The Relevance of Behavioral Counseling with Positive Reinforcement Techniques to Improve Students' Self-Confidence

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Abstract

Confidence is an important aspect of human life and can be categorized into one of the non-cognitive aspects. Even though it sounds simple, in reality, self-confidence often neglects its role in human life. In essence, people who have intellectual intelligence when supported by good self-confidence will produce an interaction within themselves, especially in the social field. The purpose of this study is to describe and interpret the relevance between the application of behavioral counseling and positive reinforcement techniques in increasing students' self-confidence. The approach used in this study was counseling guidance action research which emphasized the application of behavioral counseling. The target of the improvement process in this study was students' self-confidence through the application of behavioral counseling. The main subjects used in this study were students in grade XI in the MIPA specialization program at SMA Negeri 1 Susut in the academic year 2022/2023 who had low self-confidence. This research was conducted at SMAN 1 Susut. The sample of this study was students in class XI MIPA 3 in the academic year 2022/2023 that consist of 16 males and 13 females for a total of 29 students. In increasing students' self-confidence, the relevance of applying Behavioral Counseling with positive reinforcement techniques is felt to be very effective. This can be seen in the results of thedata analysis and discussion of research results. It can be stated that in cycle I (first) there was an increase in students' self-confidence of 46.64 %. In the action cycle II (second) there was an increase of 70.75%. The results of the research showed that the self-confidence of students in class XI MIPA 3 SMA Negeri 1 Susut in the academic year 2022/2023. Therefore, the results of this study show there is great influence of the relevance of behavioral counseling with positive reinforcement techniques in improving students' self-confidence in class XI MIPA 3 SMA Negeri 1 SUSUT in the academic year 2022/2023.

Keywords: Behavioral Counseling; Positive Reinforcement Techniques; Self Confidence

Introduction

Qualified human resource competencies have an important role in development efforts in the field of education. That is because education is not only prioritized on the cognitive aspects of the individual because cognitive aspects will only have an impact on intellectual development. While the non-cognitive aspects also need to be considered, because through this aspect the success of a student in learning is determined by the ability of students to interact with their learning environment. Family, school, and community have an important role in student education. Family plays the biggest role in education because a child will get the first and foremost education that is obtained in the family environment. This starts from the time the child is in the womb until the child grows and develops. Therefore, the family has the greatest tendency of time in the interpretation of their life. Schools as educational institutions also play an important role in channeling and providing the information needed by students in improving their skills and their

knowledge. Besides, they also have various activities carried out in schools both on the affective and psychomotor aspects. Various activities related to academics include various processes such as teaching and learning activities, while non-academic activities include self-development activities such as: extracurricular, intra-curricular, and also co-curricular. Schools also have a role in providing learning facilities and infrastructure that support the creation of a place to train all skills for students. The same with the role of the community environment, a contribution in terms of development in the field of education and also participates in supervising the educational process.

Success in learning is everyone's dream, this success will motivate other people to achieve the best for their-self in various ways. To achieve this success and achievement, students' self-confidence is important in achieving these goals, this self-confidence will encourage a person to always try his best to achieve all of his goals. Confidence will also have a big influence on one's social relationships in the family, community, school, and the environment in which one is adopted. In the school environment, most of the students showed various behaviors during the teaching and learning process. Some of them showed nervousness, anxiety, worry, and fear. In contrast to that, some students showed a happy attitude and there were also those who showed a confident attitude. This attitude full of confidence can be called an attitude of confidence.

According to Abu Ahmadi, (1989), self-confidence is defined as a belief in one's abilities. Thus, self-confidence is also interpreted as a belief in the individual concerning all aspects that exist in them. It is believed that this can make a person the ability to be able to do various things in his life. In connection with this, Zakiah Darajat (1983) suggests that self-confidence can cause a person to be optimistic and have self-esteem. Based on some of the theories above, it can be concluded that self-confidence is a tendency to believe in one's potential so that in carrying out tasks and obligations one does not feel the need to get help from others.

Kadek Suhardita in his research entitled Development Counseling Guidance Perspective, (2011) describes two things that can affect self-confidence, namely the first parenting style and secondly family environmental factors. The parenting factor is a basic indicator of forming a person's self-confidence. The behavior shown by parents will be adopted by their children based on the perception of something that they see. The growth of children's self-confidence will be greatly influenced by the affection, attention, and emotional approach of parents. This will make a child feel valued and seen as having an equally important position in the eyes of his parents. When a child makes a mistake, he will feel valued and loved by both parents. The love of parents for their children is not seen in their achievements or good deeds, but rather in their existence in developing their potential. The children are expected to develop their-self into an individual who shows good values in themselves and has realistic thoughts by noting that every parent must place logical expectation in a child.

