

"GROUP COUNSELING SERVICE WITH A BEHAVIORAL APPROACH TO IMPROVE SELF-CONFIDENCE IN INTROVERTED CHILDREN FROM BROKEN HOMES AT THE PUTRA HARAPAN CHILDREN'S SOCIAL SERVICE HOME IN SLAWI, TEGAL REGENCY"

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Abstract

This research was motivated by the lack of implementation of group counseling services and the still low level of self-confidence in children. Hence, the formulation of the problem is the level of self-confidence before and after being given group counseling services and/or the improvement of group counseling services with a behavioral approach to increase self-confidence in introverted children from broken home families at the "Rumah Pelayanan Sosial Anak Putra Harapan Slawi" in Tegal Regency. The objectives are to determine the level of self-confidence before being given group counseling services, to find out the level of self-confidence after receiving group counseling services and/or to determine whether group counseling services with a behavioral approach can improve the self-confidence of introverted children from broken home families at "Rumah Pelayanan Sosial Anak Putra Harapan Slawi" in Tegal Regency.

Keywords: Group Counseling Services, Behavioral Approach, Improving Self-Confidence

INTRODUCTION

A family is a primary home for a child and a paradise for them, but some families choose to separate, and as a result, the child becomes a victim of that separation. According to Sulaeman (2022), a child needs the affection or caress from both parents, but due to the separation, the child does not experience what they should have felt from birth until adulthood.

Children are a nation's most valuable assets in determining the continuation of life, quality, and future prosperity of a nation. To become a nation's valuable asset, a child

has rights and life needs that must be fulfilled, namely the rights and needs for food and nutrition, health, play, emotional needs, moral development, and education. They also need a supportive family and social environment for their survival. Furthermore, children have the right to opportunities and support to actualize and develop themselves and their abilities (Andi, 2022).

"Broken home" can be defined as a disrupted family, a situation where the family's attention is lost or there is a lack of affection from the parents caused by several things, such as divorce, resulting in the child living with only one biological parent. "Broken home" can be seen from two aspects: (1) The family that is split because its structure is not intact due to the death or divorce of one family member, (2) Parents who are not divorced, but the family structure is no longer intact because the father or mother is often not at home and no longer shows an affectionate relationship.

"Broken home" has a significant impact on a child's psychological development. According to Cindy et al. (2023), the impacts of a "broken home" can vary significantly. Children who experience a "broken home" often become introverted. Introverted in this context means that they prefer being alone, lack self-confidence, and dislike crowds. Socially, children from "broken homes" usually also have negative traits and find it difficult to establish good social relationships with others. For example, they may become closed-off because they find it hard to trust others.

Self-confidence is a child's attitude to have a positive judgment about their own abilities or to be optimistic, to have high confidence in performing tasks, the courage to overcome any problems, the ability to interact well, and a deep conviction in all of their abilities while also recognizing their own shortcomings. They should think positively about what they do, which is very beneficial for themselves and those around them, and take responsibility.

Self-confidence is hard to define concretely, but most likely a child with self-confidence will be able to accept themselves, be ready to accept challenges - in other words, they are willing to try new things even though they are aware that there is always a possibility of making mistakes. A confident person is not afraid to express their opinion in front of many people. Self-confidence can help to deal with situations in social interactions and to undertake various tasks more easily (Himatul et al, 2019).

As a manifestation of the implementation of service activities based on Central Java Governor Regulation No. 31 of 2018 concerning the Organization and Work Procedures of the Technical Implementation Unit of the Central Java Province Social Service, as an amendment to Governor Regulation No. 63 of 2016, the "Samekto Karti" Pemasang Mental Disability Social Service Orphanage in conjunction with "Putra Harapan" Slawi Children's Social Service House has set the achievement of social service and rehabilitation goals for welfare social issues in the Central Java province to be effective, efficient, and accountable in their service.

The "Putra Harapan" Slawi Children's Social Service House is a Social Service House from the "Samekto Karti" Pemasang Mental Disability Social Service Orphanage, which is part of the operational implementation of Children's Social Services with a boarding system with program activities: social, religious, skills, physical, and mental guidance, and realizing the continuity of their formal education up to high school level.

