-Test		
N	Valid	10
	Missing	0
Mean		177.00
Std. Error of Mean		1.972
Median		175.50
Mode		175 ^a

Std. Deviation	6.236	
Variance	38.889	
Skewness	2.113	
Std. Error of Skewness	.687	
Kurtosis	5.442	
Std. Error of Kurtosis	1.334	
Range	22	
Minimum	171	
Maximum	193	
Sum	1770	
Percentiles	5	172.75
	0	175.50
	5	179.00

The results were obtained from pre-test calculations on the 10 samples, until the results of the students' Self-Efficacy score were 161.70. After the treatment of Islamic group guidance services to increase Self-Efficacy, the sample score increased to 177.00. Thus, there is a difference in numbers that show an increase in scores on the level of Self-Efficacy of students between before and after the Islamic group guidance treatment. The data showing the score, tested the hypothesis with Wilcoxon's experiment. The purpose of Wilcoxon's experiment was to identify whether assumptions were obtained or rejected. As a result, the data was declared legal with the hypothesis that $\text{sig} \leq \alpha$ (0.05) to H_0 was obtained and if $\text{sig} \geq \alpha$ (0.05) to H_0 was rejected. As seen in table 5 below.

Table 5. Wilcoxon Pre-test and Post-test Test Statisticsa Results^a

	Post-test – pre-test
Z	-2.805 ^b
Asymp. Sig. (2-tailed)	.005

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on the output of the "Statistical Test" it is known that Asymp.Sig (2-tailed) is valued at 0.005. Because the value of $0.005 \leq 0.05$, it can be concluded that there is a comparison between the description of Self-Efficacy between pre-test and post-test. So it can also be concluded that there are consequences of Islamic group guidance services in increasing the Self-Efficacy of grade VII-8 students in MTsN 6 Agam".

Based on research that has been carried out by carrying out Islamic group guidance to increase the low Self-Efficacy of students in MTsN 6 AGAM, the pre-test results before being treated were on a sample of 31 students selected on January 31, 2023, then selected again into 10 students who were categorized with low Self-Efficacy. Samples of students are then given treatment (treatment). It found the mean 161.70, the median 162.00, the variety value 114.678, the highest number 184, the lowest number 141, the standard deviation 10.709, and the error standard 3.386.

Problems that can arise from the lack of Self-Efficacy levels for students that can be observed concretely are problems in learning. Namely, not having confidence in completing all forms of learning tasks, both exercises and homework given. The sample that had low self-

efficacy felt no confidence that they were able to complete the task given by the teacher. Among the factors of low Self-Efficacy of students are less motivation and motivation to learn from the environment and family, often delaying work, low learning load, and giving up easily, so that it is not optimal in carrying out learning activities.

Students who have small Self-Efficacy, need to be given treatment so that their confidence develops and is strong. If the sample facing low Self-Efficacy is ignored, it will have an impact on their mentality in reaching for the future and pursuing their goals. One of the efforts made is to provide responsive services in the form of Islamic group guidance. There were 4 modules submitted to the sample to increase the level of Self-Efficacy through the guidance of Islamic groups.

In the initial meeting held, the topic reviewed was the essence of Self-Efficacy itself and its benefits for students. Self-efficacy is closely related to a person's assumptions about his ability to complete obligations or achieve his goals, and affects a person's motivation to strive harder. As mentioned in the Qur'an that Allah cannot change the condition of a community or individual, if they themselves do not seek it. (Ar-Radu' 13:11). In the results of the evaluation observed, in general, the sample has been able to recognize data related to Self-Efficacy, but has not fully mastered the module, the percentage only ranges from 30%-49%.

At the second meeting of treatment, mangulas about early self-confidence in order to achieve dreams. If we want to achieve the dreams we aspire to we must believe in ourselves. Self-religion is a religion of a person to all the views of excellence that a person has and that religion makes him feel able to achieve goals in life. Basically, everyone has expertise or competence contained in him. But not all can use the skills they have, especially there are some people who feel unsure of their abilities. Allah says in the Qur'an voiced And in nature there is a gesture (honor of Allah) for many believers. And also on yourself. Until don't you pay attention? (QS. Adz- Dzariyat: 20-21). In the results of the evaluation tried at this second meeting using a short-time evaluation, it was observed that in general, students had quite understood the module.