Insecurity often appears triggered by an individual's habit of increasing attitudes and opinions that tend to harm himself. Various things can also often have an impact on decreasing a person's self-confidence, one of which is the result of environmental influences. The environmental point of view will have a huge influence on a person's courage in actualizing himself in society. Society can also affect a person's self-confidence, the tendency to associate with other people who have good self-confidence will indirectly have an impact on the growth of a confident attitude in their social environment. They will be able to view other people with more value, and will directly be influenced positively in increasing self-confidence.

Confidence in essence plays an important role in human development, especially in non-cognitive aspects which are often neglected because of their role in the world of

education. In general, someone who has intelligence and intellectual knowledge when supported by high self-confidence will be able to easily interact, and communicate with his environment. In contrast, if someone is intellectually intelligent but does not have confidence in himself, they will always feel that their position does not mean anything in life and also in their environment.

High self-confidence must be developed and embedded in the learning process, with that confident attitude, they will also feel that what they do does not have to feel ashamed or awkward, but in practice, there are still many attitudes that arise as a result of low self-confidence. It can be seen from several things such as anxiety that easily arises in an individual, nervousness, being too easily discouraged, and dependence on other people, this will greatly affect the educational process and also self-development in both cognitive and non-cognitive aspects.

Various solutions that can be done to overcome low self-confidence are to make efforts that can provide guidance to someone. for example, by assigning someone as an officer in flag ceremony activities, joining and being active in intra-school organizations (OSIS), participating in character development activities such as Praja Muda Karana (PRAMUKA), involving students in various social activities. Even so, these efforts have not run optimally. This can be seen from the fact that there are still students who is show that in the low self-confidence category. To overcome these problems, the researchers tried to use a behavioral counseling model with the aim of minimizing low self-esteem. Behavioral counseling is a process that is used by someone in terms of learning how to solve problems both interpersonally, emotionally, and in making decision. The occurrence of a real change in behavior in the client is expected to emerge after the application of the behavioral counseling method with positive reinforcement. Systematic sentitated, implosive and flooding theory, assertive training, aversion therapy and operant conditioning are common techniques in behavioral counseling. Several methods in the operant conditioning approach, namely: 1) positive reinforcement, 2) formation of a response (response), 3) intermittent reinforcement, 4) elimination (removal), 5) piloting and 6) token economy. Based on these methods, the researcher limits the object of study by using only one method, namely positive reinforcement.

According to Skinner (Cory 2009), Positive Reinforcement will be more effective when used to control behavior. This is because results of the research can be predicted earlier regarding various possibilities that arise due to unwanted changes in behavior. Positive reinforcement is oriented towards forming a behavior that produces causation in an action. Thus the cause and effect that appears will be an effective way of influencing behavior change. This positive reinforcement technique is used with the hope that after being given action students can change their behavior in a better direction, especially in self-confidence among students.

Based on the explanation above, the limitations of the problem formulation raised in this study include: can behavioral counseling with positive reinforcement techniques increase students' self-confidence? By limiting the object of this study, researchers seek to focus on aspects of strengthening self-confidence through Behavioral Counseling. What is expected in this research is to be able to provide benefits as well as guidelines for the implementation of behavioral counseling guidance in overcoming the problems of students who have low self-esteem.

Method

This type of research is classroom action research which is carried out by giving positive reinforcement to clients in the process of behavioral counseling services. This research was carried out to have an impact on increasing self-confidence among students.

The target of improvement in this study is the low self-confidence of students who can influence the learning process and results. This is carried out through the application of behavioral counseling with positive reinforcement. The target of improvement in this research is students in class XI MIPA 3 in the academic year 2022/2023 at SMA Negeri 1 Susut who have low self-confidence. Therefore, The sample of this study was students in class XI MIPA 3 in the academic year 2022/2023 that consist of 16 males and 13 females for a total of 29 students. In this case, 4 students showed low self-esteem. This is known based on the results of preliminary research at SMA Negeri 1 Susut. Students' general self-confidence such as having high anxiety and fear when appointed by the teacher to appear in front of their friends, nervousness when giving answers, giving up too easily, and having a very high tendency to depend on other people in carrying out school assignments. The action plan in this study includes planning, action or implementation, observation, and reflection.

