

PEER COUNSELING TO INCREASE SELF-EFFICACY OF STUDENTS WHO EXPERIENCE BROKEN HOMES

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Abstract

A broken home has a tremendous impact on children, particularly on their psychology and daily life. The effects that arise include disappointment, difficulty in trusting others, disbelief in marriage, trauma, and low self-efficacy. Low self-efficacy is manifested by a lack of motivation to study, disbelief in one's abilities, inability to distinguish between right and wrong, and difficulty making decisions. The subjects of this research were 3 students from UIN Sayyid Ali Rahmatullah Tulungagung, all of whom shared the same background of being from broken homes. They felt almost the same, including feelings of neglect, disappointment, lack of motivation, and inability to discern what is good and right for themselves. The subjects participated in peer counseling services provided by the campus and felt better because their opinions were listened to without judgment. Therefore, peer counseling is very helpful in improving self-efficacy in students.

Keywords: Broken Home, Self Efficacy, Peer Counseling, Students

Abstrak

Broken home memiliki dampak yang luar biasa kepada anak terutama pada psikologis dan kehidupan sehari-harinya. Dampak yang muncul adalah kekecewaan, sulit percaya kepada orang lain, tidak percaya dengan pernikahan, trauma dan self efficacy yang rendah. Self Efficacy yang rendah ditunjukkan dengan kurangnya motivasi belajar, tidak percaya dengan akan kemampuannya, tidak bisa membedakan baik dan benar, sulit mengambil keputusan. Subjek penelitian sebanyak 3 mahasiswa dari UIN Sayyid Ali Rahmatullah Tulungagung, dengan latar belakang yang sama yaitu anak dengan broken home. Apa yang dirasakan hampir sama yaitu rasa diabaikan, kecewa, kurang motivasi, tidak bisa memilah mana yang baik dan benar untuk dirinya. Subjek mengikuti layanan peer counseling yang sudah disediakan oleh kampus maka merasa lebih baik karena didengarkan pendapatnya, tidak ada penghakiman. Maka peer counseling sangat membantu untuk meningkatkan self efficacy pada mahasiswa.

Kata kunci: Broken Home, Self Efficacy, Peer Counseling, Mahasiswa

INTRODUCTION

Many students experience poor psychological conditions, which are often overlooked due to the lack of counselors at the university level. The increasingly complex problems students face leave them confused about whom to talk to, making it difficult to focus on their studies. Common issues students face include anxiety, adjusting to a new environment, concerns about the future, time management due to a heavy workload, low

self-efficacy, and physical health problems that often arise during their college years. According to Bandura, self-efficacy is self-assessment, determining whether one can perform actions correctly or incorrectly, appropriately or inappropriately, and whether one is capable of completing tasks as required (Elfranata et al., 2022). Self-efficacy relates to an individual's belief in their ability to influence events that affect their lives (Sujono et al., 2023). This significantly affects daily life and hinders academic progress.

According to Bandura, factors influencing an individual's self-efficacy include external incentives, vicarious experiences, social support, the nature of the task at hand, and personal experiences (Skinner et al., 2023). For example, children who become victims of their parents' divorce often lack social support, affecting their confidence and trust in others. Low self-efficacy is one of the problems experienced by students at UIN Sayyid Ali Rahmatullah Tulungagung, especially those from broken homes. A challenging family environment causes these students to lose focus on their studies and often skip classes. When it comes to presentations and completing assignments, these students lack self-confidence and feel neglected and unsupported by their families. Family, which should be their primary source of motivation for completing their studies and graduating, no longer serves this role.

One aspect of a broken home is the divorce of parents due to unresolved, prolonged conflicts, leading to their separation. A family deemed "broken home" can significantly impact a child's development within the family (Fathonah et al., 2020). The consequences of divorce can have profound effects on a child, particularly regarding their psychological and social stability. Children from broken homes often feel abandoned, and this has long-term effects, influencing all aspects of their daily lives. Based on interviews with students at UIN Sayyid Ali Rahmatullah Tulungagung who come from broken homes, many reported feeling neglected by their parents and not receiving any appreciation from their families. This leads these students to feel that whatever they do is futile, resulting in them withdrawing and isolating themselves. As a result, they lack confidence in their abilities and feel less competitive among their peers.

According to Bandura, self-efficacy is a self-assessment of whether one can perform actions well or poorly, correctly or incorrectly, or as required (Nurnindyah et al., 2023). Self-efficacy relates to an individual's belief in their ability to influence life events (Nova, 2023). Students should have confidence in their abilities, especially in their academic journey. However, some students are unable to do this due to their broken family conditions and the lack of family support. Peer counseling can be highly beneficial for students with low self-efficacy, especially those from broken homes. Considering the large number of students at UIN Sayyid Ali Rahmatullah Tulungagung and the limited availability of counselors, peer counseling is necessary to assist fellow students in improving their self-efficacy. Additionally, it creates a more comfortable environment where students can share their problems with their peers. In peer counseling, the process includes active listening, responding without judgment, using facilitative questions, and employing paraphrasing and reflection.

