

THE ROLE OF GUIDANCE AND COUNSELING TEACHERS IN OVERCOMING PESSIMISTIC ATTITUDES AND BUILDING STUDENT CONFIDENCE

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Abstract

The purpose of this research is to look at the efforts or strategies used by BK teachers at SMPN 1 Waru to help students reduce pessimistic attitudes and build their self-confidence in learning activities. This research was conducted using a qualitative approach, and descriptive qualitative methods. The data collection methods used are through interview techniques, observation, and documentation. Based on the data collection efforts carried out, it is known that the BK Teacher at SMPN 1 Waru Pamekasan uses a smooth approach when helping students develop their self-confidence in learning. Apart from that, BK teachers also use classical guidance services, individual counseling, and group counseling to help students reduce their pessimistic attitude toward learning.

Keywords: Self-Confidence, Pessimistic Attitude, Role Guidance and Counseling Teacher

Abstrak

Tujuan dari penelitian ini adalah untuk melihat upaya atau strategi yang digunakan oleh Guru BK di SMPN 1 Waru dalam membantu siswa untuk mengurangi sikap pesimis dan membangun kepercayaan diri mereka dalam aktivitas belajar. Penelitian ini dilakukan dengan menggunakan pendekatan kualitatif metode kualitatif deskriptif. Adapun metode pengumpulan data yang digunakan ialah melalui teknik wawancara, observasi, dan dokumentasi. Berdasarkan Upaya pengumpulan data yang dilakukan diketahui jika Guru BK SMPN 1 Waru pamekasan menggunakan pendekatan yang smooth ketika membantu siswa mengembangkan rasa percaya diri mereka dalam belajar. Selain itu, Guru BK juga menggunakan layanan bimbingan klasikal, konseling individu, dan konseling kelompok dalam membantu siswa mereduksi sikap pesimis mereka dalam belajar.

Kata Kunci: Kepercayaan Diri, Sikap Pesimis, Peran Guru BK

INTRODUCTION

In life, every human being needs education so that their potential can develop through the learning process. Education is needed for all levels of Indonesian society to form a good character for the nation's children. Therefore, Indonesian citizens have the right and obligation to receive education. Education is a process of civilizing and empowering developing humans towards independent personalities to shape themselves and society. Education has a very important role in determining the development and self-realization

of individuals, especially for the development of nations and countries. Education can encourage humans to learn actively, and independently and empower all the potential contained in the individual. Through education, it can realize a reliable generation in the fields that have been studied and those that have been determined.

Education is carried out to foster role models, form willingness, and develop creativity in the learning process so that to achieve this, schools are established. In schools, there is interaction between teachers and students to carry out teaching and learning activities with the aim that these students become complete and perfect human beings. So on this basis, the teacher is a learning agent who prepares students to achieve their potential to develop optimally. In the development of children who are responsible in an education is the supervising teacher. Each needs guidance to be able to know and recognize the true individual self. When conducting guidance, a good interaction between the mentor teacher and the individual concerned is needed. (Andriani, 2023).

Along with the government's real steps in improving the quality of education in Indonesia, the government through the Ministry of National Education creates ever-increasing standards for student graduation rates. This is a challenge for students in improving their quality. Of course, this requires support from all parties, not only teachers who guide at school but parents who provide support at home. Optimal support will foster student self-confidence. Learners or students who already have self-confidence can improve their development, both by themselves and in an environment that will support their achievements. Self-confidence is a person's mental attitude in assessing himself and the surrounding objects so that the individual has confidence in his ability to be able to do something according to his abilities. (Aurelia & Zulkarnain, 2023).

