
Literature Review: The Effectiveness of Group Guidance Services with Discussion Techniques in Increasing Self-Confidence of Middle School Students

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Abstract: This literature review focuses on the contribution of group guidance services using discussion techniques in increasing students' self-confidence at the secondary school level. Self-confidence is an important aspect of students' psychological development that influences learning engagement and social relationships. The method used is a literature review by examining various scientific sources, such as journals, books, and previous research results relevant to the topic. The results of the study indicate that group guidance services using discussion techniques are effective in providing opportunities for students to express opinions, explore their potential, obtain social support, and build positive attitudes towards themselves. Therefore, this service is recommended for optimal implementation as part of the guidance and counseling program in secondary schools to support the increase in students' self-confidence.

Keywords: Literature Review, Group Guidance, Discussion Techniques, Self-Confidence, Students

INTRODUCTION

Education is a crucial aspect in supporting individual development, as it serves as a means to guide individuals to achieve a more optimal standard of living. Through the educational process, individuals are equipped with knowledge, moral values, character development, and skills that support the development of self-potential to the maximum. In addition, education plays a strategic role in shaping intellectual intelligence and a personality with integrity, and makes a significant contribution to improving the quality of human resources in the context of national development (Pidarta, 2017) . Education plays a crucial role in improving the quality of human resources. In the current era of globalization, society increasingly demands the provision of quality education as the main foundation of national development. Awareness of the importance of education is reflected in various forms of education delivery, whether through formal, non-formal, or informal channels, all of which aim to support individual development and sustainable social progress (Purwanto, 2017) .

All development efforts in the field of education are based on a judicial basis, namely the Law of the Republic of Indonesia number 20 of 2003 concerning the national education system, specifically in article 3 which states that: "National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become people who believe and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens". In line with the objectives of national education, various efforts in the implementation of education, especially formal education, have been directed towards the formation of the character of students who have moral integrity, mental maturity, and responsible behavior based on the noble values of Pancasila. One of the strategic programs implemented by the government in order to realize these objectives is in the 12-year compulsory education program. However, the success of education is not only measured by mastery of science and technology, but must also be accompanied by the development of morality and personality aspects that reflect noble morals and noble character. In the context of the educational process, learning can be interpreted as a series of psychic activities carried out by individuals that cause changes in behavior, both in the form of responses and actions, as a result of experience, practice, and the acquisition of knowledge. Thus, learning is a process of personality transformation, where these changes reflect an increase in the quality of the individual, which includes aspects of knowledge, skills, thinking power, understanding, attitudes, and various other abilities

(Rohmah, 2017) . Learning has meaning as a primary activity in the rational education process in Indonesia. This is interpreted as a means to support active student learning so that they can develop their potential and become spiritually strong individuals with the ability to distinguish their past experiences regarding noble morals and other issues, as well as the skills needed for them (Dasopang, 2019) .

In the realm of education, teaching and learning activities play a crucial role in realizing desired educational goals. The learning process contributes to the development of individual potential and improves their quality of life. Therefore, educators are required to have a deep understanding of learning concepts. Learning procedures are able to design optimal and productive instructional strategies. Appropriate teaching activity strategies can facilitate students in achieving learning goals effectively (Sain, 2020) . Student self-confidence is a crucial factor in the success of the learning process. Students who are confident tend to interact more easily socially and are able to understand the subject matter better. Self-confidence also encourages active participation in various activities, both academic and non-academic, and fosters a high enthusiasm for learning, hard work, and perseverance in facing learning challenges. Furthermore, self-confidence contributes significantly to decision-making, establishing interpersonal relationships, and maintaining success in various aspects of life. As an important dimension of personality, individuals who are self-confident demonstrate confidence in their abilities, have realistic expectations, and are able to think positively and accept failure as part of the learning process. Self-confidence also plays a role in encouraging individuals to act independently and proactively in achieving their goals (Uno & Mohamad, 2019) . Self-confidence is one aspect of personality that acts as a motivator for individuals to achieve success through active interaction with their social environment and the learning process gained from those experiences. Individuals with high levels of self-confidence are generally characterized by their ability to complete tasks optimally, establish effective collaboration with others, and demonstrate responsibility both to themselves and to their surroundings.