Result and Discussion
1. Behavioral Counseling with Positive Reinforcement Techniques in Increasing Student Confidence

In the Guidance Counseling Dictionary, it is stated that the notion of behaviorism is a theory that starts from the notion that explores behavior as a field of psychological study without referring to awareness or mentality ideas that behavior influences feelings and thoughts. According to Corey (2009), that Behaviorism is a scientific view of human behavior. Individuals in general often experience distortions in past experiences that make it seem as if they are helpless in dealing with a problem.

Latipun (2002) states that in the view of the behavioral approach, the essence of a personality is behavior based on various experiences in the form of individual interactions with their environment. This view emphasizes that no human being is the same as one another, because every human being has different experiences in each of his lives. Experience will have a major influence on a person's personality, this is an illustration of his ability to practice the stimuli and stimuli he receives. In line with the opinion of Latipun Krumbolz and Carl E. Thoresen (1976) describes that: behavioral counseling is a method that is used to learn how to solve one's problems both interpersonally, emotionally and making final decisions.

In the implementation of behavioral counseling the main guideline is on changes in individual behavior, in this case humans, which can be created under certain conditions. In general, behavioral counseling focuses on behavior that is formed through stimulus or stimulation. That's why in changing behavior, stimulus engineering will be the main guideline in the application of behavioral counseling.

Surya (2003), states that there are six stages in behavioral counseling, namely: the first is analysis, namely the process of collecting various information related to the counselee and also the background of the counselee itself. The information or data collected includes all aspects of personality counseling. The second stage is a synthesis or summarizing and classifying of the data that has been obtained at the analysis stage, then arranged sequentially so that it can describe all the counselee's conditions. Counselee's self-formulation in synthesis is also reflected in the counselee's shortcomings or strengths. The third stage of diagnosis is the stage of responding to client data that has been obtained in the form of the problems indicated. The formulation of the diagnosis is taken by drawing logical conclusions about human nature itself. The fourth stage of prognosis is the stage of predicting the possibilities that might occur based on counselee data. At this prognostic stage, the counselee is asked to be aware of various things that might happen if the situation continues. The fifth stage is the counseling process, in this

process, a counselor helps the counselee explore various sources available to him, which can assist the counselee in achieving optimal changes in behavior according to what he understands and has. The final stage is a follow-up, in this case, it does not refer to various activities that can help clients after the counseling service is carried out, follow-up is also given when the client encounters new problems or past problems that arose after the service was carried out, this follow-up is also can describe the effectiveness of the counseling service process that has been implemented.

Komalasari et al (2011), states that the goals of behavioral counseling include: 1) Creating new conditions for the learning process, 2) eliminating learning outcomes that are perceived as not adaptive, 3) Providing adaptive learning experiences that have not been fully mastered, 4) Helping counseling eliminate self-destructive or maladaptive responses and learn new responses that are more logical and reasonable, 5) eliminating maladaptive behavior and strengthening or maintaining the desired positive behavior, 6) setting goals for behavior change to equalize perceptions between counselees and counselors. Rosjidan (1988) states that creating new conditions in the learning process is a general goal of behavioral counseling. The basic assumption is that learning experiences can affect problems that occur due to changes in behavior. The interpretation of behavioral counseling emphasizes things that are concrete, easy to understand, and agreed upon by the client and counselor.

According to Cormier (Rosjidan, 1988), generally the goals of behavioral counseling include several aspects: 1) the counselor explains his aims and objectives, 2) the client describes in detail the positive changes he wants, 3) the client and counselor jointly determine the formulation objective. 4) the client and the counselor jointly explore the gap between facts and reality, 5) the client and the counselor jointly discuss the advantages and disadvantages of the goals that have been formulated, 6) the client and the counselor Compile various decision alternatives, review the goals that have been formulated or looking for other references.

The techniques in the application of behavioral counseling include several things, namely:

a. Systematic desensitization. Systematic desensitization is a technique that most widely used in behavior therapy. Systematic desensitization is often used to eliminate behavior by being negatively reinforced. This technique emphasizes the appearance of a response or behavior to be eliminated. Desensitization is carried out by guiding counseling to be able to implement a response that is contrary to anxiety. It is appropriate technique used in dealing with clients who have phobias or fears. This desensitization can be performed in a variety of situations including anxiety, interference situations, fear of exams, impotence and sexual dysfunction.

b. Implicit and flood theory. Stampfl in (Cory, 2009) develops a technique related to the flooding technique which is defined as implosive therapy: similar to systemic desensitization, implosive therapy has the assumption that a person's neurotic behavior avoids involvement in conditions of stimuli that can generates anxieties. Counseling will be invited to interpret situations or stimuli that are felt to be threatening and dangerous repeatedly and are expected to be able to remove anxiety and neurotic avoidance. By looking for stimuli that trigger symptoms in him, interpreting how these symptoms are related, the client can imagine with the class of behavior that is formed and the client will be able to move closer to his strongest strength and also what must be avoided, this can do repeatedly until the anxiety that blocks the client's self disappears.

c. Assertive exercise. In behavioral counseling it is mostly applied in interpersonal situations when a person is difficult to be able to accept the fact that the action, he is taking is an appropriate action and also in accordance with the existing norms.

