

## THE EFFECTIVENESS OF GROUP GUIDANCE WITH THE TECHNIQUE OF OVERCOMING RESISTANCE TO CHANGE IN IMPROVING THE SELF-EFFICACY OF PART-TIME WORKING STUDENTS

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### Abstract

The purpose of this research is to assess the effectiveness of group counseling services using the Overcoming Resistance To Change technique to improve the self-efficacy of students at SMA Negeri 4 Tanjung Balai. The researcher employed a quantitative approach with a quasi-experimental research type, specifically using a pretest-posttest control Group design. The population consists of all 11th-grade students at SMA Negeri 4 Tanjung Balai, totaling 84 students, with a sample size of 16 students: 8 students in the experimental group and 8 students in the control group, who have low self-efficacy. The sampling method used is non-probability sampling, specifically purposive sampling. Data collection was conducted using a self-efficacy scale. The data analysis technique used is the t-test with the help of SPSS version 25, yielding a sig (2-tailed) value of  $0.000 < 0.05$ . The output for pair 1 shows a thitung value of 27.693 with a Sig value of  $0.000$  (2-tailed)  $< 0.005$ . Meanwhile, the output for pair 2 shows a Sig value of 14.095 and a sig value of  $0.000$ . The sig value of  $0.000 < 0.005$  indicates that  $H_a$  is accepted and  $H_o$  is rejected. This shows that the experimental class using group guidance services with the Overcoming Resistance To Change technique is effective in increasing the Self Efficacy of students who work part-time at SMA Negeri 4 Tanjung Balai.

**Keywords:** Group Guidance, self-efficacy, Techniques for Overcoming Resistance to Change

### Abstrak

Tujuan penelitian ini agar melihat efektivitas layanan bimbingan kelompok dengan teknik Overcoming Resistance To Change untuk meningkatkan self-efficacy siswa SMA Negeri 4 Tanjung Balai. Peneliti menggunakan pendekatan kuantitatif dengan jenis penelitian yakni quasi eksperiment, Desain penelitian Pretest Posttest Control Group. Populasi tersebut merupakan keseluruhan siswa kelas XI di SMA Negeri 4 Tanjung Balai yang berjumlah 84 siswa, sampel yang diperoleh berjumlah 16 siswa, 8 siswa sebagai kelas eksperimen dan 8 siswa sebagai kelas kontrol yang memiliki self-efficacy yang rendah. Sampel yang digunakan yaitu sampel non-probability sampling tepatnya teknik purposive sampling. Pengumpulan data dilakukan dengan skala self-efficacy. Teknik analisis data yang dilakukan yaitu Uji-t dengan bantuan SPSS versi 25, diperoleh nilai sig (2-tailed) sebesar  $0,000 < 0,05$ . Output pair 1 diketahui mempunyai nilai thitung sebesar 27,693 dengan nilai Sig  $0,000$  (2-tailed)  $< 0,005$ . Sedangkan output pair 2 diketahui mempunyai nilai Sig sebesar 14,095 dan nilai sig  $0,000$ . Nilai sig  $0,000 < 0,005$ , maka berarti  $H_a$  diterima dan  $H_o$  ditolak. Hal ini menunjukkan kelas eksperimen menggunakan layanan

*bimbingan kelompok dengan teknik Overcoming Resistance To Change efektif untuk meningkatkan Self Efficacy siswa yang bekerja paruh waktu di SMA Negeri 4 Tanjung Balai.*

**Kata kunci:** *Bimbingan Kelompok, self-efficacy, Teknik Overcoming Resistance To Change*

## INTRODUCTION

In an academic context, *self-efficacy* or self-efficacy plays an important role in determining students' confidence in their ability to complete academic assignments, face learning challenges, and achieve optimal achievement (Maddux, 2016). Students who have *self-efficacy* Are more likely to be confident in facing academic and work challenges simultaneously. They are able to manage time, maintain motivation, and find solutions when facing difficulties. In contrast, students with *self-efficacy* Low are more susceptible to academic and work stress, which has the potential to lower their learning performance. The phenomenon of part-time work is increasingly becoming a trend among students (Mardhiah, 2020). Some students choose to work part-time to meet the growing needs of life, such as buying books and daily necessities. In addition, part-time jobs are also in demand to fill free time and add useful work experience for the future. The advantage of working while attending school is that students can learn to manage their time well so as not to interfere with their academic activities (Lestari, et al., 2021). However, according to Prasetya, et al., (2023), working while attending school can have a negative impact if it is done at a high intensity without any break between work and other activities. Conversely, if done in the right doses, working part-time can provide positive benefits for students.