METHOD

The method used is a case study focusing on an in-depth exploration of individuals or small groups, specifically students from broken homes who have participated in peer counseling (Purwanza, 2022). This may include in-depth interviews to understand how peer counseling has affected their experiences and improved their self-efficacy. The research will take place in March 2024 at UIN Sayyid Ali Rahmatullah Tulungagung. The students meet the following qualifications: 1) active students at UIN Sayyid Ali Rahmatullah Tulungagung who are attending lectures; 2) students who have experienced a broken home; 3) those who have participated in peer counseling services. Based on these qualifications, three research subjects were identified: NAR, MD, and SK. Supporting instruments include observation guidelines, interviews, and documentation. Data collection is conducted to obtain the necessary information to achieve the research objectives (Winarni, 2021). The data collection methods used in this qualitative research are observation and interviews.

RESULT AND DISCUSSION

Self-efficacy, or a person's belief in their ability to face challenges and complete tasks, is heavily influenced by various factors stemming from individual life experiences. Low self-efficacy in students is often found in those who come from broken home backgrounds. In some cases, students who have experienced parental divorce, neglect, lack of attention and affection, or feelings of abandonment often suffer from a decline in confidence in their abilities. Some research subjects show that low self-efficacy can also arise when someone feels that their parents are selfish or indifferent, leading them to feel isolated and deprived of adequate emotional support. Students from broken homes often face various psychological impacts that affect their daily lives. A lack of self-confidence is one of the most common consequences. They tend to withdraw from social environments and find it difficult to assess themselves, whether they are doing the right or wrong thing. Subjects who experienced broken homes also displayed signs of low self-efficacy, such as reduced motivation to study, reluctance to face challenges, and the belief that they were incapable of solving the problems they encountered. Additionally, they often struggle to manage their emotions, making daily life more difficult. The impact of low self-efficacy is very evident in everyday life. Students with low self-efficacy often feel less confident when meeting others. They struggle to make decisions, even in simple situations, because their emotions tend to be unstable. Furthermore, they often fear being ignored by others, which worsens their sense of isolation. In some cases, they find it difficult to assess whether the actions they take are correct or not, as their belief in themselves has diminished significantly.

However, peer counseling services have proven to provide positive results for students experiencing a decline in self-efficacy. With the support of their peers, students begin to develop better self-confidence. They are able to make decisions with greater certainty, and their emotions become more stable. One of the key outcomes of this service is that

students no longer feel alone, as they receive emotional support and attention from those around them. They also begin to feel valued and learn to trust their abilities more. In addition, other subjects from broken-home families showed similar patterns. For instance, one subject experienced parental separation or divorce and felt lonely living at home without the attention and affection of both parents. This situation made the subject feel neglected and left without anyone to confide in. As a result, this student became distrustful of others and began to withdraw from social environments. Feelings of insecurity or lack of confidence worsened the situation, further reducing motivation to study and achieve.

Another indicator of low self-efficacy in this subject is a tendency to always avoid challenges because they feel incapable of solving problems. They also tend to be overly self-critical and unable to learn from mistakes. In daily life, this subject finds it difficult to manage emotions, lacks confidence, and struggles to assess whether their actions are right or wrong. Peer counseling services provided a solution that helped the subject feel better. They began to make decisions with more confidence, trust their abilities, and feel cared for by others. In another case, low self-efficacy also emerged when someone was abandoned by both parents and lived with their grandparents. The subject, who never received motivation or praise from their parents, experienced a decline in motivation to study and lacked clear life goals. As a result, they felt insecure, even seeking attention from others because they did not receive emotional support from their immediate family. These subjects tended to give up easily because they lacked confidence in their own abilities and feared failure. This made it difficult for them to make decisions in everyday life, and they lacked confidence when meeting new people.

However, the peer counseling services provided to this subject showed positive results. The students began to feel noticed by others and felt better because they had friends to share their stories with. They also improved their confidence in their abilities and started to trust others. In the end, this service helped the student feel more emotionally stable and more confident in their daily life. Overall, the low self-efficacy in students from broken homes can be addressed through peer counseling services. Through the support of their peers, students who initially felt unsure about their abilities began to experience positive changes in their lives. They became more confident and capable of making decisions, and their emotions became more stable. Therefore, peer counseling plays an important role in helping students overcome the psychological impacts of their broken home experiences and improving their self-efficacy.

