



**Effectiveness of Discovery Learning Approaches integrated with Task Group
Guidance to Increase Student Confidence in Guidance and Counseling**

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Abstract: This study aims to find out and prove the use of the Discovery Learning approach through group guidance services to increase self-confidence. The hypothesis proposed in this study is that there is a change or increase in students' confidence after being given the treatment of group guidance services using discovery learning approaches in task topic group guidance services. This study uses quantitative methods. This type of research is pre-experiment, using the one group pretest posttest design. Selection of subjects using purposive sampling method. The number of research subjects was ten people with low self-confidence categories. This research was carried out in the guidance and counseling study program, the instrument used was the scale of confidence with a Likert scale model. Data were analyzed using nonparametric statistical techniques that used the Wilcoxon Signed Ranks Test. The results showed that the pretest score was 77.5 and posttest 101.8. Then to test the hypothesis obtained Asymp results. Sig. (2-tailed) $0,005 < 0,005$, thus H_0 can be interpreted rejected and H_a accepted, it was concluded that there was a change or an increase in students' self-confidence after being given the treatment of group guidance services using the discovery learning approach.

Keywords: group guidance, discovery learning, self-confidence.

▪ **INTRODUCTION**

Human cognitive ability is something that helps in problem solving and decision making in every problem faced. Human cognitive ability forms rational and irrational thinking that determines behavior, human cognitive ability is formed in a systematic education. In college education students are required to be active, creative, and skilled in the lecture process. To create it is to argue or speak in class when discussing and asking lecturers during lectures, but in reality the courage to speak or argue in public is not owned by all college student.

Low self-esteem can interfere with the effectiveness of everyday life such as: depression, suicide, and other adjustment problems. A low level of confidence relates to a difficult learning process or family life, or with stressful events. Suarni (2006: 133) states, in his life human behavior is influenced by two major factors, namely internal factors and external factors. Internal factors are all that comes from within students as : attention, intelligence, motivation, attitude, thinking, memory, confidence, interest, talent and personality. External factors include the community, family and school.

The survey conducted by UCLA on more than 300,000 first-level students more than 500 campuses found more than one first-year students who were overwhelmed by adjustments to the world of lectures resulting in stress (Santrock in Asyih, 109: 2013). Based on these experiences and initial studies it can be concluded that there are problems in the learning process where students lack confidence in speaking and asking questions due to students' fear of expressing something in public. In order for these problems to be resolved, the researcher considers it necessary to use group guidance services with discovery learning techniques.

Previous research, Muhamad (2016) produced a finding that discovery learning methods can improve students' mathematical representation and self-confidence abilities, Fiorentika, Santoso & Simon (2016) in their study found that students experienced increased self-confidence after participating in group counseling with self-instruction techniques. Suhardita (2011) in his research resulted in the finding that the use of game techniques in effective group guidance was used to increase students' confidence, In connection with several previous studies, the researchers related to the use of discovery learning approaches in group guidance to increase self-confidence college student. Sund (in Suryosubroto, 2009: 179) states that discovery learning approaches are mental processes in which students assimilate a concept or principle. The mental process, for example observing, classifying, making predictions, measuring, making conclusions, and so on. Based on that, it is necessary to improve a confident attitude by using discovery learning approach in the implementation of group guidance.

▪ **METHOD**

This type of research is quantitative research with pre-experimental research design, using the initial test design (pretest) and final treatment (posttest). The experimental design used in this study is the experimental design of the Pre Experiment model, with the consideration that there are still external variables that influence the dependent variable. This study uses The One Group Pretest-Posttest research design, this design is used to measure changes before and after treatment.

This research was conducted by giving a pretest before being given treatment and given a posttest after being given treatment. Pretest is done to see the initial condition of the research subject before being given treatment by giving an instrument of confidence. In the next stage the researcher gave treatment in the form of group guidance services with discovery learning approach. The treatment given by the researcher followed the stages of group guidance, the researcher helped students explore the problems related to self-confidence. The duration of group guidance is tailored to the wishes of group members in each meeting. In the final stage the researcher gave a posttest using the instrument of confidence to find out the success during the treatment. The research data collection was carried out by providing an instrument of confidence to even semester collnge students in the academic year (2017/2018) of 84 collenge students.

After the instrument was given, the researcher selected 10 students from the 2017 class of guidance and counseling who were selected according to the research criteria with purposive sampling method, The reason for taking with purposive sampling technique is to be relevant to the purpose of research in discovery learning approaches to increase student confidence. The subjects of this study were 6 people who had low self-confidence and added 4 people with good confidence to achieve a good form of group guidance, which is a group that is heterogeneous.