Academic self-efficacy is a person's evaluation of their abilities or competencies in performing academic tasks, achieving academic goals, or overcoming academic obstacles (Tarong, et al, 2024). Academic self-efficacy plays a role in determining the activities students choose, the goals they set, and their efforts and resilience in facing academic challenges. According to Puspitasari, et al., (2021) emphasizing that academic self-efficacy affects students' motivation for achievement, where the higher the academic self-efficacy, the higher their motivation to achieve. If academic self-efficacy is able to develop individual factors in students, then student engagement or student involvement in academic activities will also increase. However, not all students have *self-efficacy* tall ones. Many of them experience resistance to change, especially in adjusting to academic and work loads. Therefore, the application of the technique *overcoming resistance to change* be relevant in helping students overcome psychological barriers and boost their self-confidence. This technique helps students understand that changes in learning patterns and time management are manageable, not insurmountable obstacles. To realize this, external intervention is needed that can guide and facilitate students.

This technique is part of the cognitive behavioral approach or *Cognitive Behavior Therapy* (Anggraeni, et al., 2024). *Teknik Overcoming Resistance to Change* is an approach used in counseling and self-development to help individuals cope with and

adapt to difficult changes (Thompson, 2003). This technique is beneficial for improvement *self-efficacy* students who work part-time because it helps them overcome their fear and anxiety of academic and job challenges. By reducing resistance to change, students are more open to trying new learning strategies, developing time management skills, and increasing their motivation to learn. This has a positive impact on *self-efficacy* them, so that they are more confident in facing academic and work pressures at the same time.

Thus, group guidance uses *overcoming resistance to change* can be a solution in improving *self-efficacy* Academic students who work part-time. With this approach, students can more easily adjust to academic and work demands, develop a positive mindset, and build more effective learning strategies. In addition, this technique also contributes to increasing students' intrinsic motivation so that they are more confident in achieving optimal achievements. According to Halawa & Mulyanti (2023), the factors that affect learning achievement can be classified into two factors, namely, internal factors (in students) and external factors (from outside students). One of the external factors that has a significant influence is the economic welfare of the family.

To support the improvement of *student self-efficacy*, appropriate guidance is needed, one of which is through Group Guidance with *the Overcoming Resistance to Change* (BKP) Technique. This technique aims to help students change their perspective on academic and employment challenges, so that they can see them as opportunities for growth, not as barriers. *Overcoming resistance to change* takes a problematic situation and presents it in a new way that allows the counselor to adopt a more constructive and positive perspective. The reason the researcher uses *the overcoming resistance to change* technique is because the purpose of this technique is to change the perspective of irrational students by reframing an event with another frame so that students can understand the positive meaning of the event, so that the irrational thoughts are not caused by other individuals but the wrong perspective of the students themselves. Similarly, inferior behavior is caused by the wrong student's mind, by helping students realize the wrong perspective, it is hoped that the student can reduce inferior behavior. From the description above, the author tries to study it in a study entitled "The Effectiveness of Group Guidance with *the Overcoming Resistance to Change* Technique in Increasing *the Self Efficacy* of Students Working Part-Time at SMA Negeri 4 Tanjung Balai".

## METHOD

The approach used in this study is a quantitative approach with the type of experimental research. The research model used is *Quasi experimental*. This means that this design has a control group, but it cannot fully function to control external variables that affect the execution of the experiment (Scott, 2016). The experimental design used was *pretest posttest control group design*, in which two groups of students (experimental group and control group) were given preliminary tests (*Pretest*) to measure their level of learning independence before treatment, and then given a final test (*posttest*) to measure the

changes that occur after treatment. In line with the above opinion, (Suryabrata, 2008) stated that the purpose of pseudo-experiment research (*quasi experiment design*) is to obtain information about the results of the actual experiment and does not allow to control and or manipulate all the influential external variables.