Students have diverse backgrounds, including those from broken homes. Many factors affect their academic performance, preventing them from learning optimally due to low self-efficacy. Liu et al., (2021) explain that academic self-efficacy is crucial for students to control their motivation to achieve academic expectations. Families categorized as broken homes can affect a child's growth and development within the family (Backman et al., 2021). Many students discontinue their education due to a lack of support from both parents. Psychological and financial support is often lacking, forcing these students to

work part-time to cover tuition fees and living expenses. This is unfortunate because each student has great potential and deserves to pursue higher education, especially at the undergraduate level. Parental separation has a profound impact on a child's psychological state, even if the child appears fine (Wang et al., 2020). Often, children do not express feelings of disappointment, anger, trauma, or neglect to their parents. They try to hide it and may channel these emotions into negative behaviors, leading to a loss of self-confidence and trust in others. Peer counseling is essential for students, especially those experiencing low self-efficacy due to broken homes. Peer counseling can address the problems faced by peers, whereas university counselors and lecturers, due to limited numbers, cannot reach every student. Another factor is that students with low self-efficacy feel less confident about sharing their problems with counselors and feel more comfortable confiding in their peers.

Peer counseling services are counseling services provided by peers who have undergone training to become peer counselors, enabling them to provide individual or group support to their peers facing problems or challenges in personal development (Habsy et al., 2024). Peer counselors have received training from Islamic Guidance and Counseling (BKI) lecturers, equipping them with the skills to listen attentively without judgment. At UIN Sayyid Ali Rahmatullah Tulungagung, peer counseling training is prioritized for undergraduate BKI students because they already possess counseling skills and techniques. In addition, several other departments sent five students to participate in peer counseling training. The goal is to provide comprehensive and effective peer counseling services to students. The first subject, NAR, has lived with their grandparents since the sixth grade, which has led them to feel neglected, lacking parental affection, low motivation to study, and continuously blaming themselves for not being able to keep their parents together. NARs often feel that life is unfair because they feel different from their peers. They display low self-efficacy in their learning process because they have not received guidance from their family.

NAR chose to attend university following their friends but without consideration of the appropriate major for themselves or support from their parents. NARs communicate with their parents only occasionally, mainly when asking for monthly allowances and tuition fees. NARs often do not realize whether what they are doing is right or wrong, and they admit it is easier to fall into negative behaviors. This subject also explains that they do not mind skipping classes, even just to go out with friends. NAR feels that as time goes on, they find it more challenging to succeed in university because they do not feel capable of keeping up with their studies and cannot discern right from wrong. They decided to participate in peer counseling. After attending several sessions, they felt listened to, cared for, and not judged. These positive emotions motivated NAR to return to their studies with renewed enthusiasm.

The second subject, MD, experienced their parents' divorce two years ago, which left them feeling devastated just as they graduated from high school. At that time, MD was unsure whether to continue their education due to a lack of parental support. MD also

explained that they struggled with finances, which further diminished their confidence compared to their peers. They were hesitant to try new things because they doubted their abilities. MDs often harshly criticized themselves, feeling guilty for not being able to prevent their parents' divorce. The impact of low self-efficacy on MD included low confidence when trying to move forward, sensitivity due to feelings of neglect, and difficulty managing emotions, as negative emotions often surfaced.

The results of peer counseling for MDs were significant, as they now have better self-confidence, are able to make decisions, and can see both positive and negative aspects of themselves. MD is now willing to try new things and interact with new people, and they have started to trust others. After each peer counseling session, MD feels better because they are listened to and motivated. The third subject, SK, a victim of a broken home, experienced low self-efficacy because they lived with their mother and lacked confidence. Their mother was busy working, so they rarely communicated, and their mother was unaware of SK's development and problems. SK felt awkward confiding in their mother due to the lack of interaction and disappointment over their parents' divorce.

SK became indifferent to their education, feeling that attending school was pointless because they had always been ignored. They distrusted others, especially new acquaintances and people of the opposite sex. When attempting new things, SK feared failure because they lacked encouragement from their parents. Their father never contacted or visited them, which led to disappointment and difficulty controlling their emotions. After participating in peer counseling, SK began to develop some confidence. They were able to trust their abilities and complete their university assignments well. Peer counseling made SK feel heard, empathized with, and cared for, without judgment about what had happened. Peer counseling greatly helped improve SK's self-efficacy, which had been affecting their daily life.

CONCLUSION

The results of this study explain that divorce or separation of parents has a significant impact on children, particularly on their psychological condition and daily life. One major effect is low self-efficacy, which manifests as an inability to assess the rightness or wrongness of actions, commit to tasks, solve problems effectively, and have confidence in their own abilities. This significantly disrupts their academic process and everyday life. The purpose of peer counseling services is to ensure that all students receive appropriate support. Before the establishment of peer counselors, only faculty members provided counseling, which led to unequal service distribution. Moreover, students were often reluctant to engage in counseling or share their issues with lecturers. They feel more comfortable with peer counselors due to their similar age. Among the three study subjects who experienced low self-efficacy, various psychological and behavioral issues emerged, such as low self-confidence, lack of motivation, and distrust of others. After participating in peer counseling, they felt better because they were listened to, not neglected, and felt cared for. Thus, peer counseling has proven to be highly effective in enhancing self-efficacy among students at UIN Sayyid Ali Rahmatullah Tulungagung.

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