Self-confidence can be defined as a person's firm belief in their abilities and inner qualities. This allows them to take action without hesitation or anxiety, giving them the freedom to pursue their desires and demonstrating commitment to personal and social responsibilities (Lestari, 2017) . Furthermore, self-confidence fosters good character and self-awareness by enabling individuals to recognize their strengths and weaknesses. Individuals with high levels of self-confidence can be identified by their ability to complete tasks optimally, collaborate effectively with others, and demonstrate responsibility towards themselves and their social environment (Sarwan, 2018) . Self-confidence can be defined as a person's firm belief in their abilities and inner qualities. This allows them to take action without hesitation or anxiety, giving them the freedom to pursue their desires and manage and carry out personal responsibilities and contribute to the common good. Furthermore, self-confidence fosters good character and self-awareness by enabling individuals to recognize their strengths and weaknesses (Setiawan, 2015) .

Self-confidence can influence a person's behavior and level of satisfaction in life. Everyone certainly has self-confidence, but most people do not know what self-confidence is, whether it is positive or negative. If someone has positive self-confidence, it is because they have a greater drive to be better, and are able to build a deeper understanding of themselves, thus encouraging the emergence of more adaptive and appropriate behavior in various conditions or social situations (Suryani, 2018) . Guidance and counseling teachers have a strategic role in developing the quality of students, especially in building self-confidence. In the implementation of guidance and counseling services, there are various types of services that can be implemented according to the needs of students. One form of service that is relevant to supporting students' personal development is group guidance services, which function as a means to improve self-understanding, social interaction, and individual self-confidence in the educational environment. Because group guidance services can increase self-confidence in expressing their thoughts, students are taught to speak.

The use of guidance and counseling teachers in implementing group guidance services has significant value for students. Through this service, students are given space to express their feelings and internal conflicts, while also gaining an understanding that they receive attention and support from the counselor and can share experiences in an empathetic and open environment. Furthermore, group guidance offers opportunities for interaction, allowing participants to express themselves, and help each other in terms of sharing concerns and self-acceptance regarding the issues discussed (Prayitno, 2017) . Group guidance is a process of providing assistance carried out within the context of group dynamics, with the aim of encouraging each member to participate actively and share learning processes, knowledge, behaviors, and skills that are beneficial for self-development and efforts to prevent problems faced. This service is designed in a structured manner to support increased student confidence in the context of the learning process. During the implementation, students are very interested; they listen, ask questions actively, and inquire about what their friends and group leaders convey. Because the material presented by the guidance and counseling teacher is interesting to discuss in groups, students are more serious about following group guidance (Hartinah, 2017) .

The implementation of group guidance, as explained in the theoretical basis of this research, facilitates dynamic interactions among group members. Through this process, students are expected to gain an understanding of important values, particularly self-confidence. Developing self-confidence is more effective through a group approach than an individual approach, as this approach creates a more supportive atmosphere and reduces the fear of judgment regarding personal problems faced by students. Lack of self-confidence is a common problem experienced by adolescents. In this case, group guidance services are a strategic alternative because they can optimize the function of guidance services while being more efficient in terms of implementation time (Hidayati & Nofari, 2016) . One approach that can be applied in group guidance services to improve understanding of a topic is the group discussion technique. This technique emphasizes the active participation of students in the process of exploring and understanding the issues discussed. Group discussions provide a space for students to collectively examine, analyze, and explore specific problems in depth in a conducive atmosphere. The implementation of group guidance through discussion techniques not only focuses on problem solving, but also plays a role in broadening students' horizons and supporting the development of their personal and social aspects (Tambusai, 2021) .

