

## Peer Guidance Services In Developing Self-Confidence In Adolescents

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### ABSTRACT

This study aims to assess the effectiveness of peer guidance services in enhancing self-confidence among adolescents. The service was delivered to 9th-grade students of SMP Negeri 12 Palangka Raya as part of a psychosocial intervention. This research employed a pre-experimental method with a one-group pretest-posttest design. The sample consisted of 12 students selected using purposive sampling. The instrument used was a validated and reliable self-confidence scale. The findings revealed an increase in mean scores from pre-test to post-test. The Wilcoxon test using SPSS 25 resulted in a significance value of 0.002 (<0.05), indicating that peer guidance is effective in increasing students' self-confidence. Thus, peer counseling can serve as a strategic alternative to support adolescents' psychological development in schools.

**Keywords:** Peer Guidance, Self-Confidence, Adolescents, Junior High School



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## INTRODUCTION

Adolescence is a crucial developmental phase marked by physical, emotional, and social changes. One of the challenges adolescents often face is low self-confidence, which impacts social interactions, academic achievement, and personality development. Self-confidence is crucial for adolescents in the process of identity discovery and social adaptation.

According to Reza (2019), there are several aspects of self-confidence in students: 1. Self-confidence: Students are confident in their potential and skills. They feel capable of facing challenges and achieving goals with effort and perseverance, without relying too much on others. 2. Students are optimistic: Students demonstrate positive beliefs in their own abilities to achieve goals. They view challenges as opportunities for learning and development, and persist despite difficulties. 3. Students are objective: Students can assess situations or problems fairly without being influenced by emotions or personal prejudices. They consider facts and different perspectives before making decisions or conclusions. 4. Students are responsible: Students carry out tasks and obligations earnestly and accept the consequences of their actions. They demonstrate a commitment to completing work on time and maintaining the trust that has been placed in them. 5. Students have a rational attitude. Students make decisions based on logical thinking and available facts. They consider sound reasons and are not influenced by excessive emotions when facing situations or solving problems. 6. Students dare to

try new things without fear. Students are eager to explore new experiences and activities with enthusiasm. They do not hesitate to face new challenges and can overcome fear or anxiety in the process of learning and self-development. 7. Students feel accepted by the environment in which they interact. Students feel comfortable and valued by those around them. They feel supported, trusted, and accepted by friends, teachers, and the community, thus building self-confidence in their interactions.

According to Hidayati and Savira (2021), factors that influence self-confidence include physical appearance, self-concept, and relationships with those closest to them (parents, peers). One important factor influencing adolescent self-confidence is a close relationship with parents or peers. Parents and peers play a significant role because they are sources of acceptance, emotional support, and social influence that adolescents need in their search for identity. However, adolescents often feel uncomfortable discussing personal issues with their parents or guidance counselors. Therefore, guidance counselors can provide peer guidance services. With training and mentoring, closer relationships between peers are expected to help adolescents resolve problems, as they tend to be more open with peers than with adults.

Peer guidance presents a potential approach to helping adolescents develop self-confidence. This approach fosters more equal and comfortable peer relationships, enabling students to feel more at ease. In this context, peers who have

received basic training act as facilitators, helping their peers understand and resolve the problems they face.

This study was conducted to investigate the effectiveness of peer guidance services in enhancing the self-confidence of junior high school students. Unlike conventional approaches such as individual counseling, this service emphasizes the active involvement of fellow students in the self-empowerment process.

## METHOD

This study employed a quantitative method with a pre-experimental approach. The design employed was a one-group pretest-posttest design. The population consisted of all ninth-grade students at SMPN 12 Palangka Raya, with a sample size of 12 students from grades IX-3, selected using a purposive sampling technique. The study was conducted over three months, from December 2024 to February 2025, at SMPN 12 Palangka Raya.