The population in this study amounted to 84 students, namely students who had identified characteristics of experiencing inferior behavior, namely negative and pessimistic thinking, withdrawing from social life, always hesitating in acting, shy and unconfident, and having difficulty appearing in public. The sample in this study was 8 people in the experimental group and 8 people in the control group, so that the total number of samples in the research sample was 16 samples. The sampling technique in this study is *the purposive sampling technique*, which means that the research sample is based on certain criteria, namely grade XI students of SMA Negeri 4 Tanjung Balai and students with questionnaire scores that are classified as *having low Self Efficacy*.

The instrument used to measure students' learning independence is a questionnaire, which contains questions related to aspects according to theory Bandura (1997) that is *Master Experience* (Personal success experience), *Vicarious Experience* (Experience Through Others), *Social Persuasion* (Social Support and Strengthening), and *Physiological and Emotional States* (Physical and Emotional Conditions). This questionnaire will be given to both groups at the time of the *Pretest* and *posttest*. In addition, observations were also carried out to obtain qualitative data on changes that occurred in students during the group guidance process (Calf, et al., 2021). Instruments used in improving *self-efficacy* students of SMA Negeri 4 Tanjung Balai were questionnaires using scale measurement techniques *Likert*. According to (Sugiono, 2012) the scale *likert* It is used to measure the attitudes, opinions, and perceptions of a person or a group of people about social phenomena. Scale statement *likert* has 2 properties namely *favourable/positive* (supporting the statement) with a value range of 5-1 and *unfavourable/negative* (not supporting the statement) is given a value range of 1-5. More details can be seen in table 1 below:

**Table 1.** Answer Categories Research Instruments

RESPONDENT'S ANSWER		THE SCORE GIVEN FOR EACH STATEMENT	
		<i>Favorable (+)</i>	<i>Unfavorable (-)</i>
VERY SEXY	SS	5	1
APPROPRIATE	S	4	2
QUITE	CS	3	3
INAPPROPRIAT	TS	2	4
VERY UNSUITABLE	STS	1	5

Analysis of data obtained from *pretest* and *posttest* will be analyzed using the T-Test statistical technique. This t-test was used to measure whether there was a significant effect of the treatment given to the experimental group on *Self Efficacy* student (Scott, 2013).

## RESULTS AND DISCUSSION

**Table 2.** Distribution of Frequency and Percentage of *Pretest Results*

Category	Interval	Experimenta l Frequency	Percentage	Control Frequency	Percentage
Very High	162-190	0	0	0	0
Tall	131-161	0	0	0	0
Keep	100-130	0	0	0	0
Low	69-99	8	100%	8	100%
Very Low	38-68	0	0	0	0

The score category was formed based on the results of the calculation of the score range from the questionnaire which consisted of 38 items with a Likert scale of 1–5. The maximum score is obtained from  $38 \times 5 = 190$ , while the minimum score is  $38 \times 1 = 38$ . So, the range or score difference is  $190 - 38 = 152$ . By dividing the range into 5 categories, an interval of  $152 \div 5 = 30$  is obtained. Based on this interval, the range of categories is determined as follows: scores of 38–68 include the *very low category*, 69–99 *low*, 100–130 *moderate*, 131–161 *high*, and 162–190 *very high*. Table 2 shows that if the student's result score has an interval of 162-190, it is included in the very high category, the high category with an interval value of 131-161, the medium category with an interval of 100-130, the interval from 69-99 is said to be the low category, and the very low category from the 38-68 interval in the *Self Efficacy* condition. So, from the table above, it was found that 8 students in the experimental class were in the low category with a percentage of 100%, and 8 students in the control class in the low category were in the 100% *Self Efficacy condition*.