Various problems, whether related to academics, social issues, or activity planning, can be facilitated and resolved effectively through this approach. Group discussion activities are carried out by involving several group members who will condition them to actively express opinions, share ideas, experiences, and values, helping to ensure that this group discussion activity can be an alternative in solving a personal problem, thereby increasing self-confidence in students (Haryati, 2016). This is due to the fact that students have the opportunity to participate in group discussions and have the opportunity to express their respective ideas. Some issues that can be discussed include issues related to education, careers, student self-confidence, and so on. The main purpose of this group guidance service is to foster thoughts, perceptions, insights, and attitudes that facilitate more effective behavior. Utilizing group guidance as a means of activity. Group guidance services will operate efficiently if implemented effectively (Safitri & Egi, 2022) .

Researchers concluded that implementing group guidance services using discussion techniques had a positive impact on increasing student self-confidence at the secondary school level. This conclusion was based on observed phenomena and various theoretical arguments supporting the link between these services and the development of student self-confidence.

METHODS

The type and design used in this study are qualitative. According to Yuliani (2018:84), qualitative descriptive research is a simple qualitative research approach with an inductive flow (starting from a process or event that occurs and then drawing generalizations in the form of conclusions from that

process or event). Therefore, the conclusions from this research data are in the form of descriptive explanations. The following are the steps in qualitative descriptive research according to Yuliani (2018:88):

1. Data Reduction

At the data reduction stage, the researcher emphasizes the focus of the data to be studied.

2. Data Display

After data reduction, researchers then present the research findings, which can take the form of brief descriptions, charts, and relationships between categories. The purpose of data display is to help researchers understand what occurred and develop a plan for future work.

3. Drawing Conclusions

The initial conclusions obtained are still temporary, if the conclusions are not based on strong data, they will be subject to change. However, if the conclusion is based on strong and valid data, then the conclusion is a credible conclusion.

RESULTS AND DISCUSSION

Results

Based on an analysis of the twelve articles reviewed, it can be concluded that the implementation of group guidance using a discussion approach has a significant impact on increasing students' self-confidence at the secondary school level. These findings are described in more detail as follows:

Table 1. Describe Result

Title	Objective	Method	Research result
Group Guidance Services Using Discussion Techniques to Increase Self-Confidence of Grade XI High School Students During the Covid-19 Pandemic (Safitri, EDN, Hendriana. H., & Siddik, RR, 2023)	This study aims to examine the effectiveness of implementing group guidance services based on discussion techniques in supporting the increase in self-confidence of class XI high school students during the Covid-19 pandemic period.	Descriptive qualitative research	Students showed increased active participation, reduced feelings of awkwardness or when speaking in public, and better ability to express themselves. Students experience increased self-confidence, feel more comfortable, and find it easier to express opinions and engage in social interactions.
The Effectiveness of Group Guidance Discussion Techniques to Increase Self-Confidence in Expressing Opinions in Class VIII Students of SMP NEGERI 42 Surabaya (Zakaria, IMY, 2023)	To identify whether group guidance with discussion techniques is effective in increasing the self-confidence of class VIII students in expressing opinions.	Quantitative experiments	The analysis of pretest and posttest data showed a significant increase in students' confidence in expressing their opinions. The higher posttest results than the pretest indicated that group guidance through discussion techniques positively contributed to increasing students' confidence in

