

Conference Paper

Efforts to Improve Students' Self-Acceptance Through Group Guidance

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ORCID:*Budi Astuti: <https://orcid.org/0000-0003-3241-4550>***Abstract**

It is important for students' self-acceptance to be improved, and for guidance and counseling services in formal education to be provided according to needs, such as self-acceptance. This study aimed to determine whether group guidance can help to increase students' self-acceptance. Data were collected through a Likert scale and through interviews with guidance and counseling teachers. The research subjects were eleventh-grade students of State Senior High School 11 in Yogyakarta. A quantitative approach was taken and data were analyzed through Wilcoxon tests. The results showed that there were differences before and after students were given group guidance services and this was statistically significant ($0.028 < 0.05$). We conclude that student self-acceptance can be increased through group guidance services.

Keywords: self-acceptance, group guidance, students

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1. Introduction

Generally, adolescence is a transition period from childhood to adulthood. This period is considered essential in one's life, particularly in shaping an individual's personality so that every student needs self-acceptance to give them the opportunity to develop optimally. Adolescents who have entered early adolescence will definitely perform developmental tasks. Among developmental tasks that must be fulfilled by adolescents is developing social responsibility behaviors needed to enter the adult world [1].

Self-acceptance is essential because it refers to individuals' satisfaction or happiness with themselves, and is considered necessary for good mental health [2]. It involves understanding oneself, being aware of one's strengths and weaknesses. It generates a feeling that one is a unique individual. Low self-acceptance can give a bad impact on personal development, distance people from the surrounding environment (social), and feeling unhappy with what they have. Seen from the current phenomena, students generally show low self-acceptance behavior. Those with low self-acceptance will experience hurdles in fulfilling their developmental tasks, which will also affect the way of social interaction in an environment that is not optimal. Therefore, adolescents

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or students need assistance in solving the obstacles in accepting the situation. Schools are an effective environment in educating students in a positive direction.

Particularly, the role of mentor teachers as professionals in accompanying students is highly strategic so that students can develop good self-acceptance compared to before. To increase students' low self-acceptance, support from all parties involved, particularly the students themselves, is needed. Besides, the role of the supervising teacher is also essential in providing the design of guidance services for those who need it, both individual and group services, whether in the form of classical presentations, group or individual group guidance/counseling activities, or other activities. One of them is group guidance services. Guidance is the process of assisting individuals to understand themselves and their environment. Further, it is stated that groups are formed through the gathering of some people [3].

Group guidance is defined as an effort to guide groups of students so that the group becomes big, strong, and independent by utilizing group dynamics to achieve objectives of guidance and counseling [4]. Based on the explanation above, it can be concluded that group guidance is an effort to provide help to students through groups by exchanging information and assist individuals in making the right decisions, and assisting them to optimize their abilities.

Based on the above description, the implementation of the teaching and learning process that occurs in schools requires the role of the teacher to provide guidance so that the implementation of education in schools can be achieved appropriately. It is in line with the personal quality of the counselor as an educated and trained staff to provide assistance to students, which becomes a basic requirement in implementing guidance and counseling in schools.

2. Related Works/Literature Review

1. Self acceptance is an individual's ability to accept himself [5].
2. Self acceptance is attitudes that basically feel satisfied with oneself, quality, talents, knowledge, and self-limitation [6]
3. Group guidance is a means to support the optimal development of each student, which is expected to benefit from this educational experience for himself [7]
4. Meiske Puluhuluwa, Moh. Rizki Djibran, Mohammad Rizal Pautina (2017) Group Guidance Service and Its Effect on Students' Self-Esteem. This article aimed to examine the effect of group guidance services on students' self-esteem. The

method used was qualitative descriptive. Group guidance services can influence students' self-esteem since, in its implementation, students as group members have the opportunity to train themselves in expressing opinions, respecting each other, and creating group dynamics that can be utilized as a place to develop self-esteem [8].

5. An Increase of Positive Attitudes towards Self-Acceptance Using Group Guidance with Role Playing Techniques. This study aimed to increase positive attitudes towards psychological well-being, particularly the dimensions of Self Acceptance. The method used in this research was a quasi-experimental design untreated control group design with dependent pretest and posttest. The results showed that attitudes towards students' self-acceptance at school could be enhanced through the group guidance service with the role-playing technique. It was shown by the Mean of Whitney test results. The results of statistical analysis showed the value (sig) $0.000 < 0.05$. Therefore, H_0 was rejected and H_a was accepted, indicating that there was an increase in students' attitudes towards self-acceptance following the provision of group guidance services with a role-playing technique in the experimental group. This study confirmed that self-acceptance could be enhanced by the group guidance with role playing techniques [9].

3. Material & Methodology

3.1. Data

Primary data in this study were obtained by field surveys through the distribution of scales and interviews with respondents. The data collection technique used was primary data, which was the distribution of scales to eleventh-grade students of State Senior High School 11 Yogyakarta. These results show that 6 students had moderate self-acceptance and were provided with services. This type of research was experimental.