Table 1. Research Subject

No	INITIAL	CLASS	CLASS
1	RDT	2017	R-001
2	NBT	2017	R-001
3	SCZ	2017	R-003
4	TRNG	2017	N-001
5	MZM	2017	N-001
6	NDI	2017	R-002
7	LCKY	2017	R-001

8	OCN	2017	R-002
9	KPR	2017	R-002
10	RSDY	2017	N-001

In the data analysis, the researcher used descriptive techniques that produced very high, high, medium, low and very low levels of self-confidence categories. Whereas for hypothesis testing is done by comparing the level of confidence of the research subject before being given treatment and after being given treatment, to be more convincing the researcher uses statistical analysis using the Wilcoxon test with SPSS assistance. The hypothesis is accepted if the significance value is <0.05 , which means there is a change or increase in confidence after being given the treatment of group guidance services through discovery learning approach, but if the significance value > 0.05 , there is no change or increase in confidence after being given the treatment of group guidance services through discovery learning approach.

▪ RESULT AND DISCUSSION

The implementation of the activity was carried out from March 2018 to September 2018, the activity was carried out in the counseling lab room of the Guidance and Counseling study program with 10 members of the group consisting of six students who had low self-confidence and four people who had moderate self-confidence. In accordance with the requirements to create a group guidance service where group members are efficient in the presence of heterogeneity, thus helping other group members and creating an atmosphere of good group dynamics. Specifically, this research is to find out the use of Discovery learning approach in group topic task guidance to increase student confidence.

Table 2. Confidence conditions experimental group before treatment (pretest)

No	Initial Name	Pretest	
		Score	Category
1	RDT	69	Medium
2	NBT	63	Low
3	SCZ	64	Low
4	TRNG	63	Low
5	MZM	65	Low
6	NDI	62	Low
7	LCKY	98	High
8	OCN	94	High
9	KPR	97	High
10	RSDY	100	High

Based on the description of the table above, it can be interpreted that six students experienced a condition of low confidence in speaking in class, namely RDT with a score of 69, NBT with a score of 63, SCZ with a score of 64, TRNG with a score of 63, MZM with a score of 65, NDI with score 62 and people experienced a good confidence condition with initials LCKY with a score of 98, OCN with a score of 94, KPR with a score of 97 and RSDY with a score of 100.

Condition of Experimental Confidence Group after Posttest

Data pretest related to students' self-confidence in speaking in class, can be seen in the following table:

Table 3. Pretest results for experimental groups on student confidence speaking in classes

No	Initial name	Pretest	
		Skore	Category
1	RDT	98	High
2	NBT	100	High
3	SCZ	109	Very High
4	TRNG	102	High
5	MZM	97	High
6	NDI	93	High
7	LCKY	106	Very High
8	OCN	109	Very High
9	KPR	107	Very High
10	RSDY	106	Very High

Based on the table above, it can be interpreted that six students experienced a condition of sufficient confidence in the Medium category, namely RDT with a score of 98, NBT with a score of 100, SCZ with a score of 109, TRNG with a score of 102, MZM with a score of 97, NDI with a score of 93, LCKY with a score of 106, OCN with a score of 109, KPR with a score of 107 and RSDY with a score of 106.

Differences in Pretest Results and Posttest Conditions of Student Confidence Speaking in Class

Before looking at the description of differences in student self-confidence through pretest and posttest, the following are the pretest and posttest data tables.

Table 4. Differences in pretest and posttest results of experimental groups on student confidence

No	Initial	Pretest		Posttest	
		Score	Category	Score	Category
1	RDT	69	Medium	98	High
2	NBT	63	Low	100	High
3	SCZ	64	Low	109	Very High
4	TRNG	63	Low	102	High
5	MZM	65	Low	97	High
6	NDI	62	Low	93	High
7	LCKY	98	High	106	Very High
8	OCN	94	High	109	Very High
9	KPR	97	High	107	Very High
10	RSDY	100	High	106	Very High
Total Score		775		101,8	
Average		77.5	Medium	101,8	High

In the state of self-confidence scores on the pretest was found in three categories, namely high, medium and less, after being given the treatment of a form of change in which the scores obtained in Posttest were included in the high category that can be interpreted that students have shown a state of confidence that is very nice. In the table above it can be seen that NDI students experience a condition of low self-confidence compared to their friends and after the treatment the conditions that are raised in the results of the Posttest have illustrated good self-confidence. And SCZ students experience a change in the processing of Posttest results with an increase in confidence in the very high category. To see the difference in the frequency of the condition of confidence in each category from the results of pretest and posttest can be explained from the following table:

