

Effectiveness Group Counseling Using Modelling Techniques to Improve the Self-Confidence of Graphically Improved Children at SMALB Negeri Sumbang Bojonegoro

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Abstract

This research aims to determine the effectiveness of group guidance using modeling techniques to increase the self-confidence of mentally retarded children at SMALB Negeri Sumbang Bojonegoro. Researchers used data collectors in the form of the Guttman scale with 2 alternative answer choices, namely Yes and No. The validity test obtained 24 valid item data and 6 invalid items. Meanwhile, from the reliability test, valid item data was obtained from items whose calculated r was $\geq (0.25)$. Valid items include items 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29 with the highest product moment value is item no. 15 with value 0.705 while the lowest value is in item no. 27 with a value of 0.109. Items that were dropped included items 1, 2, 13, 14, 20, and 30 where r calculated $\leq (0.25)$. Next, a reliability test was carried out using Cronbach's alpha technique with SPSS 22.0 and a reliability value of 0.728 was obtained. Because this data is non-parametric, quantitative analysis without using assumption tests using statistical formulas which in carrying out the analysis use the SPSS 22.0 computer program with the Mann Whitney U Test formula. The research location was carried out at SMALB Negeri Sumbang Bojonegoro with a research focus on SMALB students whose Self Confidence was low. From the research results, it is known that the experimental class posttest results have an increase in value from the pretest results before treatment was given. Apart from that, it is known that the first group's average rank is 3.00, lower than the second rank's average, namely 8.00. This shows that the average pretest score for 5 subjects is lower than the average posttest score. With a U value of 0.000 and a W value of 15,000, if converted to a Z value the value is -2.627. The Sig value is $0.008 < 0.05$, which means there is a difference between the two groups, namely the pretest and posttest groups so that H_0 is accepted so that there is effectiveness of group guidance to increase the self-confidence of mentally retarded children at SMALB Negeri Sumbang Bojonegoro.

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INTRODUCTION

Education for children with special needs is about guiding them to be involved in society and determining their place in society according to the abilities and skills they have. Therefore, the main goal of school for special children is to foster, guide and develop their abilities and skills positively (Sutarno, 1982). According to the Law of the Republic of Indonesia Article 1 Paragraph (1) Law of the Republic of Indonesia Number 8 of 2016 concerning Persons with Disabilities, it is stated that "Persons with Disabilities are anyone who experiences physical, intellectual, mental and/or sensory limitations for a long period of time. who in interacting with

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the environment may experience obstacles and difficulties in participating fully and effectively with other citizens based on equal rights" (Depdiknas, 2026). Meanwhile, Article 1 Number 1 of Law Number 4 of 1997 concerning Disabled Persons explains that "Disabled persons are every person who has a physical and/or mental abnormality, which can interfere with or constitute an obstacle and impediment for him or her to function properly, which consists of from: a. physically disabled people; b. mentally handicapped; c. people with physical and mental disabilities.

Children with intellectual disabilities have delays in various areas and their memory span is short, especially in relation to academics, and they are less able to think abstractly (Hafid, et al., 2023). Children with special needs need services and learning methods that are appropriate to their needs, and have the same rights as other normal children, they also have the right to get a good education (Zahro, 2018). Mentally retarded children are children who experience intellectual development disabilities, the most significant of which is mental (Johnsen, 2003). In addition, it is characterized by mental retardation and adaptive behavioral disorders. It is true that mentally retarded children cannot attend lessons normally, but these mentally retarded children can develop abilities such as spelling, reading, writing and arithmetic, and can adapt without depending on other people. Children with intellectual disabilities show difficulties in acquiring knowledge that is test-based. Cognitive includes the process by which knowledge is acquired, stored, and utilized (Faizin & Ummah, 2022).

The Sumbang Bojonegoro State Special School is divided into various levels. Based on survey results, the number of mentally retarded children at the TKLB level is 7 children, there are 37 children in grades 1-6 at the SDLB level, at the SMPLB level there are 19 children, and at the SMALB level there are 28 children. So, the total number of mentally retarded children at the Sumbang Bojonegoro State Special School is 91 children.