So based on the results of the *pretest* above, students were given *treatment* by applying group guidance services with the *Overcoming Resistance To Change* Technique to the experimental class and applying group guidance services to the control class with 4 meetings. *Treatment* was carried out by the researcher as a group leader under the supervision of the BK teachers. After *the treatment* was completed, the researcher gave a *posttest* to the experimental sample and the control sample, in order to determine the effectiveness of group guidance services with *the Overcoming Resistance To Change* technique when given to experimental samples with those who were not given techniques in the control class.

**Table 3.** Pretest Data of Meeting I in the Experimental and Control Class

NO	EXPERIMENTAL CLASS			CONTROL CLASS		
	Code Name	Shoes	Category	Code Name	Shoes	Category
1	SH	80	Low	NRP	88	Low
2	FRD	79	Low	NF	90	Low
3	A	90	Low	F	97	Low
4	IF	89	Low	ZS	87	Low
5	RS	87	Low	AGAIN	75	Low
6	J	85	Low	FDR	82	Low
7	PAM	95	Low	IN	79	Low
8	ARL	92	Low	SAS	85	Low
	SUM	697			683	
	MEAN	87			85	

Table 3 shows the results of *the pretest* conducted on grade XI students at SMA N 4 Tanjung Balai. Students in the experimental class obtained an average score of 87 in the low category on the *Self Efficacy pretest*, while the control class obtained an average score of 85. The results of *the pretest* for the disclosure of students' *Self Efficacy* were characterized by some students who tended to have insecurity in their abilities, set easy goals, were anxious, burnout, and tended to give up when experiencing failure.

**Table 4.** Pretest Data of Meeting II in Experimental and Control Classes

NO	EXPERIMENTAL CLASS			CONTROL CLASS		
	Code Name	Shoes	Category	Code Name	Shoes	Category
1	SH	128	Keep	NRP	118	Keep
2	FRD	138	Tall	NF	121	Keep
3	A	115	Keep	F	133	Tall
4	IF	129	Keep	ZS	128	Keep
5	RS	116	Keep	AGAIN	114	Keep
6	J	113	Keep	FDR	135	Tall
7	PAM	141	Tall	IN	121	Keep
8	ARL	140	Tall	SAS	124	Keep
	SUM	1020			994	
	MEAN	128			124	

The results of *the pretest* meeting II students in the experimental class obtained an average score of 128 as many as 5 students with a percentage of 63% in the medium category and 3 students in the high category with a percentage of 37%. Meanwhile, the control class had an average score of 124 with 6 students in the medium category with a percentage of 75% and 2 students with a percentage of 25% in the high category.



**Table 5.** Pretest Data of Meeting III in the Experimental and Control Class

NO	EXPERIMENTAL CLASS			CONTROL CLASS		
	Code Name	Shoes	Category	Code Name	Shoes	Category
1	SH	136	Tall	NRP	128	Keep
2	FRD	144	Tall	NF	130	Keep
3	A	130	Keep	F	143	Tall
4	IF	138	Tall	ZS	140	Tall
5	RS	131	Tall	AGAIN	131	Tall
6	J	128	Keep	FDR	147	Tall
7	PAM	158	Tall	IN	134	Tall
8	ARL	147	Tall	SAS	137	Tall
	SUM	1112			1090	
	MEAN	139			136	

The results of the *posttest* of meeting III in table 5 show the results of students in the high-category experimental class as many as 6 students with a percentage of 75% and 2 students in the medium category with a percentage of 25%. Meanwhile, the control class with 6 students in the high category with a percentage of 75% and 2 in the medium category with a percentage of 25% *Self Efficacy*.

**Table 6.** Pretest Data of Meeting IV in Experimental and Control Classes

NO	EXPERIMENTAL CLASS			CONTROL CLASS		
	Code Name	Shoes	Category	Code Name	Shoes	Category
1	SH	141	Tall	NRP	140	Tall
2	FRD	152	Tall	NF	134	Tall
3	A	139	Tall	F	155	Tall
4	IF	146	Tall	ZS	150	Tall
5	RS	140	Tall	AGAIN	141	Tall
6	J	135	Tall	FDR	161	Tall
7	PAM	166	Very High	IN	143	Tall
8	ARL	158	Tall	SAS	139	Tall
	SUM	1177			1163	
	MEAN	147			145	

The fourth meeting treatment described the results of the experimental class with an average score of 147 as many as 1 student with a percentage of 13% in the very high category and 7 students in the high category with a percentage of 87%. Meanwhile, in the control class, an average of 145 was obtained with as many as 8 students in the high category with a percentage of 100% in the *Self Efficacy condition*.