In this case, if students already have self-confidence, they usually have initiative, are creative and optimistic about the future, can realize their weaknesses and strengths, think positively, and think that problems must have a way out. High self-confidence refers to several aspects of the student's life that he feels competent, believes he is capable of, and believes because it is supported by experience, actual potential, and realistic expectations of oneself. (Akbari & Sahibzada, 2020). Self-confidence is the key to the success of one's life. In living everyday life, a lot of work success and various other areas of life are influenced by self-confidence. But in reality, self-confidence is not possessed by everyone. Most people experience pessimism. So self-confidence should be instilled when you are a child. Several circumstances can cause a pessimistic attitude to arise in the individual, including a lack of self-confidence, fear, worry, not having high competitiveness, having experienced failure in life, and being easily discouraged.

A pessimistic mindset is a person who views himself as cursed. No matter how hard they try, the things that come are always unfavorable. Individuals who are unable to see or care about the success achieved because they choose to always look at failure. Someone who has a sense of pessimism can cause various problems, namely feelings of depression, and tends to blame himself, others, and the environment (Maczulskij & Viinikainen,

2023). A pessimistic attitude is an attitude that is not good if possessed by students because it will interfere with their lives. Pessimism is related to the way individuals think over a long period, so pessimism is closely related to the way individuals view an event or problem that occurs in their lives. For example, past failures can make a person feel hopeless so they do not have the confidence to improve themselves in the future.

Counseling guidance teachers are required to display many personal characteristics of effective counselors and must be able to direct the behavior of individuals (counselees). Counseling guidance teachers must also be responsive to all changes that occur in the counseling process, both in the form of impacts inherent in the characteristics of counseling guidance teachers and as a result of the development of counseling activities themselves. (Andra dkk., 2023). Related to this, where the role of guidance and counseling teachers is very important in building the quality of students to awaken self-confidence and how to foster self-confidence so that students avoid pessimistic attitudes. Therefore, counseling guidance teachers can help and encourage when students are experiencing downturns.

Referring to the explanation above, it is known that the existence of counseling guidance teachers is needed in building student confidence so that students can develop themselves without being overshadowed by pessimism. If students have high self-confidence, students will be active in learning and active in continuing to strive to achieve what is expected. Thus, based on the description of the background of the problem above, that building students' self-confidence is very important, the authors are interested in conducting research entitled "The Role of Counseling Teachers in Building Self-Confidence Against Students' Pessimistic Attitudes at SMPN 1 Waru Pamekasan".

Based on the background description that has been described, the problem formulations in this study are as follows: What is the condition of student self-confidence at SMPN 1 Waru? What causes pessimistic students at SMPN 1 Waru? What is the role of counseling teachers in building self-confidence toward students' pessimistic attitudes at SMPN 1 Waru? The theoretical benefits of this research are expected to be able to add and enrich insights and can develop counseling guidance activities in schools, especially in building self-confidence towards pessimistic attitudes in students. Practically, namely, as information and input for the principal of SMPN 1 Waru to provide appeals to counseling teachers to increase the self-confidence of pessimistic students. Provide input and increase knowledge and information to students on how to foster self-confidence when they are pessimistic. As input and reference for counseling teachers in helping pessimistic students to build self-confidence.

METHOD

The method used in this research is a descriptive qualitative method. What is meant by descriptive qualitative research is a research method based on the philosophy of postpositivism which is used to examine the conditions of natural objects where the researcher is an instrument. The purpose of descriptive qualitative research is to describe,

explain, explain, and answer in more detail the problem to be studied by studying as closely as possible an individual, a group, or an event (Budianto, 2024). In qualitative research humans are research instruments and the results are written in the form of words or sentences that match the actual situation (Hermawan, 2019). The informants in this study were counseling guidance teachers (BK), principals, and students at SMPN 1 Waru. The main subject or informant who is the primary data source is the counseling teacher while the principal and students are secondary data sources.