The instrument used was a self-confidence scale consisting of 23 items. This scale underwent content validity testing by experts and reliability testing using Cronbach's Alpha, with a result of 0.902, indicating a high level of reliability. Data were collected through questionnaires before and after the intervention. The intervention, which consisted of peer tutoring services, was conducted over several sessions, including group discussions, positive self-talk exercises, and role-playing. Data were analyzed using descriptive statistics and the Wilcoxon test in SPSS 25.

## RESULTS AND DISCUSSION

The results of the research on peer guidance services to develop self-confidence in adolescents can be seen from the table of results of the data normality test using the Wilcoxon test, as follows:

**Table I.** Data Normality Test Results

Test Statistics	
	Pre-test – post-test
	-3,063 <sup>b</sup>
Asymp. Sig. (2-tailed)	,002

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

The criteria used to test data normality are:

1. If the significance value is  $>0.05$ , the data is considered normal.
2. If the significance value is  $<0.05$ , the data is considered abnormal.

The Wilcoxon test results yielded a Z-value of -3.063 with a significance level (p) of 0.001, or Asymp. Sig. (2-tailed) of 0.002, indicating that the distribution of the research data before and after peer counseling services was normal.

This study was conducted from December 2024 to February 2025. The results of the pre-test and post-test on 12th-grade IX-3 students at SMPN 12 Palangka Raya showed that most students had moderate self-confidence development

before receiving peer counseling services, and most students experienced an increase in self-confidence after receiving peer counseling services.

**Table II.** Frequency and percentage of test results

Category	Result Pre-Tes		Result Post-Tes	
	Frequency	Presentation	Frequency	Presentation
Very low	1	8,3%	0	0%
Low	3	25%	2	16,7%
High	7	58,4%	8	66,6%
Very high	1	8,3%	2	16,7%
<b>Total</b>	<b>12</b>	<b>100%</b>	<b>12</b>	<b>100%</b>

The table above shows that the pre-test and post-test results after implementing peer guidance services showed changes. A significant change in the frequency of categories occurred after four sessions of peer guidance services conducted by the researcher to develop self-confidence in adolescents. The researcher successfully helped several students develop their self-confidence from the moderate category to the high category.

Hypothesis testing using the Wilcoxon test was conducted to determine whether there was an increase in self-confidence among adolescents after peer guidance services were implemented, specifically with 12 ninth-grade students at SMPN 12 Palangka Raya, using SPSS 25 software. The main hypothesis of this research is: H0: There is a positive effect of peer guidance services on the development of self-confidence in adolescents. Ho: There is no effect of peer guidance services on developing self-confidence in adolescents.

The decision-making rule for hypothesis testing data in this study is that if Sig  $<0.05$ , Ha is accepted and H0 is rejected. Conversely, if Sig  $>0.05$ , Ha is rejected, and H0 is accepted. The results of the hypothesis testing using descriptive statistics are shown in the following table:

**Table III.** Descriptive statistics test results

	N	Mean	Std. Deviation	Min	Max
Pre-test	12	59,17	10,223	35	76
Post-test	12	65,67	10,551	45	81

Based on the mean values in the Descriptive Statistics table, it can be concluded that the pre-test score was 59.17 and the post-test score was 65.67. Therefore, peer guidance services are effective in developing self-confidence in adolescents, as evidenced by the increase in scores after the pre-test.

The pre-test results showed an average student self-confidence score of 59.17, while the post-test score increased to 65.67. This indicates an increase in student self-confidence following the receipt of peer guidance services.

When compared with the research findings of Triani (2017) and Hamidah & Hasanah (2021), the results of this study are consistent in that peer guidance has a significant impact on students' psychological aspects. This means that this service has empirical validity and can be replicated in other educational contexts.

## CONCLUSION

Peer mentoring services have proven effective in developing adolescents' self-confidence. Improvements in post-test scores and Wilcoxon test results indicate a positive impact of the intervention. These findings suggest that schools implement peer mentoring programs as part of their innovative and effective guidance and counseling services.

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