

The Effect of Group Guidance with Self Affirmation Technique on Improving Self Awareness of Students at Sma it Al Fityah Pekanbaru

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Abstract

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Students still lack a clear understanding of themselves, their emotions, and their responsibilities. This can impact their self-confidence and behavior at school. Therefore, self-affirmation techniques are important for improving student self-awareness. This study aimed to examine the effect of group guidance services using self-affirmation techniques on improving self-awareness in eleventh-grade students at SMA IT Al Fityah Pekanbaru. This study used a quantitative approach with a one-group pretest-posttest design. Ten students were selected through purposive sampling based on low and medium self-awareness categories. Data were collected using a self-awareness scale consisting of 28 valid items with a Likert scale. The research instrument had high reliability with a Cronbach's Alpha value of 0.916. Data were analyzed using descriptive statistics, the Wilcoxon test, and the normalized N-Gain test. The results showed that before the intervention, 20% of students were in the low category and 80% in the medium category. After eight treatment sessions, 80% of students were in the medium category with substantial score improvements, and 20% reached the high category. The Wilcoxon test results showed a significant difference between pretest and posttest scores with a p-value of 0.005. The average N-Gain score of 0.32 indicated moderate effectiveness. These findings suggest that group guidance services using self-affirmation techniques can improve student self-awareness and can be used as an alternative guidance and counseling intervention in high schools.

Abstrak

Siswa masih kurang memahami diri, emosi, dan tanggung jawabnya. Hal ini dapat memengaruhi kepercayaan diri dan perilaku di sekolah. Karena itu, teknik penegasan diri penting untuk meningkatkan kesadaran diri siswa. Penelitian ini bertujuan untuk menguji pengaruh layanan bimbingan kelompok dengan teknik self affirmation terhadap peningkatan self awareness siswa kelas XI SMA IT Al Fityah Pekanbaru. Penelitian ini menggunakan pendekatan kuantitatif dengan desain one group pretest-posttest. Subjek penelitian berjumlah 10 siswa yang dipilih melalui teknik purposive sampling berdasarkan kategori self awareness rendah dan sedang. Data dikumpulkan menggunakan skala self awareness yang terdiri atas 28 item valid dengan skala Likert. Instrumen penelitian memiliki reliabilitas tinggi dengan nilai Cronbach's Alpha sebesar 0,916. Data dianalisis menggunakan statistik deskriptif, uji Wilcoxon, dan uji N-Gain ternormalisasi. Hasil penelitian menunjukkan bahwa sebelum intervensi, 20% siswa berada pada kategori rendah dan 80% pada kategori sedang. Setelah delapan sesi perlakuan, 80% siswa berada pada kategori sedang dengan peningkatan skor yang substansial dan 20% mencapai kategori tinggi. Hasil uji Wilcoxon menunjukkan adanya perbedaan signifikan antara skor pretest dan posttest dengan nilai $p = 0,005$. Rata-rata skor N-Gain sebesar 0,32 menunjukkan efektivitas pada kategori sedang. Temuan ini menunjukkan bahwa layanan bimbingan kelompok dengan teknik self affirmation dapat meningkatkan self awareness siswa dan dapat digunakan sebagai alternatif intervensi bimbingan konseling di sekolah menengah atas.

Kata kunci:

bimbingan kelompok; teknik self affirmation; kesadaran diri; siswa SMA; bimbingan dan konseling

INTRODUCTION

In the midst of the rapid development of the digital era and the various challenges faced by today's adolescents, strengthening students' psychological aspects has become an increasingly crucial issue in education. One prominent problem is the low level of self-awareness among high school students, which has developed into a systemic issue reflected through various indicators of global educational concern. Data from the Basic Health Research (Riskesdas, 2018) shows that 9.8% of Indonesian adolescents aged 15-19 years experience mental emotional disorders manifested in the form of anxiety, depression, and social adjustment difficulties. The National Survey of Children and Adolescents' Life Experiences (SNPHAR, 2018) revealed that 24.8% of students had experienced bullying in the school environment. These conditions indicate a crisis of self-understanding in adolescents, where the inability to recognize and manage emotions contributes to unhealthy social relationships and decreased psychological well-being.

Ideally, senior high school students should have achieved an adequate level of self-awareness as a foundation for identity formation and psychosocial maturity. However, based on preliminary observations at SMA IT Al Fityah Pekanbaru of students in grades X, XI, and XII, the pre-research results involving 126 respondents showed that the average score of students' self-awareness level only reached 54.79% and was in the moderate category. These findings indicate that students' self-awareness levels have not developed optimally. One indicator that showed the most dominant low category was decision-making, where 17 students scored below the assessment criteria. This indicates that some students still experience difficulties in making independent choices and considering the consequences of their decisions.

The problem of low self-awareness is important to research because it has multidimensional and long-term impacts. From an academic perspective, students with low self-awareness tend to experience obstacles in self-regulated learning, have weak intrinsic motivation, and are less able to set realistic learning goals (Zimmerman, 2002). From the socio-emotional dimension, this condition makes students more vulnerable to negative environmental influences, experience difficulty building healthy interpersonal relationships, and have low resilience (Goleman, 1995). Therefore, evidence-based guidance and counseling interventions are needed to support students' holistic development.