**Table 7.** Posttest Results of Meeting I

NO	EXPERIMENTAL CLASS			CONTROL CLASS		
	Code Name	Shoes	Category	Code Name	Shoes	Category
1	SH	117	Keep	NRP	112	Keep
2	FRD	133	Tall	NF	113	Keep
3	A	117	Keep	F	131	Tall
4	IF	119	Keep	ZS	119	Keep
5	RS	116	Keep	AGAIN	112	Keep
6	J	110	Keep	FDR	134	Tall
7	PAM	134	Tall	IN	112	Keep
8	ARL	131	Tall	SAS	113	Keep
	<b>SUM</b>	977			946	
	<b>MEAN</b>	122			118	

Table 7 above shows the research findings on the *posttest*. *Treatment* is given four times after *the pretest*. After getting *the first meeting treatment*, the researcher gave a *posttest* to the students. The results in the experimental class were 5 students with a percentage of 63% in the medium category and 3 in the high category with a percentage of 37%, while the control class with 6 students in the medium category with a percentage of 75% and 2 students with a percentage of 25% in the high category. So, it can be said that after the first meeting, students still look shy and awkward to tell about their problems, but they have begun to understand a little about *self-efficacy*.

**Table 8.** Posttest Results of Meeting II

NO	EXPERIMENTAL CLASS			CONTROL CLASS		
	Code Name	Shoes	Category	Code Name	Shoes	Category
1	SH	132	Tall	NRP	120	Keep
2	FRD	141	Tall	NF	125	Keep
3	A	117	Keep	F	134	Tall
4	IF	134	Tall	ZS	131	Tall
5	RS	116	Keep	AGAIN	116	Keep
6	J	115	Keep	FDR	136	Tall
7	PAM	149	Tall	IN	125	Keep
8	ARL	143	Tall	SAS	127	Keep
	<b>SUM</b>	1047			1014	
	<b>MEAN</b>	131			127	

The results of *the second* meeting of students in the experimental class obtained a mean score of 131 as many as 5 students with a percentage of 63% in the high category and 3 students in the medium category with a percentage of 37%. Meanwhile, the average control class was 127 with 5 students in the medium category with a percentage of 63% and 3 students with a percentage of 37% in the high category.



**Table 9.** Posttest Results of Meeting III

NO	EXPERIMENTAL CLASS			CONTROL CLASS		
	Code Name	Shoes	Category	Code Name	Shoes	Category
1	SH	140	Tall	NRP	135	Tall
2	FRD	149	Tall	NF	132	Tall
3	A	134	Tall	F	149	Tall
4	IF	142	Tall	ZS	141	Tall
5	RS	138	Tall	AGAIN	136	Tall
6	J	132	Tall	FDR	152	Tall
7	PAM	163	Very High	IN	137	Tall
8	ARL	150	Tall	SAS	139	Tall
	SUM	1148			1121	
	MEAN	144			140	

The results of the posttest of meeting III showed the results of students in the high-category experimental class as many as 7 students with a percentage of 87% and 1 student in the very high category with a percentage of 13%. Meanwhile, the control class with 8 students in the high category with a percentage of 100% in *the Self Efficacy condition*.