The "Semekto Karti" Pemasang Mental Disability Children's Social Service House "Putra Harapan" Slawi has the primary task and function of implementing Social Guidance Services and the continuity of formal education for neglected boys, with a normative recruitment age between 7 and 21 years old. Each beneficiary who is recruited is accommodated to be guided and nurtured so that they can acquire skills and be educated with formal school diplomas at an equivalent high school level. Thus, they grow into individuals who have self-confidence when returning to the community to face a better future.

Children who are introverted, lack self-confidence come from broken home families due to parental divorce, children with low self-esteem come from complete families but from parents who provide little motivation, low economic status and parents who suffer from mental disorders, who are currently living at the "Putra Harapan" Slawi Children's Social Service House in Tegal Regency. Thus, introverted children from broken home backgrounds lack self-confidence, are shy, and tend to be very closed to others or caregivers at the "Harapan" Children's Social Service House in Tegal Regency, and focus on spending time alone. Introverted children will be more cautious when speaking, usually directly addressing the main topic of discussion. These children will try their best to watch their words so as not to hurt others' feelings.

Of the 11 children, they were divided into 2 groups, namely the treatment group and the control group. For this research, the researcher used data collection techniques using questionnaires, with the researcher selecting a sample of 4 introverted children from broken home backgrounds for the treatment group and 7 children with low self-confidence for the control group.

Introverted personality refers to a type of human personality that is introverted, thus they tend to choose to be alone or meet with few people. The personality of introverted individuals is influenced by the subjective world, that is, the world within themselves. Introverts think more towards the subjective or themselves. However, an introvert is also antisocial or does not care about the environment, usually introverts only speak when necessary, if there is indeed information to be conveyed.

Group counseling service is one of the guidance and counseling services in schools. Group counseling service is an effort to help solve children's problems by utilizing group dynamics. Group counseling services allow children to collectively have the opportunity for discussion and alleviation of problems through group dynamics in group counseling (Wibowo, 2019).

Behavioral approach is a scientific view of human behavior. The behavior referred to is actions displayed by individuals. The goal of the behavioral approach is to modify undesirable (maladaptive) behavior, thus emphasizing the habit of behavior to be positive (adaptive). In the behavioral approach, reinforcement and punishment are known. Adaptive behaviors are given reinforcement, that is, providing pleasant reinforcement after the desired behavior is displayed, with the aim that the behavior will be repeated, improved, and established in the future. Meanwhile, maladaptive behavior will be given punishment with the aim that the behavior will not be repeated in the future.

The findings in the field led the author to believe that there is a need to boost self-confidence in introverted children from broken homes and children experiencing low self-esteem. The problems that arise in children, such as their ability to build social relationships, especially those from broken homes, are made subjects of research to examine the level of self-confidence in introverted children. Efforts to improve self-confidence, especially in introverted children from broken homes, are carried out using group counseling services through a behavioral approach.

METHOD

The research method used in this study is a quantitative research that should start by writing from the most general aspect first, then narrowing down to the most specific aspects. Quantitative research approach is an approach that primarily uses the postpositivist paradigm in developing scientific knowledge (such as thoughts about cause and effect, variable reduction, hypotheses, and specific questions using measurements and observations, as well as theory testing), using research strategies such as experiments and surveys that require statistical data. The postpositivist viewpoint, also commonly known as positivism, is a viewpoint that states that the existence of social reality and physical reality is independent or separate, free or outside the researcher.

Made (2021) states that quantitative methods require the researcher to clearly identify and limit the problem, and then formulate it. The problem formulation can be stated in the form of a question or a statement. Problem formulation is considered a collection of questions that arise based on the description of issues or phenomena in the research background. The problem formulation is also considered an important part of research, as it contains the main problem questions that need to be resolved in a study, and these problem formulations must be answered in the analysis and discussion as well as the conclusion section.