Several previous studies have shown that group guidance is effective in increasing student self-awareness, such as Ahsan's research on students at SMA Negeri 6 South Tangerang. (Ahsan, M. ; 2023) Lase also found that group guidance using role-playing techniques can increase student self-awareness. Meanwhile, Hartini et al. demonstrated that assertive training techniques in group

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guidance are effective in increasing student self-confidence. (Berkat, Lase, F., & Munthe, M. (2023). The similarity lies in the use of group guidance services, while the difference is that this study focuses on self-affirmation techniques to increase student self-awareness at SMA IT Al Fityah Pekanbaru. (Hartini, N. F., Ikhsan, M., & Arnita, F. (2025)

Theoretically, the construct of self-awareness in this study refers to Goleman (2018) which includes three main components: emotional awareness, accurate self-assessment, and self-confidence. The self-affirmation technique used is based on Self-Affirmation Theory by Steele (1988) which explains that individuals have a need to maintain self-integrity. When this integrity is threatened, individuals tend to be defensive, so self-affirmation functions to shift focus from threats to core values and self-strengths to increase openness to self-reflection.

Based on this theoretical foundation, previous studies have proven the effectiveness of self-affirmation techniques in guidance and counseling services. Novia et al. (2024) found that group guidance with self-affirmation improved self-love of vocational high school students in Bengkulu from low to high category. Nurul (2023) proved that positive affirmation therapy in groups increased self-esteem of adolescents at MTs Asyifa Al-Barokah, while Yuni et al. (2025) confirmed the effectiveness of positive affirmation in strengthening self-confidence of high school students in Padang. Nevertheless, research on self-affirmation in the context of group guidance services in Indonesia is still limited, particularly examining its effect on self-awareness as a multidimensional construct. Based on the above explanation, this study was designed to analyze the effect of group guidance services using the self-affirmation technique on improving self-awareness of students at SMA IT Al Fityah Pekanbaru.

RESEARCH METHOD

Research Design

This study employed a quantitative approach with a pre-experimental design. The specific design used was a one-group pretest-posttest design, in which a single group of participants was measured before and after receiving an intervention. This design is commonly used to examine changes in participants' scores after a treatment has been implemented, particularly when the researcher intends to compare the initial condition and the final condition of the same group.

The location of this research is SMA IT Al Fityah Pekanbaru, a private high school based on Integrated Islam located at Jl. Swakarya Ujung Panam, Tuahmadani District, Pekanbaru City, Riau Province. This school has A accreditation and is in an educational environment that supports the formation of character, social skills, and personality development of students. Therefore, SMA IT Al Fityah Pekanbaru is suitable as a research location because group guidance services with self-

affirmation techniques can be applied to help increase students' self-awareness in understanding their potential, attitudes, and responsibilities.

In this study, the pretest was administered to measure students' initial self-awareness. After that, the students received group guidance services using the self-affirmation technique. The posttest was then administered to determine whether there was an increase in students' self-awareness after the intervention.

The research design is presented as follows:

Table 1. One-Group Pretest-Posttest Design

Group	Pretest	Treatment	Posttest
Experimental group	O ₁	X	O ₂

Note.

O₁ = Pretest of students' self awareness

X = Group guidance service using the self affirmation technique

O₂ = Posttest of students' self awareness

Research Setting and Participants

The study was conducted at SMA IT Al Fityah Pekanbaru from January to April 2026. The participants were students of class XI. The selection of participants was conducted using a purposive sampling technique, which allows researchers to select participants based on specific characteristics relevant to the research objectives. In this study, the inclusion criteria were students who had low and moderate levels of self-awareness based on the initial screening results. Based on these criteria, 10 students were selected as research participants.

Data Collection Instrument

The data collection instrument used in this study was a self-awareness scale developed based on Goleman's (2018) aspects of self-awareness, including emotional awareness, accurate self-assessment, and self-confidence. The blueprint of the self-awareness instrument is presented in Table 2.

Table 2. Blueprint of the Self Awareness Instrument

No	Indikator	Sub Indikator	No Item	
			+	-
1	Kesadaran Emosi	1. Mengetahui emosi mana yang sedang mereka rasakan.	2	1
		2. Menyadari keterkaitan antara perasaan mereka.	4	5

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		3. Mengetahui bagaimana perasaan mereka mempengaruhi kinerja	-	6
2	Penilaian Diri Yang Akurat	1. Sadar tentang kelebihan dan kekurangan diri sendiri.	9,11	10,12
		2. Menyempatkan diri untuk merenung, belajar dari pengalaman.	15	-
		3. Terbuka terhadap umpan balik yang tulus, bersedia menerima perspektif baru, mau terus belajar dan mengembangkan diri.	17,19	18
3	Kepercayaan Diri	1. Berani tampil dengan keyakinan	21,23,25	20,22,24
		2. Terampil dalam mengungkapkan, pikiran, pendapat, dan keyakinan.	27,29	26,28
		3. Mampu membuat keputusan yang baik dan tepat.	31,33	31,32,34
Total Butir Pernyataan			14 Butir	14 Butir
			28 Butir	