Assertive training can be applied in helping clients deal with problems such as: 1) not being able to express their feelings in the form of behavior, 2) showing excessive attitudes, 3) not being able to give rejection of something, 4) having difficulty getting a response and warm treatment from people others, 5) less able to understand themselves and their own needs.

One form of implementation of behavioral counseling techniques is operant conditioning. According to Cory (2009), operant conditioning is closely related to a therapeutic approach based on learning theories. This will involve giving appreciation to individuals for changes in behavior. Operant conditioning is also known as instrumental conditioning which elicits active changes in behavior.

Positive reinforcement, response shaping, intermittent reinforcement, eliminating sampling, and token economy are the methods of operant conditioning techniques. In this study, researchers only used one type of approach, namely positive reinforcement. According to Skinner (Cory, 2009), positive reinforcement has higher effectiveness in minimizing behavior, this can be seen through predictable results and also the possibilities for behavior to occur can be minimized. Positive reinforcement can form a pattern of behavior by providing reinforcement or reward immediately after the appearance of the expected behavior. This method can be said to be a powerful way to change an individual's perspective on behavior. Various reinforcements such as reinforcement that will provide psychological satisfaction of needs, such as providing food, drink, and rest are primary reinforcements that can be given in the implementation of services with positive reinforcement. While reinforcements that can provide satisfaction for social and psychological needs such as giving smiles, feelings of approval, awards, plaques, praise, and gifts that aim to give reinforcement to what is desired are secondary reinforcement. By providing these approaches the individual will feel given a place and also be rewarded for the behavior that is raised through positive reinforcement services.

The application of behavioral counseling with positive reinforcement techniques has relevance in increasing the self-confidence of students very effectively, this can be seen in the results of the study showing that the self-confidence of students who were subjected before the action was 131 with an average of 32.75 which can be categorized as low. Therefore, it is necessary to increase self-confidence, ways to develop and behavior in a confident attitude to strive for increased development through the implementation of action research using positive reinforcement techniques for students who are research subjects through action in cycle I.

In positive reinforcement techniques can help students in dealing with problems and they get the opportunity to solve problems together and plan to develop personally. Increasing self-confidence through behavioral counseling with positive reinforcement techniques has a very significant impact on students. This significant change can be seen from the results of the acquisition of a score that can be seen an increase of 180 with an average of 45. This indicates that the self-confidence of students has increased quite not only in terms of quantitative results but from the daily life of students in participating in the learning process at school. The use of behavioral counseling with positive reinforcement techniques has the advantage of being active, asking questions, expressing opinions, being able to ask questions can develop oneself positively.

Through the results obtained in the second cycle there was an increase in the result score, namely with the acquisition of a score of 307 or an average of 76.75 through the results obtained showed that there was a maximum increase in the self-confidence of students through behavioral counseling with positive reinforcement techniques. Regarding that, a conclusion can be drawn that the use of behavioral counseling with positive reinforcement techniques can increase the self-confidence of students in class XI
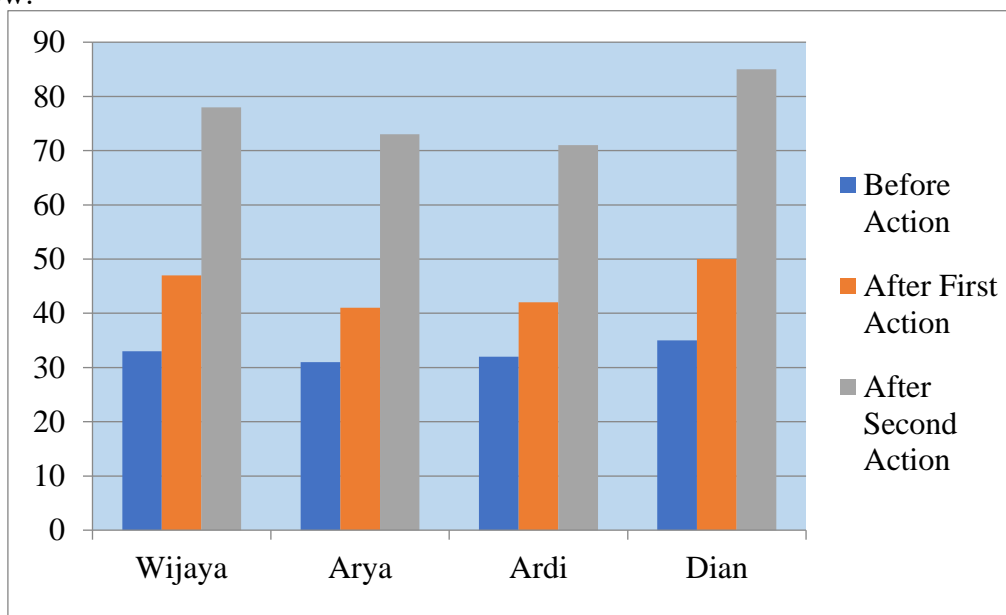
MPIA 3 SMA Negeri 1 Susut in the 2022/2023 academic year. The increase of students' self-confidence before being given Behavioral Counseling services with Positive Reinforcement Techniques and after the research cycle I and cycle II increased significantly. These results can be seen in the table below.