**Table 10.** Posttest Results of Meeting IV

NO	EXPERIMENTAL CLASS			CONTROL CLASS		
	Code Name	Shoes	Category	Code Name	Shoes	Category
1	SH	142	Tall	NRP	141	Tall
2	FRD	155	Tall	NF	136	Tall
3	A	160	Tall	F	150	Tall
4	IF	148	Tall	ZS	133	Tall
5	RS	143	Tall	AGAIN	143	Tall
6	J	149	Tall	FDR	162	Very High
7	PAM	165	Very High	IN	137	Tall
8	ARL	162	Very High	SAS	140	Tall
	SUM	1224			1142	
	MEAN	153			143	

The treatment of the fourth meeting described the results of the experimental class obtaining an average of 153 as many as 2 students with a percentage of 25% of the very high category and 6 students in the high category with a percentage of 75%. Meanwhile, in the control class, an average of 143 students were obtained with 1 student in the very high category with a percentage of 13% and 7 students with a percentage of 87% in the high category. So, after being given group guidance services with *the Overcoming Resistance To Change* technique, students experienced a change to a very high and high category. Likewise, in the control class after receiving the treatment of group guidance services, there was an increase but not as optimal as the experimental class.

Variable distribution to ensure the legitimacy of the use of the data used in The research is determined through the help of normality tests. Good data that is suitable for research

is distributed data Normally, the test applied is the *Shapiro-Wilk Test*. The normal or abnormal results of the findings can be seen in the taking The result if the GIS > 0.05 data Normal distribution. If the sig < 0.05, then the data is said to be not normally distributed. The results of the data found from the normality test analysis are contained in Table 11, among others, as follows.

**Table 11.** Normality Test Results

SELF EFFICACY RESULTS	CLASS	SHAPIRO-WILK		
		Statistic	df	Itself.
	PretestExperimen t	0,956	8	0,771
	PosttestExperime nt	0,926	8	0,484
	PretestKontrol	0,989	8	0,994
	PosttestKontrol	0,877	8	0,176

Table 11 shows the normality test values *Shapiro-Wilk Self Efficacy* in the control class obtained a value of 0.994 on *pretest* with a GIS value of > 0.05, and 0.176 on *posttest* with a GIS value of > 0.05. While the experimental class on *pretest* with a GIS value *pretest* experiment of 0.771 > 0.05 and GIS value *posttest* by 0.484 > 0.05. Thus, it can be concluded that the experimental and control class data are normally distributed. To test whether or not the distribution of data in the sample is normal, it is necessary for the researcher to test the similarity (homogeneity) of several parts of the same sample. Testing the homogeneity of the sample is very important if the researcher intends to generalize the results of his research and the researcher whose research data is taken from separate groups from one population (Arikunto, 2012). The results of the data found from the homogeneity test analysis are contained in table 12, among others, as next:

**Table 12.** Homogeneity Test Results

SELF- EFFICACY RESULTS		LEVENE STATISTIC	DF1	DF2	ITSELF.
	Based on Mean	0,874	3	28	0,466
	Based on Median	0,667	3	28	0,579
	Based on Median and with adjusted df	0,667	3	19,283	0,582
	Based on trimmed mean	0,822	3	28	0,493

If the significant value > 0.05, then it is said that the data is homogeneous, while the significance value is < 0.05, then it is said that the data is not homogeneous. The results of the analysis of the data in the table above show that there is homogeneity or equality between *the posttest* and *posttest* of the experimental and control classes, which is shown by the Significance value (Sig) based on *the Based on Mean* of 0.466 > 0.05, so it is stated that this study is homogeneous. To find out whether the hypothesis of this study is true or not, a *paired sample t-test can be used*. This test was conducted to test the difference between the average of the experimental class and the control class before and after the treatment was used to determine the success of the treatment. If the significance score is

less than the significance level of 5% (significance  $< 0.05$ ), then the data requirement is considered significant. SPSS is used to calculate the results of each test. The findings of the paired sample t-test for the experimental and control classes are shown in table 13:

**Table 13.** Test Results *Paired Sample t-Test*

		PAIRED DIFFERENCES					T	DF	SIG. (2-TAILED)
		Mean	Hours of deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
PAIR 1	Pretest	-	6,72814	2,37876	-	-	-27,693	7	0,000
	Ekperimen -	65,8750			71,4998	60,2501			
	Posttest Eksperimen	0			7	3			
PAIR 2	Pretest	-	11,5131	4,07053	-	-	-14,095	7	0,000
	Control -	57,3750	9		67,0002	47,7497			
	Posttest Control	0			7	3			