3.2. Method

The experimental research method can be defined as a research method used to find the effect of particular treatments on those under controlled conditions [10]. Experimentally, the researchers deliberately generate the emergence of an event or situation, then investigates the consequences [11]. Otherwise stated, the experiment is a way to find a causal relationship between two factors caused deliberately by the researchers

by removing or reducing or setting aside other disturbing factors. In this study, it was done by looking for ways to improve students' self-acceptance through group guidance. Research design is all the processes needed in planning and implementing research [12]. The research design of this study used quantitative methods. The instruments were given to the respondents. The data based on the instruments would be tabulated and then the instruments were tested. In this study, the authors used a pre-experimental research design. In the pre-experiment, there were no random characteristics and no control variables [13]. Therefore, in this research design, there were no control variables, and the research subjects were not randomly chosen.

The method used in this study was one group pre-test and post-test design, indicating that the research subjects were given a test before and after receiving a particular treatment. In this study, the subjects were subjected to two measurements. The first one was performed to measure self-acceptance before being given treatment (pre-test). The second one was performed to measure the level of students' self-acceptance after being given treatment (post-test). Before carrying out group guidance services, the researchers first conducted interviews with guidance and counseling teachers regarding the information possessed by the eleventh-grade students about self-acceptance. The results of the interviews show that the school had never provided information regarding the importance of self-acceptance to students. Subsequently, the researchers carried out the distribution of self-acceptance scales to students.

4. Results and Discussion

4.1. Results

In accordance with the objectives of this study, the following research results include the comparison results of before and after implementing group guidance services to improve students' self-acceptance. Based on the calculation of the scales of self-acceptance that had been filled in by the students, the results show that six students experienced an increase in self-acceptance by comparing the results of the pretest (before being given group guidance services) and that of the posttest (after being given group guidance services).

It can be seen the results of the pretest and posttest of self-acceptance at school. The results of the pretest or before being given group guidance treatment obtained the average score in the medium category and after the group guidance treatment was given the posttest results increased into the high category. There is a difference

TABLE 1: Comparison results of the pretest and posttest of students' self-acceptance

No	Name	Score		Difference
		Pretest	Posttest	
1	ARM	119	132	13
2	AS	76	95	19
3	AIP	120	158	38
4	FR	78	95	17
5	PWE	97	142	45
6	TE	158	160	2
Total		648	782	134
Average		108	130,3	22,3

in scores between the pretest and posttest. So, this shows that there is an increase in self-acceptance after being given group guidance services. The following is a graph of increasing student self-acceptance.

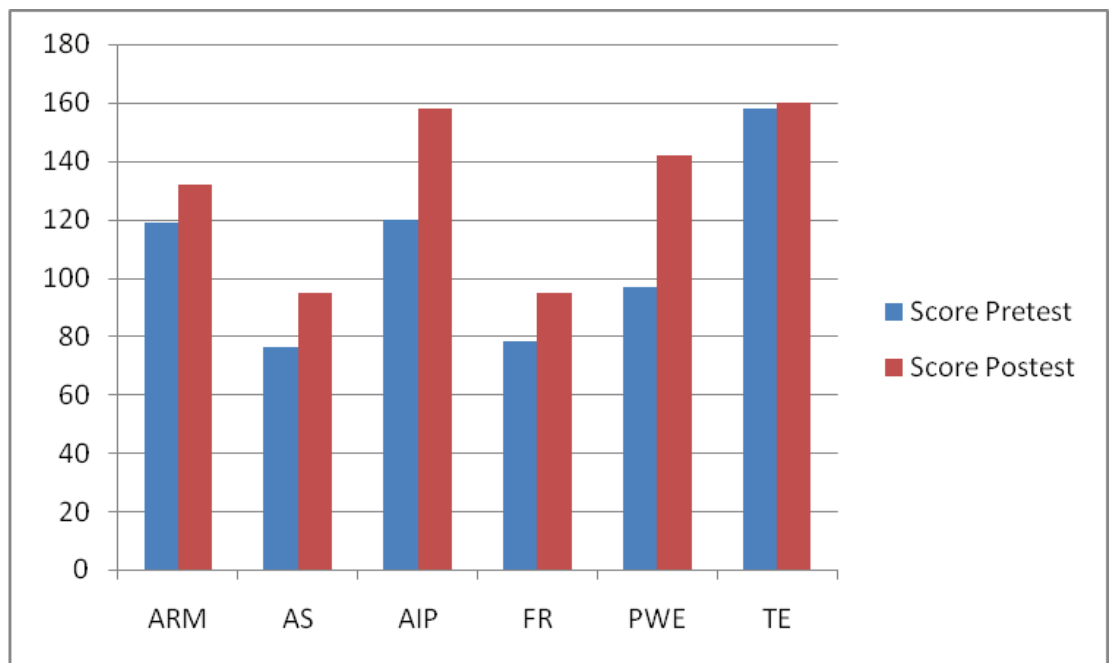


Figure 1: Graph of the improvement of students' self-acceptance.