			communicating verbally in public.
The Effectiveness of Group Guidance with Discussion Techniques to Increase the Self-Confidence of Class VIII Students at Mtsn 2 Bandar Lampung (Destriana, M., 2017)	This study aims to test the effectiveness of group guidance services with discussion techniques in increasing the self-confidence of class VIII students at MTsN 2 Bandar Lampung.	Quantitative approach	The pretest and posttest results showed a significant increase in students' self-confidence after participating in group guidance services using discussion techniques. This is indicated by the difference in average pretest and posttest scores, where the posttest scores were consistently higher. Based on statistical analysis using a paired sample T-test, a p-value of <0.05 was obtained, indicating that the difference was statistically significant. Thus, group guidance services using discussion techniques have proven effective in increasing students' self-confidence.
The Effectiveness of Group Guidance with Discussion Techniques to Increase Self-Confidence in Students at Mts Nurul Islam in Bekasi in the 2018/2019 Academic Year (Khasanah, YW, Lesmana, S., & Zarkasih, E. (2019)	Assessing the influence of group guidance services with discussion techniques in increasing student self-confidence.	This study applies a quantitative approach with a quasi-experiment, which is designed using a non-equivalent control group design model.	After receiving group guidance services using discussion techniques, students experienced a significant increase in self-confidence. This improvement was reflected in higher average posttest scores compared to pretest scores, indicating that the intervention was effective.
The Effectiveness of Group Guidance with Group Discussion Techniques to Increase Self-Confidence in Students at SMPN 18 Banda Aceh (Farida, H. 2023)	This study was conducted to evaluate the impact of group guidance techniques on increasing students' self-confidence at SMP Negeri 18 Banda Aceh.	The approach used in this study is quantitative with a one-group pretest-posttest design, where measurements are taken before and after the intervention on the same group without a control group.	A significant increase in student self-confidence was identified after implementing group guidance using discussion techniques. Data analysis findings indicate that this service is effective in developing self-confidence in grade VII-4 students at SMPN 18 Banda Aceh.
The Effect of Group Guidance with Small Group Discussion Techniques on the Self-Confidence of Class VII Students of SMP MIN QU Jatiagung Gumukmas Jember	This study was conducted to evaluate group guidance services using small group discussion techniques to increase the self-confidence of grade	This research uses a quasi-experimental research approach.	Based on research results, group guidance using small-group discussion techniques is effective in increasing student self-confidence. This finding supports group counseling theory, which emphasizes that social interaction within a group

(Lailah, A., & Kurniawan, M, U., 2023)	VII students at SMP MIN QU Jatiagung Gumukmas Jember.		can strengthen social skills and build individual self-confidence.
The Effectiveness of Group Guidance with Discussion Techniques to Increase Student Self-Confidence (Suryani, A, D., & Kurniawan, DE, 2023)	This study aims to evaluate the extent to which group guidance services with discussion techniques are effective in increasing students' self-confidence.	The approach used in this research is quantitative with an experimental method, where measurements are carried out before and after administering the intervention through a pretest-posttest design.	The data analysis results showed a significant increase in students' self-confidence after receiving group guidance services using discussion techniques. Based on statistical analysis, the test conducted indicated that the service was effective in increasing students' self-confidence.
Implementation of Group Guidance with Group Discussion Techniques to Increase Self-Confidence of Class VIII E Students of SMP Negeri 3 Singaraja in the 2013/2014 Academic Year (Sayondra, PN, Antari, NNM, & Dantes, N., 2014)	This study aims to evaluate the effectiveness of group guidance with discussion techniques in increasing students' self-confidence.	This research uses a guidance and counseling action research (PTBK) design.	Based on the research results discussed in the previous chapter, it can be concluded that the implementation of group guidance services with small group discussion techniques is effective in increasing students' self-confidence.
The Effectiveness of Online-Based Group Guidance Using Discussion Methods in Increasing Self-Confidence of Class X MIPA 2 SMA N 3 Lubuk Basung (Gusmida, N., Kasih, G., & Putra, F., 2023)	This study aims to determine the level of self-confidence of students before and after participating in online group guidance services, as well as to test the effectiveness of implementing discussion methods in these services.	This research uses a quantitative approach with a quasi-experimental research design.	The implementation of online group guidance services through discussion techniques showed high effectiveness in increasing the self-confidence of class X MIPA 2 students at SMAN 3 Lubuk Basung, as evidenced by a significant increase in the level of self-confidence after the intervention was given.
Group Guidance Using Discussion Techniques to Increase the Self-Confidence of Women with Disabilities at the HWDI (Indonesian Women with Disabilities Association) Sukarame Bandar Lampung Institute (Dahlia, LC, 2019)	This study aims to describe how group guidance services with discussion techniques contribute to increasing the self-confidence of women with disabilities at the HWDI Sukarame institution, Bandar Lampung, and to identify an increase in self-confidence	Quasi-experiment using pretest-posttest design	Group guidance strategy: HWDI applies 4 stages in group guidance: formation, transition, activities, and termination, with a humanistic theory approach. Increased self-confidence: after participating in group guidance, members experience increased self-confidence, no longer feel inferior, and are able to control themselves when in society.