Table 1. The Improvement of students' self-confidence in class XI MPIA 3 at SMA Negeri 1 Susut in the academic year 2022/2023.

No	Students' name	Self- confidence			Percentage of increment	
		SBT	ST I	ST II	ST I	ST II
1	Wijaya	33	47	78	42,42 %	65,95 %
2	Arya	31	41	73	32,25 %	78,04 %
3	Ardi	32	42	71	69,04 %	69,04 %
4	Dian	35	50	85	42,85 %	70 %
		$\Sigma = 131$ $= \dfrac{131}{4}$ $= 32,75$	$\Sigma = 180$ $= \dfrac{180}{4}$ $= 45$	$\Sigma = 307$ $= \dfrac{307}{4}$ $= 76,75$	$\Sigma = 186,56$ $= \dfrac{186,56}{4}$ $= 46,64 \%$	$\Sigma = 283,03$ $= \dfrac{283,03}{4}$ $= 70,75 \%$

NB: (SBT= Before Treatment: ST I= After Treatment I: ST II= After Treatment II)

Based on the table above, the increase in students' self-confidence after being given cycles I (first) and II (second), the percentage increase can be seen in graph 03 below:

Graphic 1. The Improvement of students' self-confidence in class XI MPIA 3 at SMA Negeri 1 Susut in the academic year 2022/2023 after action in cycle I and II.

This can be strengthened through observing behavior based on the visible behavior of students who have shown changes in students' self-confidence, this also strengthened through the results of post-service interviews. The results of interviews conducted with student named Wijaya, students have shown positive behavior who are no longer shy in expressing their opinions and are starting to be firm and confident in choosing the choices that the counselor is trying to offer. Student named Ardi, the results of post-service interviews can be concluded that Ardi has started to be able to develop his skills in speaking and also arguing. Students named Arya who have been able to show

self-confidence through their ability to express opinions and also defend opinions that they feel are right. Meanwhile, student named Dian have started to be able to show their confidence by starting to be able to get along with their friends and also communicate interactively with other people.

Through the description of the results of this research, it can be concluded that the application of behavioral counseling can increase students' self-confidence in class XI MPIA 3 at SMA Negeri 1 Susut in the academic year 2022/2023. This also has a positive impact that can be seen from the research results obtained, where the increment in self-confidence from cycle I and cycle II showed significant changes.

Conclusion

The results of implementing behavioral counseling with positive reinforcement techniques to increase the confidence of students in class XI MIPA 3 at SMA Negeri 1 Susut, Bangli Regency in the academic year 2022/2023 with a total of 29 students that consist of 16 males and 13 females students. The data shows that the implementation of behavioral counseling with this positive reinforcement technique had a good impact on increasing students' self-confidence. Discussion and research results in cycle I can be stated that (first) there was an increase in the attitude of self-confidence in students by 46.64% after students were given behavioral counseling services with positive reinforcement, apart from being shown through the results of the data this increase could also be observed from the activity of all students in almost every learning both related to the cognitive, affective and psychomotor domains. In the actions of cycle II (second), there was an increase of 70.75%. In this cycle, the students were brave enough to show their abilities and saw themselves as valuable. This could be observed by researchers by observing the way students socialize with other people, behave, and also consider themselves important. In this cycle there are almost no more students who are less enthusiastic and also less active in learning, this is also reinforced through the results of interviews with subject teachers related to the condition of students after being given behavioral counseling services with positive approach techniques. In conclusion, behavioral counseling can increase the self-confidence of students in class XI MPIA 3 SMA Negeri 1 Susut in the 2022/2023 academic year.

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