Table 5. Frequency Distribution of Pretest Scores and Posttest of Experimental Groups on Confidence in Classes

Skor	Categori	Pretest		Posttest	
		F	%	F	%
≥ 106	Very High	0	0	0	0
86 – 105	High	4	40	5	50
66 – 85	Medium	1	30	5	50
46 – 65	Low	5	30	0	0
≤ 45	Very Low	0	0	0	0
Total		10	100	10	100

In the table above, it is interpreted that by providing discovery learning approaches there is an increase in students' self-confidence by looking at the differences between pretest and posttest. Based on processing using SPSS, differences in confidence can be seen in the following table:

Table 6. Description of differences in pretest results and student confidence posttest on descriptive statistics classes

	N	Mean	Std. Deviation	Min	Max
Pretest	10	77.5	17.161	62	100
Posttest	10	101.8	5.538	93	109

Hypothesis Testing

Hypothesis testing using Wilcoxon's test pretest and posttest scores with the aim to prove the research hypothesis. Whether the use of group guidance services using discovery learning approaches can increase self-confidence if the average ranking value after being given learning is higher than the average value before being given treatment and the results of the Wilcoxon test show the difference between the pretest and posttest results. The Wilcoxon value is ($Z = -2.803a$) with the Asymp value. Sig. (2-tailed) for a two-sided test is 0.005. significance below 0.05 ($0.005 < 0.05$) indicates that H_0 is rejected, so it can be concluded that group guidance services with discovery learning approaches can increase student confidence

Student Confidence Conditions Speak in Classes in Experiment Groups before being given Pretest Treatment

The condition of the students' self-confidence in speaking in class or in public when the lecture takes place through the pretest results is 77.5 in the Medium category, based on the results, the students' self-confidence is reflected in the behaviors raised during the recovery that the researchers observed during the lecture process. such as the lack of student activity during the recovery, and when speaking in the form of discussions in front of the class, students tended to be rigid and nervous in the delivery of material, but there were some students who were active and free in delivering discussion material in front of their friends.

Confidence is a determining factor in how individuals behave and react to the situation, all actions and behaviors that are raised by students are in line with their belief in themselves. Besides, like how a student can interact with the environment and his friend needs a confidence so that he can be comfortable in lectures and interact (discuss / speak) during lectures. As confirmed by Saputra (in Muhammad, 2016) "confidence is one of the keys to students' success in learning, because if there is no race of confidence students will not succeed in interacting with their friends".

The low self-confidence that arises from students begins with the idea that he is incapable, does not master the material, the assessment of the lecturer, and when speaking must have a source basis so that the question is not considered passing. Such trust comes from students' lack of readiness for academic potential so that it triggers students' low self-confidence in the classroom and chooses to be better off and avoid. Therefore students will find it difficult to appear in front of the class, because self-confidence is a psychological condition that influences physical and mental activities in the learning process (Marjanti, 2015).

The Condition of Student Confidence Speaking in the classroom in the Experimental Group After Being Given the Posttest Treatment

The description of the condition of student confidence based on the results of the Posttest is in the high category or 101.8 the results obtained after after the implementation of group guidance with discovery learning approach. The condition of low self-confidence that is raised by students in the form of self-distrust with their abilities, thus inhibiting students to be able to develop and adjust to environmental conditions related to talking in class when the lecture takes place or when discussing in lectures.

A confidence that can be trained and learned, adolescent individuals or students who experience conditions of lack of confidence need other parties who can encourage their courage in making a decision, and all of that can be assisted by a counseling process in the form of group guidance services.

Services provided in the form of group guidance are intended to train students to be able to develop their potential for communication or speaking in front of others. So that with the dynamics developed in this group guidance, students are expected to be able to train their confidence to speak in front of a crowd. The discovery learning approach aims to train students to think deeply about finding various patterns in concrete and abstract situations, so that students can associate the pattern and predict the information to be provided, by training students in deep thinking will help students when they will ask questions or discuss they can follow the questions or arguments that will be conveyed, thus forming a good argument that will be conveyed.

The discovery learning approach is an approach used in the 2013 curriculum that can effectively assist students in assimilating a concept, explaining or making conclusions to help students face weak self-confidence in speaking in class lectures. Sebagaimana muhamad (2016) confirms that "discovery learning methods basically develop students active learning because they are directed to be able to find themselves a concept that will last long in memory so that it can itself make students confident".