RESULTS AND DISCUSSION

Condition of Self-Confidence of Students of SMPN Waru 1

Self-confidence is one of the most important aspects that a person must have. If individuals do not have self-confidence, many problems will come to them. Self-confidence is when someone is confident and able to overcome various problems with the best conditions and can also provide something pleasant for others. (Athifah dkk., 2023). Self-confidence is someone who has a positive assessment and attitude towards the environment or situation he faces. This does not mean that the individual is able and competent to do something alone but this high self-confidence makes the individual feel optimistic and confident that he can because it is supported by experience, achievement, actual potential, and realistic expectations of oneself.

Individuals who have self-confidence are generally more ambitious in themselves and can act decisively and fearlessly to face failure. If individuals have good self-confidence, they will not spend their daily lives with fear or anxiety. Therefore, a person can determine the direction of life goals and move on to achieve them. Self-confidence is the most valuable attribute of a person in social life. Because with self-confidence, a person can reach their full potential. Self-confidence is needed by a teenager, especially students individually or in groups. Self-confidence is one of the keys to student success because it can provide the strength to be motivated when facing an obstacle. Therefore, self-confidence is very important to achieve success.

With self-confidence, individuals feel they can live life, make their own decisions, and take into account various choices. As for some of the characteristics of individuals who have self-confidence, they believe in their abilities so they do not need praise, respect, or recognition from others. Not driven to show a confident attitude to be accepted by others. Dare to accept and face the rejection of others, and dare to be yourself. Has a positive outlook on oneself, others, and situations outside oneself. Having realistic expectations of oneself, so that when what is expected does not materialize, he is still able to see the positive side of the situation that occurs (Daniswara, 2021). From the description above confident people always think positively rather than negatively, it can make someone achieve success even though they often experience failure but are always optimistic and never give up.

High self-confidence can support students to optimize their potential so that they can achieve success in the learning process so that failure does not occur. However, self-

confidence is not possessed by all students, and even tend to be pessimistic. Individuals who show a pessimistic attitude are usually always full of uncertainty, easily discouraged, lack motivation, and have no initiative. With good self-confidence, individuals can mobilize all the abilities that exist within themselves. Every human being is born with unique potential, it's just that sometimes a person living this life often does not think that he is born with great potential beyond what he thinks.

Based on interviews conducted with guidance and counseling teachers, it can be concluded that there are still students who have a pessimistic attitude, especially towards KBM and academic assignments given by the teacher. The factors that cause this include the emergence of laziness, lack of motivation both internal (intelligence, attitudes, interests, and talents towards something) and external (including in the family and school environment), and lack of interest in continuing their studies to college. Several factors have been described, and that is what makes students less confident in participating in classroom learning because they feel incapable/pessimistic.

Pessimists are individuals who have an attitude or view that has no hope (defeat, loss, worry) so they tend to despair easily. Pessimism is a way of thinking for someone to accept a reality that is inversely proportional to their expectations. Pessimistic individuals think that they will always experience failure in doing something. Pessimism arises from negative views that are constantly thought about (Tisdell, 2020). Someone with a pessimistic mindset is usually unable to cope with difficult stressful situations. A pessimistic attitude can hurt an individual's judgment and abilities when experiencing bad situations. A pessimistic mindset is very vulnerable to depression, especially among adolescents. This is because adolescence is called a period of change, both in thinking and behavior.

There are several pessimistic attitudes that a person experiences, namely mild, moderate, and severe stages. The first stage of mild pessimism comes from within oneself, such as a lack of confidence or low self-esteem. Then the second stage of moderate pessimism, influenced by the environment leads to negative effects, for example seeing friends whose social status is higher than his so that they do not feel equal and inferior to be friends with him. Furthermore, in the severe stage, at this stage depression is formed which leads to mental and physical weakness, suicidal thoughts, and always thinking negatively wherever it is (Nafiroh, 2023). Pessimistic attitudes can make people stressed and anxious for a long time. Therefore they will be slow to respond to efforts that can help get a way out of the problem.