*Paired Sample T-Test* is a testing technique carried out, with a significance level of  $\alpha = 0.05$ . The results found that the value of sig (2-tailed) was  $0.000 < 0.05$ . *Output pair 1* is known to have a calculated t-value of 27.693 with a Sig value of  $0.000$  (2-tailed)  $< 0.005$ . Meanwhile, the *output pair 2* is known to have a Sig value of 14.095 and a sig value of  $0.000$ . As a result, it can be said that there is a difference in the average *Self Efficacy marker* of the experimental class between *the pretest* and *the posttest* is  $0.000 < 0.005$ . After the application of group guidance with *the Overcoming Resistance To Change* technique to *Self Efficacy*, the improvement in the experimental and control classes showed a noticeable difference. Thus It can be concluded that  $H_a$  was accepted and  $H_o$  was rejected which means that group tutoring services with *the Overcoming Resistance To Change* technique are effective to improve *the Self Efficacy* of students who work part-time at SMA Negeri 4 Tanjung Balai.

**Table 14.** Test Results *Independent Sample t-Tes*

LEVENE'S TEST FOR EQUALITY OF VARIANCE S				T-TEST FOR EQUALITY OF MEANS			
F	Itself.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence

SELF EFFICA CY									Interval of the Difference	
		0,109	0,746	2,264	14	0,040	10,250	4,527	Lower	Upper
	Equal variances assumed								0,541	19,959
	Equal variances not assumed			2,264	13,952	0,040	10,250	4,527	0,538	19,962

The *Independent Sample Test* is a test to determine whether there is a difference in the average *Self Efficacy* of students who work part-time at SMA Negeri 4 Tanjung Balai in the control class and the experimental class, for that we must determine the hypothesis (allegation) of the research. Based on table 14 above, it is known that the value of Sig. *Levene's Test for Equality of Variances* is  $0.746 > 0.05$ , which means that the variance of data between the control class and the experimental class is homogeneous or the same. The result table above, "*independent samples test*" in the "*Equal variances assumed*" section, shows a Sig.(2-tailed) value of  $0.040 < 0.05$ . It can be concluded that  $H_a$  was accepted and  $H_o$  was rejected under the terms of *the Independent Sample t-Test*, meaning that there was a large (actual) difference between the average results of the experimental class and the control class.

The results of the study showed that group guidance with the *Overcoming Resistance to Change technique* was effective in increasing *the self-efficacy* of students who worked part-time at SMA Negeri 4 Tanjung Balai. This is evidenced by the posttest results which have increased significantly compared to the pretest score. In the experimental class, the average score increased from 87 (low category) to the high to very high category after the intervention. The results of the *paired sample t-test* showed a significance value of 0.000 ( $\text{sig} < 0.05$ ), which means that there was a significant difference between the results before and after treatment.

The *Overcoming Resistance to Change technique* is based on the principle that resistance to change is often rooted in irrational thoughts and negative past experiences. This approach, which is part of *Cognitive Behavior Therapy* (CBT), helps students reflect on unhealthy mindsets and replace them with a more rational, positive, and adaptive point of view. By reframing or reframing negative experiences, students begin to build a stronger self-perception and are able to face academic and work challenges in a balanced manner.

*Self-efficacy*, according to Bandura (1997), is a person's belief in his ability to organize and carry out actions to achieve certain goals. In this context, students who work part-time face a double challenge: academic load and workload. If not handled with the right approach, this condition can reduce students' confidence and motivation to learn. Through *the Overcoming Resistance to Change technique*, students are helped to recognize their potential, develop good time management, and strengthen confidence in academic

abilities. This research is strengthened by the findings of the (Tarong, et al., 2024) which states that *self-efficacy among* Academics have a significant effect on students' learning engagement, especially in those facing external pressures such as part-time jobs. Students who have high self-efficacy will be more persistent, focused, and motivated in completing academic assignments. Moreover (Hasibuan & Mulyani, 2023) found that CBT is an effective approach to foster an adaptive mindset and increase student motivation in the context of secondary education.