In carrying out the activity revealed a thought that, afraid to speak because of fear of being wrong and not knowing what to talk about or that will be answered in the discussion or in the classroom. So that if they are afraid or do not have questions or answers, they will choose to be silent. The statement was widely expressed by group guidance members, so that if they met the situation, they would avoid it or be silent. This concept is what makes individuals do not develop, the concept is embedded because of distrust of the quality of the self and students' unpreparedness for the situation of lectures. Through this group guidance students are trained to be better and form a strong concept of self-confidence. Guidance for this group uses implementation in the form of dynamics that are interpreted that students are trained to bring themselves up, without being asked or appointed. Through the implementation of student activities began to change gradually.

Based on changes observed during the treatment and monitoring during the TRNG lecture process experienced a gradual increase in the concept of self-confidence, as for the causes of low self-confidence TRNG possessed due to TRNG's unpreparedness in lectures, both in terms of material and mentally, in connection with discovery learning approaches applied in the guidance of the TRNG group through interviews, TRNG looked at the need for preparation and an analysis of the concept so that he would be ready to speak and argue in lectures. Subject of research that experienced rapid changes was SCZ because SCZ had a pretty good self-concept that he looked at the need for an association of concept concepts discussed in lectures and an association so that he could prepare himself to speak, ask and answer during the lecture process. After being given treatment the group members have more positive thoughts about their abilities

Effectiveness of the Approach to Discovery Learning in Guidance Group Task Topics to Increase Student Confidence

The implementation of discovery learning approach in group guidance to increase students' self-confidence is given through eight treatments and the assignment topic is a relevant problem experienced by most group members. In the treatment process discovery learning approach in group guidance, pay attention to the stages of implementing group guidance. The first stage is the formation stage with the aim of group members understanding the activities and getting to know the members of the service activity group, so that group members can understand the flow of activities and can openly and voluntarily participate in group guidance services. At this stage researchers make seating arrangements as comfortable as possible so that group members can follow the activity process properly

Then the intermediate stage, there is a bridge that will be the next stage if the initial stage is successful so that in the intermediate stage there will be a form of group dynamics that shows group members ready for the next stage. The next stage of the activity, begins with the giving of topics to group members which is also called the topic of assignments. At this stage group members share information and exchange ideas, help each other and accept, strengthen each other and try to strengthen a sense of togetherness (prayitno, 1995).

At this stage by giving the topic of the task discussed in group guidance there are six task topics given, the topic of each meeting varies. In the discussion of each topic, group members are directed to explore and find their own solutions to each topic discussed with discovery learning. According to Salmon (2012: 4) in its application the Discovery learning model develops the active learning method of students by finding their own, investigating themselves, then the results obtained will last long in memory, as well as the position of the teacher in the classroom as a guide and directing learning activities in accordance with the objectives. The results of giving six treatments showed an increase in student confidence. When viewed from the results of group members' self-confidence posttest experienced a high increase, at first from the pretest it was seen that the average value of group 77.5 self-confidence after being given treatment increased by 24.3, so the Posttest confidence score was 101, 8.

In the guidance of active group member groups in discussing the topics raised and group leaders as regulators of the course of group guidance, this is in line with discovery learning approach where group members become the center of learning, group members are directed to find themselves weaknesses in themselves and efforts to get out of trouble that. The results obtained are group members understand the problems they experience in accordance with the topics discussed, and group members appear various alternatives to the problem. The understanding of the group members will make their confidence also increase, as Muhammad (2016) said that if the level of understanding increases then the level of confidence also increases.

In summary, some of the topics discussed at the stage of group progress guidance activities that occur in connection with the confidence of speaking in class are as follows: reduced nervousness when speaking inclass/discussion, reduced feeling of fear to ask, growth of positive prejudice when there is a response from others, recognize that when answering questions will appear wrong and true and it will be a lesson to explore deficiencies, by realizing the potential of self comes the thought that if you think you can implement it can happen. After being given several treatments with different topics and the Pretest was held, it was concluded that the discovery learning approach in group guidance services was effective to increase student confidence.

▪ **CONCLUSION**

This study shows that there is an influence of discovery learning approaches in group topic task guidance to increase student confidence. All samples can significantly increase their questionnaire scores, while also increasing their confidence. Increasing the score reveals the accuracy of the research hypothesis and marks the effectiveness of group guidance services using the discovery learning approach in increasing student confidence.

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