At the third meeting tried on March 18, 2023, mangulas hal Believe in yourself, not be discouraged. A person who has a sense of self-worth, he feels confident in his own abilities as a result can be observed high valor, social ties, responsibility and self-esteem. A sense of self-religion is indeed very much needed in living life Increasing the sense of self-religion must start from within people, remembering this means because only the person concerned can overcome the sense of self-religion that he feels again. Allah says in the Qur'an that it reads "and do not (feel) weak and do not grieve mentally, for you are very great, if you are believers" (QS. Al-imran ; 139).

At the fourth meeting tried on April 1, 2023, the points reviewed were that the millennial generation must believe in themselves Without religion, one does not want to be able to compete with his environment. Well, to have self-religion and arouse enthusiasm in the midst of busy activities, millennials want loyal supporters in all opportunities. This level of self-religion can grow by methods and then train it and above all religion to oneself. Not believing in yourself is tantamount to limiting success and cheerfulness. Self-religion can also make a person happier in living life and completing responsibilities. Allah says in the Qur'an it reads that Allah does not want to obey a person but according to his ability (QS. Al-Baqarah: 286). In the results of the evaluation tried at this fourth meeting using a remote time evaluation, it was observed that in general students were committed to creating actions and behaviors that were either processed or outside school and also observed from the percentage results were 75% - 94%.

The assessment or results of Islamic group guidance submitted 4 times with the Self-Efficacy module can be observed actually in conducting Islamic group guidance, students are very enthusiastic in exploring service activities and feel an exciting atmosphere because it is also

interspersed with ice breaking so that students are not bored. After being handed over the treatment (treatment) of group guidance services to the description of Self-Efficacy of students, it can be concluded that in general, the results of the posttest tried on April 5, 2023, namely students are classified into large types, which means that there is a change in the number escalation from some of the Adrift of the Self-Efficacy description owned by grade VII students. 8 in MTsN 6 AGAM.

This research uses the provisions of information analysis with normality experiments and linearity experiments. There are also normality test results on the pretest prove sign. $0.20 \geq 0.05$. Until the research pretest information is reasonably distributed. And on posttest prove sign $0.20 \geq 0.05$. Until the posttest research information is also reasonably distributed. After that it was observed from the linearity experiment on the numbers $F_{calc} \leq F_{table}$ is $0.913 \leq 5.591$ so you could say the information is linear. And on the chart the Deviation From Linearity is 0.064. Because $0.064 \geq 0.05$ can be concluded that the information is linear. Next there was the presumption experiment, known as Asymp. Sig (2-tailed) costs 0.005. Because the numbers $0.005 \leq 0.05$, so it can be concluded that "Presumption obtained", meaning that there is a comparison between the description of Self-Efficacy for pretest and post-test, as a result it can also be concluded that "there is a result of Islamic group guidance services in increasing the Self-Efficacy of grade VII-8 students in MTsN 6 AGAM.

The results of this research are supported by the philosophy that reports that Islamic group guidance is a way of group guidance in general, but all aspects are based on Islamic advice. The group body is assisted, guided to be able to live in harmony with God's determination and guidance.¹² Indah defines Islamic group guidance as all the activities that a person in the chart tries to share encouragement with others who face spiritual difficulties in this area of his life. Sri Narti explained that direction in Islam is an activity to share guidance, lessons and principles to people who ask for guidance (consumers) in terms of how a consumer should improve the ability of his ideas.¹³

CONCLUSION

Based on the research that has been done, it can be concluded that there is a shrinkage between before and after the treatment is submitted. It can be concluded that the guidance of Islamic groups can be a substitute to improve the description of Self-Efficacy in students. This is evidenced by the results of the analysis of the Wilcoxon experiment signes ranks prove value. The result of asymimp sig (2-tailed) obtained a number of >0.005 which means smaller than 0.05. Until you could say H_a was obtained, it means that there are positive and important consequences for Islamic group guidance to improve the description of Self-Efficacy in grade VII-8 students in MTsN 6 Agam.

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¹² Muhamad Rezi, "Ilmu Allah Berbanding Ilmu Manusia (Studi Deskriptif Ayat-Ayat Alquran)," *TAJDIR: Jurnal Ilmu Keislaman Dan Ushuluddin* 21 (2018): 37–44, <https://doi.org/10.15548/tajdir.v21i2.219>.

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