Based on the results of interviews with class teachers and observations at the Sumbang Bojonegoro State Special School, the problem faced by all mentally retarded children at the Sumbang Bojonegoro State Special School, especially those at the SMALB level, is a lack of self-confidence among mentally retarded children. Children with mental retardation at SLB Negeri Sumbang Bojonegoro, especially those at SMALB level, have an unstable sense of self-confidence or it could be said that their self-confidence is in the middle when interacting and socializing with other people and their environment. For example, it is difficult to listen to lectures, unable to control emotions, and still does not dare to be assigned to come to the front of the class and still does not dare to be assigned as a ceremonial officer during the flag ceremony.

One of the services that can be provided to increase the self-confidence of mentally retarded children at SLB Negeri Sumbang Bojonegoro, especially at the SMALB level, is group guidance on modeling techniques (characterization). Group guidance itself can be interpreted as assistance to individuals carried out in group situations. Group guidance can take the form of conveying information or group activities discussing educational, work, personal and social issues (Frainkel, 2022). Group guidance has a role that is almost the same as group counseling, namely helping groups, but different in terms of problems and problems and building skills for making choices and considerations at each stage of their life development (Budianto, 2018). Meanwhile, the modeling technique (characterization) itself has a term that shows the learning process occurs through observation (observation learning) of other people and changes occur through imitation. Imitation indicates that the observed behavior of other people, which is imitated, is more of an imitation of what is seen and observed (Komalasari, 2022). The learning process after going through observation refers to the learning process occurring after observing the behavior of other people. The aim of this research is to find out whether modeling techniques are effective in increasing the Self Confidence of mentally retarded children at SMALB Negeri Sumbang Bojonegoro.

METHODS

This research uses quantitative experimental methods with pre-experimental research designs. The population of this research was 28 Sumbang Bojonegoro State High School students. The sampling technique used in this research was purposive sampling. Researchers used data collectors in the form of the Guttman scale with 2 alternative answer choices, namely Yes and No. The validity test obtained 24 valid item data and 6 invalid items. Meanwhile, from the reliability test, valid item data was obtained from items whose calculated r was $\geq (0.25)$. Valid items include items 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29 with the highest product moment value is item no. 15 with value 0.705 while the lowest value is in item no. 27 with a value of 0.109. Items that were dropped included items 1, 2, 13, 14, 20, and 30 where r calculated $\leq (0.25)$. Next, a reliability test was carried out using Cronbach's alpha technique with SPSS 22.0 and a reliability value of 0.728 was obtained. Because this data is non-parametric, quantitative analysis without using assumption tests using statistical formulas which in carrying out the analysis use the SPSS 22.0 computer program with the Mann Whitney U Test formula.

RESULTS AND DISCUSSION

The research entitled "Effectiveness of Group Guidance on Modeling Techniques to Increase the Self-Confidence of Mentally Disabled Children at SMALB Negeri Sumbang Bojonegoro" was carried out when a validity test was carried out on 30 items of the Self-Confidence scale using the product moment formula with SPSS 22.0. To find out whether an item is valid or invalid, it is known if the calculated r is ≥ 0.25 . Meanwhile, if the calculated r is ≤ 0.25 then the item is disqualified. Based on the validity test, it is known that the validity value of the Self Confidence scale for each item is item 3 with a value of 0.558, item 4 with a value of 0.319, item 5 with a value of 0.483, item 6 with a value of 0.520, item 7 with a value of 0.253, item 8 with a value of 0.260, item 9 with a value of 0.468, item 10 with a value of 0.520, item 11 with value 0.208, item 12 with a value of 0.517, item 15 with a value of 0.705, item 16 with a value of 0.164, item 17 with a value of 0.521, item 18 with a value of 0.483, item 19 with a value of 0.517, item 21 with a value of 0.588, item 22 with a value of 0.207, item 23 with value 0.432, item 24 with a value of 0.517, item 25 with a value of 0.339, item 26 with a value of 0.362, item 27 with a value of 0.109, item 28 with a value of 0.404, item 29 with a value of 0.502.