The characteristics of a pessimistic attitude that arise in a person include being easily anxious when facing problems. Weak or lacking in managing mental, physical, social, or economic. Difficult to neutralize the problems faced. Nervousness and stuttering. Do not want to mingle or be inferior to groups that are more than him. Is easily discouraged and traumatized. Depending on others to solve problems (Fitrianiingtyas dkk., 2023). From the above explanation, people who adopt a pessimistic attitude are at greater risk of

becoming depressed if they face stressful or disappointing life experiences. A pessimistic mindset can make a person develop bad habits and self-destructive behaviors.

The Role of the Guidance Counseling Teacher at SMPN Waru 1

The counseling guidance teacher is a central element in the implementation of counseling guidance in schools that has full duties, responsibilities, authorities, and rights toward students. The role of a counseling guidance teacher as a counselor at school is to encourage individual development, help overcome problems, and encourage the achievement of individual welfare both physically, psychologically, intellectually, emotionally, and spiritually. (Gysbers, 2001). In addition, the counseling guidance teacher also acts as an advisor, a consultant who accompanies the counselee until the counselee can overcome the problems faced. In the implementation of guidance and counseling services, a counselor must accept the condition of the counselee as it is and must create a conducive atmosphere when service delivery is taking place so that the service delivery process runs smoothly.

Then from the problems described above, the counseling teacher can carry out one of the counseling guidance services, namely group guidance services to foster self-confidence in students' pessimistic attitudes. This service is designed to enable students to use group dynamics so that students obtain information related to their problems and also group guidance services are carried out with the cooperation of all parties. By doing this service, things that bother students such as fear, worry, low self-esteem, and hopelessness can be expressed without fear of being judged. Then after telling the problem, students get positive responses and input. The role of counselors in overcoming students, especially through group guidance, has an understanding and prevention function. With this guidance function, the various problems faced by students will be solved or resolved. Thus, students can change their pessimistic attitude into a confident individual.

Self-confidence is one aspect of personality that plays an important role in human life. Self-confidence is a person's mental or psychological state that gives him strong confidence in himself in taking an action. Individuals who are confident in their abilities, even when their expectations are not realized always think positively and accept it. Self-confidence is very necessary and beneficial for students, that way if students have confidence they will be able to respect themselves and others, be able to take responsibility for their actions, and be able to plan for their future. Nevertheless, self-confidence does not arise by itself but grows from a healthy interaction process in the individual's social environment and takes place on an ongoing basis so that it affects life.

The role of guidance and counseling teachers is very important in helping individuals when experiencing learning difficulties so that they are not pessimistic. Thus, guidance and counseling teachers can help increase students' self-confidence. To raise the enthusiasm of students at SMPN 1 Waru, the counseling teacher uses a slow approach and provides an understanding of how important learning is. The approach is manifested in classical guidance service activities. With this activity, it is hoped that students can be

motivated to learn so that they are not easily pessimistic. This is also in line with the explanation presented in the research conducted by (Adegboyega, 2020)

Regarding the implementation of classical guidance, SMPN 1 Waru itself conducts these activities on a scheduled basis with the provisions of one meeting a week, but if all students have not fully understood the material that has been given or if there are certain problems, then it will be carried out in addition to classical guidance outside the classroom, namely in the form of individual counseling or group counseling can also be held if several students experience similar problems to help students solve the problems being faced. During the provision of classical guidance, students can follow well and activities run effectively. However, when the guidance has been completed, students do not immediately change spontaneously, of course, it will take time to see the process of building confidence in pessimistic attitudes regarding learning motivation, so it is also possible for the BK teacher to hold further guidance again.

CONCLUSION

Based on the explanation above, it can be concluded that at SMPN 1 Waru Pamekasan, several students experience a decrease in self-confidence and a pessimistic attitude in their learning activities. Next, regarding the factors that cause the problem to arise, it comes from the internal factors of the students themselves as well as factors outside the students or external, namely the environment. Some of the efforts made by the counseling teacher are by conducting classical, individual, and group guidance services. The implementation of this service is adjusted, depending on the number of students experiencing the case.

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