Thus, the population is the entirety of objects or subjects within a certain region and meeting specific criteria related to the research problem. The population in this study is children living in the Putra Harapan Social Services House in Slawi, Tegal Regency, which amounts to 50 children. Sampling must be conducted in such a way as to obtain samples (examples) that truly function as examples, or can depict the actual population condition. In other words, the sample must be representative (Arikunto, 2010).

RESULT AND DISCUSSION

In accordance with the purpose of conducting a pre-test, that is to understand the condition of self-confidence in introverted children from broken homes at the Putra Harapan Social Service House for Children in Slawi, Tegal Regency. After the researcher knew about the condition of self-confidence in introverted children as the

subjects of the study, the researcher then distributed questionnaires by creating groups consisting of 7 and 4 child subjects in each group, making a total of 11 child subjects in both groups.

The pre-test results on the research subjects who fall into the very low category are 10 subjects in the 123 – 162 interval (90%), the low category is 1 subject in the 163 – 202 interval (10%), the high category is 0 subjects in the 203 – 242 interval, and the very high category is 0 subjects in the 243 – 282 interval regarding self-confidence in introverted children from broken homes at the Putra Harapan Social Service House for Children in Slawi, Tegal Regency.

In accordance with the purpose of conducting the post-test, which is done to determine the condition of self-confidence after treatment is given. To identify the problem to be investigated, a questionnaire must be distributed to 4 child subjects as an experimental group that was given behavior-based counseling treatment at the Putra Harapan Slawi Child Social Service House, Tegal Regency.

The post-test results of the research subjects who fall into the very low category are 5 subjects in the 123 - 162 interval (60%), the low category includes 1 subject in the 163 - 202 interval (17%), the high category includes 4 subjects in the 203 - 242 interval (23%), and the very high category includes 0 subjects in the 243 - 282 interval. This is regarding the self-confidence of introverted children from broken homes at the Putra Harapan Slawi Children's Social Service Home, Tegal Regency.

The known data before treatment (pre-test) and after receiving treatment (post-test), shows that there is a difference between the average score of the pre-test, which is 1,615 for 11 subject respondents, and 621 for the 4 subject respondents who received treatment (post-test).

The score gained for the increase in self-confidence in the pre-test was 1615 and in the post-test conducted was 1750, which explains that there was an increase in self-confidence after the treatment was implemented on respondents 1, 2, 3, 4, 6, 7, 8, 10, and 11, whereas respondents 5 and 9 experienced a decrease in self-confidence by 16 and 11 points, respectively.

Thus, there is a comparison in the pre-test and post-test results, which the researcher interprets as an increase in self-confidence in introverted children from broken home

families at the Social Service House Putra Harapan Slawi, Tegal Regency, after being given counseling services.

Conclusion

From the research that has been conducted on group counseling services with a behavioral approach to increase self-confidence in introverted children from broken home families at the Putra Harapan Slawi Children's Social Service House in Tegal Regency, the following can be concluded:

First, the level of self-confidence before being given group counseling services with a behavioral approach to introverted children from broken home families showed that the level of self-confidence is still distributed very low before being given counseling guidance, with 90% as many as 10 respondent subjects and low by 10% with 1 respondent subject.

Second, the level of self-confidence after being given group counseling services with a behavioral approach to introverted children from broken home families in the post-test showed that the categories were very low for as many as 5 respondents (60%), low for 1 respondent (17%), and high for 4 respondents (23%).

Third, there is an increase in Group Counseling Services with a Behavioral Approach to Increase Self-confidence in Introverted Children from Broken Home Families at the Putra Harapan Slawi Children's Social Service House in Tegal Regency. Based on the results of the pre-test-post-test calculation and the paired sample t-test difference test, the result of the pre-test total was 1,615 and the post-test total was 1,750 with an increase of 135. Therefore, from the T test results, a t-value of 0.003 was obtained with the paired sample t-test difference test showing that $0.003 < 0.005$, thus the research hypothesis H_a is accepted for improving Group Counseling Services with a Behavioral Approach to Increase Self-confidence in Introverted Children from Broken Home Families at the Putra Harapan Slawi Children's Social Service House in Tegal Regency.

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