There were 24 valid items on the self-confidence scale during the tryout. Valid self-confidence scale items include item 3 with a value of 0.558, item 4 with a value of 0.319, item 5 with a value of 0.483, item 6 with a value of 0.520, item 7 with a value of 0.253, item 8 with a value of 0.260, item 9 with a value of 0.468, item 10 with a value of 0.520, item 11 with a value 0.208, item 12 with a value of 0.517, item 15 with a value of 0.705, item 16 with a value of 0.164, item 17 with a value of 0.521, item 18 with a value of 0.483, item 19 with a value of 0.517, item 21 with a value of 0.588, item 22 with a value of 0.207, item 23 with value 0.432, item 24 with a value of 0.517, item 25 with a value of 0.339, item 26 with a value of 0.362, item 27 with a value of 0.109, item 28 with a value of 0.404, item 29 with a value of 0.502. The valid item with the highest correlation value is item 15 with the same value, namely 0.705. Meanwhile, the valid item with the lowest correlation value is item 27 with a value of 0.109. The items that fell on the self-confidence scale on the tryout scale were 6 items. The self-confidence scale items that were dropped included item 1 with a value of 0.041, item 2 with a value of 0, item 13 with a value of 0, item 14 with a value of 0, item 20 with a value of 0.083 and item 30 with a value of 0.

When a reliability test was carried out on 30 self-confidence scale items before the tryout and 24 valid items on the self-confidence scale after the tryout. The reliability results appear in

the table below:

Tabel 1.1 Reliability Value

Cronbach's Alpha	Reliability Statistics	
	Cronbach's Alpha Based on Standardized Items	N of Items
.772	.776	26

Tabel 1.2 Reliability Coefficient Interpretation

No	Interval Coefficient	Interpretation
1.	0,20	Low
2.	0.20 – 0.40	Middle
3.	0.40 – 0.50	High
4.	0.50 – 0.90	Very High

Based on the reliability coefficient interpretation table above, the reliability value of 0.772 is interpreted as high reliability. The results of the self-confidence scale reliability test after the tryout with 24 statement items are shown in the table below:

Tabel 1.3 Reliability Value

Cronbach's Alpha	Reliability Statistics	
	Cronbach's Alpha Based on Standardized Items	N of Items
.782	.797	24

In the table above, it is known that the reliability value of the self-confidence scale after the tryout with 24 valid statement items is 0.782, which means there is an increase in value of 0.010 from the reliability value of the self-confidence scale with 30 statement items consisting of 24 valid items and 6 invalid items. Reliability 0.782 is included in high reliability.

Then an analysis test was carried out on 5 mentally retarded children at State High School level who were the research subjects. The data in this research is non-parametric data, where no assumption testing is required before carrying out it analysis with U test.

Tabel 1.4 Ranks

	pretestposttest	Ranks	Mean Rank	Sum of Ranks
		N		
Value	1	5	3,00	15,00
	2	5	8,00	40,00
	Total	10		

Based on table 1.4, it is known that the first group's average rank is 3.00, which is lower than the second rank's average, namely 8.00. This shows that the pretest mean score for 5 subjects is lower than the posttest mean score. In table 1.4 it is known that the U value is 0.000 and the W value is 15,000, which if converted to the Z value, the value is -2.627. The Sig value is $0.008 < 0.05$, which means there is a difference between the two groups, namely the pretest and posttest groups so that H_0 is accepted so that there is effectiveness of Group Guidance on Modeling Techniques to Increase the Self Confidence of Mentally Disabled Children at SMALB Negeri Sumbang Bojonegoro.

CONCLUSION

Based on the results of research on the Effectiveness of Group Guidance on Modeling

Techniques to Increase the Self-Confidence of Mentally Disabled Children at SMALB Negeri Sumbang Bojonegoro, it can be seen from the results of the experimental class posttest which had an increase in scores from the pretest results before being given treatment. Apart from that, it is known that the first group's average rank is 3.00, lower than the second rank's average, namely 8.00. This shows that the pretest mean score for 5 subjects is lower than the posttest mean score. With a U value of 0.000 and a W value of 15,000, if converted to a Z value the value is 2.627. The Sig value is $0.008 < 0.05$, which means there is a difference between the two groups, namely the pretest and posttest groups so that H_0 is accepted so that there is effectiveness in modeling technique group guidance to increase the self-confidence of mentally retarded children at SMALB Negeri Sumbang Bojonegoro.

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AUTHOR CONTRIBUTION STATEMENT

MAA and LK made substantial contributions to the conception and design of the study. The authors took responsibility for data analysis, interpretation, and discussion of results. The author read and approved the final manuscripts.

COMPETING OF INTEREST

The authors declare no competing interest.

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