	after the implementation of these services.		
The Influence of Group Guidance Discussion Techniques on Increasing Students' Self-Confidence at MTs NU Nurul Huda Kudus (Budiyanto, W., 2016)	Increasing Student Self-Confidence To find out whether group guidance with discussion techniques can help students be more confident in speaking, interacting, and expressing opinions in school and social environments.	The type of research used is guidance and counseling action research (PTBK) with a mixed approach, namely a quantitative approach to measure the results of the intervention statistically and a qualitative approach to describe the process and responses of students during the implementation of the service.	The results of the study showed that group guidance implemented using discussion techniques had a positive impact on increasing the self-confidence of students at MTs NU Nurul Huda Kudus.
Implementation of Discussion Techniques in Group Guidance to Increase Self-Confidence in Expressing Opinions in Class XI IPA 2 Students of SMA N 1 Sampung Ponorogo	The aim of this study is to examine the influence of discussion techniques in group guidance on increasing students' self-confidence, especially in the context of courage to express opinions in front of the group.	The type of research used is guidance and counseling action research (PTBK) with a mixed methods approach, namely combining quantitative and qualitative approaches to understand the process and responses of students in depth.	The implementation of systematic discussion techniques facilitated by effective tutors plays an important role in creating a learning atmosphere that supports active participation in improving students' social skills. Implementing group guidance using discussion techniques has been proven to be able to significantly increase students' self-confidence, especially in their courage to express opinions in social and academic environments.

Discussion

The findings of a number of analyzed studies indicate a significant influence of the implementation of group guidance services with discussion techniques on increasing student self-confidence at the secondary school level. The implementation of group guidance services designed effectively through a discussion approach has been proven to have a positive impact in overcoming the tendency for low self-confidence. Thus, this service can be a strategic alternative in efforts to develop student self-confidence, which is an essential aspect in supporting the success of the learning process. The discussion in this chapter aims to interpret and analyze the results of previous studies that have been reviewed in relation to the implementation of group guidance services through a discussion technique approach has a significant role in efforts to increase student self-confidence at the secondary school level.

This study focuses on the relationship between the dynamics of the group guidance process, the use of structured discussion techniques, and the development of self-confidence that emerges as a result of the intervention. Group guidance services are an approach to guidance and counseling that is both preventive and developmental. In practice, these services provide a space for students to interact

in small, structured groups, discuss personal development issues, and give and receive open feedback. This is in line with the opinion of (Farideh & Hamidi, 2023), group guidance is a process of providing assistance carried out in a group situation, where a guide or counselor helps a group of individuals achieve better personal, social, academic, or career development. This guidance aims to improve self-understanding, social skills, and problem-solving abilities through group interaction and discussion.

According to Pradana (2020), group guidance services are a form of intervention in guidance and counseling that provides a space for a group of students to engage collectively in a structured and planned assistance process, with the aim of supporting their personal, social, and academic development. Group guidance is usually preventive and developmental in nature, with methods such as discussion, brainstorming, role-playing, and various other activities that encourage the active involvement of group members. Group guidance services are conducted in small groups with the aim of supporting individuals in understanding their potential, developing social competencies, and improving their ability to face and resolve problems they face (Bhakti, 2017).