This research was carried out in five meetings. From the first to the fifth meeting, it can be analyzed that group members had gained an understanding of the materials that had been provided, which can be utilized to increase students' self-acceptance that had been discussed in every meeting. These results show that each student experienced an improvement in self-acceptance after receiving the treatment. Although the improvement only increased slightly. After obtaining the data required, the next step was analyzing the data. It aimed to find out whether group guidance services can be

utilized to improve students' self-acceptance in schools. Therefore, it shows that self-acceptance can be improved through group guidance services. The analysis was utilized to determine the difference in improving self-acceptance before and after the group guidance services were conducted. In the activities of group guidance services, it shows that the subjects had experienced an increase from the first to the fifth meeting, although it was less significant. It can be concluded that self-acceptance can be improved by group guidance services for eleventh-grade students of State Senior High School 11 Yogyakarta.

Group guidance services contribute to the improvement of self-acceptance in schools. The implementation of group guidance services consists of materials on how students as members of a group will jointly create group dynamics that can serve as a place to develop students' self-acceptance ability toward the school environment. Group members obtain the same right to train themselves in expressing their arguments, discussing interpersonal topics of communication thoroughly, exchanging information, providing suggestions and experiences. Therefore, group guidance is considered to be fairly appropriate in improving students' self-acceptance because, in group guidance, students can learn related materials that can be utilized to improve their self-acceptance by interacting with group members, managing emotions when discussing openly with group members, motivating themselves and empathizing through stories told by group members, and establishing relationships through games that can familiarize them as group members. Posttest was given after treatment to determine the improvement in self-acceptance to evaluate the results of group guidance services that had been given. The type of group activity conducted in the group guidance services was the task group and the group leader in this activity of group guidance service was the researchers.

4.2. Discussion

The results of the data analysis show that there was an improvement in self-acceptance of eleventh-grade students of State Senior High School 11 Yogyakarta before and after being given group guidance services using group activity and group discussion methods. The overview of students' self-acceptance before being given the treatment (pretest) shows that each student obtained an average of 108 which was included in the moderate category. Therefore, it can be understood that an individual's self-acceptance during adolescence has not been able to work well, since at this time, individuals are just starting the learning stage to accept others, particularly themselves. The poor self-acceptance ability was also in line with the results of observations before being given

group guidance services. For example, students tended to be silent when given the opportunity to ask questions and express opinions, students tended to be busy during the process of service delivery, students tended not to listen to their friends who were talking in front of the class, students were apathetic to the classroom's situation and preferred to perform activities they like on their own, students were picky about making friends and had their gangs, students tended not to understand the messages conveyed by the teacher when explaining the materials, and students tended not to answer the teacher's questions when the process of service delivery took place.

This research was given to eleventh-grade students of State Senior High School 11 Yogyakarta for two reasons. The first reason was the average results of students' self-acceptance before being given group guidance services were in a low category. It shows that they already had some basic self-acceptance ability but not all abilities were mastered, such as already had the intention to open up and share feelings or experiences with the interlocutors. However, students had not spontaneously given appreciation and respect for verbal differences of opinion. In giving responses, they did not always match what was perceived by the interlocutors and the response was not immediately given after other people expressed their opinions. However, sometimes they still dominated the conversation and did not always improve the understanding of other people. Therefore, students' self-acceptance still needs to be improved.

The second reason was that mastery of content services had a primary function of maintenance and development functions. It is expected that after participating in group guidance services with group activity and group discussion methods, students with high and very high self-acceptance were able to maintain self-acceptance ability that had been working well, and students who had very low, low, and moderate self-acceptance categories could develop self-acceptance ability that had not been working well. Therefore, they were able to live their everyday lives more effectively.

Based on the overview of students' self-acceptance, after being given group guidance services with the group activity and group discussion methods, it shows that the average score of students' self-acceptance obtained was 130,3, which was in the high category. It indicates that after being given treatment for five meetings, there was a significant improvement of 22,3. It shows that through group guidance services with group activity and group discussion methods, overall students could comprehend and understand the characteristics of self-acceptance well and practice well the way to do good self-acceptance through action exercises in the real life. Therefore, after given the treatment, students' self-acceptance was higher than before given the treatment. If further research

finds a gap in the results of the current study, it is due to the differences in time and research subjects.

5. Conclusion

Through group guidance, students can receive self-acceptance. Students can accept things that are advantages or openness that is in him. The implementation of group guidance can be carried out optimally if all parties are actively participating. However, in this study students were less active so they got less than optimal results. In this study, after students received group guidance services with group activity and group discussion methods, they could show behavior changes that were in accordance with indicators of good self-acceptance, including responsibility, self-confidence, having a stance, awareness of limitations, and willing to be actively involved in group activities, understanding the message conveyed by the teacher when explaining the materials, and answering teachers' questions and following the teacher's orders when the process of service delivery took place. Based on this description, there was an improvement in self-acceptance in all indicators. Although the improvement that occurred was not too high, the provision of group guidance services could be utilized to improve students' self-acceptance. It is hoped that this research can provide insight into student self-acceptance. Guidance and counseling teachers can collaborate with class teachers and parents of students. Further research is expected to improve this research by utilizing existing techniques.

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