Each group guidance meeting is carried out four times. At the first meeting, focus on self-recognition and *self-efficacy*. Students are beginning to realize that part-time work affects the way they view their learning ability. The posttest results showed an increase from the low to medium and high categories. In the second meeting, students begin to learn to identify negative thoughts that become obstacles in learning and work activities. Group discussions and self-reflection exercises facilitate a change in mindset. In the third meeting, students were introduced to time management strategies, academic planning, and positive affirmations. Most students were already in the high category, and some even reached very high, indicating acceptance and adaptation to change. In the fourth meeting, the focus was on strengthening commitment and self-reflection. Students are asked to make written commitments as a form of internalizing change; almost all students show optimal *self-efficacy* improvement, both in aspects of self-confidence, time management, and academic decision-making.

Comparisons with the control group showed that although both had improvements, the experimental group showed sharper progress. The control group that received only regular group guidance without special techniques tended to experience slower and less significant improvements. This research is also relevant to the findings Putri & Yulianto (2023) which states that students who work part-time are vulnerable to a decline *self-efficacy* if not equipped with adequate psychological and academic strategies. They suggest the need for a cognitive-based approach in school guidance services, particularly for students with dual social and economic burdens. The results of this study are also strengthened by previous studies such as those put forward by Anggraeni et al. (2024), which show that this technique is able to help individuals face challenges and adapt to new situations. In addition, this study supports the importance of structured psychological interventions for students who have a dual burden between school and work. From these findings, it can be concluded that group tutoring services use *Overcoming Resistance to Change* Proven to be effective for improving *self-efficacy* students who work part-time. Students become more confident, more skilled in managing time, and better prepared to face academic and work challenges in a balanced manner.

## CONCLUSION

Based on the results of the research conducted, it can be concluded that group guidance services with *the Overcoming Resistance to Change* technique are effective in increasing *the self-efficacy* of students who work part-time at SMA Negeri 4 Tanjung Balai. This is proven through a comparison of *pretest* and *posttest* results, where there was a significant

increase in the experimental group from the low to high category and even very high. The results of the *paired sample t-test* statistical test showed a significance value of 0.000 ( $\text{sig} < 0.05$ ), which indicated a positive and significant influence of the intervention given. The implementation of group tutoring services during four meetings made a real contribution to changing students' perspectives on academic and work challenges. The *Overcoming Resistance to Change* technique helps students overcome irrational thoughts, develop a positive mindset, and improve their confidence and self-management skills in the face of study and work pressure. Students who initially experienced doubt, shyness, and pessimism, turned into more confident, optimistic, and active individuals in living the dual role of student and worker. Thus, the *Overcoming Resistance to Change* technique can be used as an effective and applicable guidance strategy to improve student *self-efficacy*, especially for those who face academic and work burdens at the same time.

This approach deserves to be further developed in the counseling guidance service program in schools. Based on the results of the research conducted, it can be concluded that group guidance services with the *Overcoming Resistance to Change* technique are effective in increasing the *self-efficacy* of students who work part-time at SMA Negeri 4 Tanjung Balai. This is proven through a comparison of *pretest* and *posttest* results, where there was a significant increase in the experimental group from the low to high category and even very high. The results of the *paired sample t-test* statistical test showed a significance value of 0.000 ( $\text{sig} < 0.05$ ), which indicated a positive and significant influence of the intervention given. The implementation of group tutoring services during four meetings made a real contribution to changing students' perspectives on academic and work challenges. The *Overcoming Resistance to Change* technique helps students overcome irrational thoughts, develop a positive mindset, and improve their confidence and self-management skills in the face of study and work pressure. Students who initially experienced doubt, shyness, and pessimism turned into more confident, optimistic, and active individuals in living the dual role of student and worker. Thus, the *Overcoming Resistance to Change* technique can be used as an effective and applicable guidance strategy to improve student *self-efficacy*, especially for those who face academic and work burdens at the same time. This approach deserves to be further developed in school counseling guidance service programs.

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