Prayitno (2017) stated that group guidance is a process of providing assistance to individuals through group dynamics to optimize the achievement of aspects of individual growth personally and in the context of social relationships. As part of the effort to increase self-confidence, group guidance services have a significant contribution because it provides a space for students to engage in meaningful and in-depth social interactions. When students are given the opportunity to speak, be heard, and be valued in a group, they will feel more confident in their abilities. The courage to express opinions in a supportive atmosphere is the starting point for the formation of self-confidence.

Discussion techniques are an effective method for implementing group guidance. Discussions provide students with a space to practice communication skills, develop critical thinking skills, and foster confidence in their thoughts and ideas. In guided discussions, students not only express their ideas but also learn to respect the views of others, which indirectly fosters openness and self-respect. The research reviewed consistently shows that group guidance using discussion techniques has a positive impact on increasing students' self-confidence. As demonstrated by several previous studies, students experienced increased self-confidence after participating in group guidance sessions facilitated by discussion techniques. Aspects that experienced development included courage in public speaking, the ability to express themselves, and confidence in decision-making.

Based on the results of this study, it can be concluded that group guidance using discussion techniques is relevant for implementation in secondary schools, considering that adolescence is a crucial phase in the formation of self-identity. Self-confidence is the basic capital for students to develop academically and socially. Therefore, the role of guidance and counseling teachers in designing and implementing these services plays a strategic role in supporting students to achieve their maximum potential for self-development. Therefore, this discussion strengthens the opinion that group guidance services using discussion techniques are one strategy that has a significant impact on increasing student self-confidence at the secondary school level, while also playing a role in supporting harmonious and adaptive personal development emotionally and socially.

CLOSING

Conclusion

Based on the studies that have been conducted with the title "literature review: group guidance services using discussion techniques to increase self-confidence in students in secondary schools" it can be stated that group guidance services with a discussion technique approach have been proven to

have high effectiveness and provide a significant positive impact to optimize the increase in self-confidence of students at the secondary school level. Therefore, discussion techniques can be used as an alternative to be determined by counselors in providing guidance to counseling.

Suggestion

The results of the study show that there is a positive influence in the service from the implementation of group guidance services using discussion techniques which have been proven to contribute positively to increasing the self-confidence of students at the secondary school level. For other researchers, the researchers hope that the results of this study can be developed or combined with other counseling techniques that can increase self-confidence in secondary school students. This research can also be used as a comparative study for research on relevant topics.

The suggestions that researchers provide after researching this problem are as follows:

1. Suggestions for BK Teachers or Counselors
 - a. Able to implement group guidance services with a discussion technique approach as a strategic alternative in supporting students who experience obstacles in developing self-confidence.
 - b. Design discussion materials that are relevant to students' daily lives so that they are more interested and actively participate.
 - c. Create an open, comfortable, and judgment-free discussion atmosphere, so that students feel safe to express their opinions and ideas.
 - d. Conducting regular evaluations of the effectiveness of the services provided to ensure that increased student self-confidence can be achieved optimally.
2. Suggestions for further researchers
 - a. Conducting empirical research in the field
Further researchers are advised to conduct research with a quantitative or qualitative approach through direct observation and primary data collection in order to actually test the impact of providing group guidance services through a discussion approach on increasing students' self-confidence in secondary schools.^{4J}
 - b. Developing additional variables
This literature review focuses on the relationship between discussion techniques and self-confidence. Future researchers could expand the research by including other variables such as social anxiety, public speaking skills, or peer interaction as factors influencing self-confidence.
 - c. Using different levels of education
Future research can be applied to other levels of education such as elementary school or high school to determine the consistency of the influence of discussion techniques on self-confidence at various stages of student development.
 - d. Conducting a meta-analysis
Further researchers can also conduct studies using a meta-analysis approach on relevant journals in order to draw statistically stronger conclusions regarding the effectiveness of discussion techniques in group guidance services.

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