(Source: Adapted from Goleman, 2018; Researcher's data, 2026)

Validity and Reliability of the Instrument

Before being used in the main study, the self-awareness scale was tested for validity and reliability. The validity test involved 30 students as respondents. Based on the validity test results using Pearson product-moment correlation with SPSS Version 26, 28 out of 35 items were declared valid and suitable for use in the main research because the coefficients generated were greater than the r-table value of 0.361. The reliability test showed a Cronbach's Alpha value of 0.916, indicating that the instrument had a very high level of internal consistency. Therefore, the self-awareness scale was considered reliable for measuring students' self-awareness in this study.

Research Procedure

The research procedure consisted of three main stages. First, the researcher conducted an initial screening to identify students' self-awareness levels. Students whose scores were categorized as low and moderate were selected as participants. Second, the researcher administered the pretest to measure the initial self-awareness of the selected students. Third, the students received group guidance services using the self-affirmation technique. The intervention was conducted in eight treatment sessions with topics: (1) Knowing Yourself, (2) Recognizing Emotions, (3) Self-Potential, (4) Learning from Experience, (5) Being Open to Feedback, (6) Being Confident, (7) Expressing Opinions, and (8) Making Decisions. Fourth, after all treatment sessions had been completed, the researcher administered the posttest using the same self-awareness scale.

Data Analysis

The data were analyzed using descriptive and inferential statistics. Descriptive analysis was used to describe students' self-awareness before and after the intervention. Because the study involved two related measurements from the same participants, namely pretest and posttest scores, the Wilcoxon signed-rank test was used with a significance level of $\alpha = 0.05$ using SPSS Version 26. In addition, the normalized gain score (N-Gain) was used to determine the level of effectiveness of group guidance services using the self-affirmation technique in improving students' self-awareness. The N-Gain score was calculated using the following formula:

The N-Gain results were interpreted into three categories: high ($g \geq 0.70$), moderate ($0.30 \leq g < 0.70$), and low ($g < 0.30$) (Sukarelawan et al., 2024). $N-Gain = \frac{(Posttest\ Score - Pretest\ Score)}{(Maximum\ Score - Pretest\ Score)}$

Posttest Score – Pretest Score

N-Gain =

Maximum Score – Pretest Score

Ethical Considerations

This study was conducted by considering ethical principles in educational research. The researcher ensured that the participants were involved voluntarily and that the data collected were used only for research purposes. Students' identities were kept confidential by using initials in the presentation of research data. The intervention was conducted in a school guidance and counseling context and was designed to support students' positive development, especially in improving their self-awareness.

RESULTS AND DISCUSSION RESULTS

Level of Students' Self-Awareness Before and After Intervention. The results showed that before being given group guidance services with the self-affirmation technique, 2 students (20%) were in the low category, 8 students (80%) were in the moderate category, and no students (0%) reached the high category. After eight treatment sessions, positive changes occurred. The low category disappeared completely (0%), 8 students (80%) were in the moderate category with substantial score increases, and 2 students (20%) successfully reached the high category. All 10 students experienced an increase in self-awareness scores from pretest to posttest.

Table 1. Percentage of Students' Self-Awareness Levels Before and After Intervention

No.	Category	Score Range	Pretest (f)	Pretest (%)	Posttest (f)	Posttest (%)
1	Low	28-65	2	20%	0	0%
2	Moderate	66-103	8	80%	8	80%
3	High	104-140	0	0%	2	20%
Total			10	100%	10	100%

Source: Researcher's processed data, 2026.

Explanation of Table 1: Table 1 shows that before the intervention (pretest), the majority of students (80%) were in the moderate self-awareness category, and 20% were in the low category, with no students in the high category. After receiving eight sessions of group guidance with the self-affirmation technique (posttest), there was a significant improvement: no students remained in the low category, 80% of students were in the moderate category with increased scores, and 20% of students successfully reached the high category. This indicates that the intervention had a positive effect on improving students' self-awareness.

Changes Based on Self-Awareness Aspects. In the emotional awareness aspect, there was an increase from 43.2% to 63.2% (an increase of 20.0%). In the accurate self-assessment aspect, there was an increase from 54.3% to 73.0% (an increase of 18.7%). In the self-confidence aspect, there was an increase from 48.3% to 62.9% (an increase of 14.6%). The highest increase occurred in the emotional awareness aspect.

Wilcoxon Signed-Rank Test. The Wilcoxon signed-rank test results showed an Asymp. Sig. (2-tailed) value of 0.005. Since this value is smaller than 0.05, H_a is accepted and H_o is rejected. This means there is a significant difference between students' self-awareness levels before and after being given group guidance services with the self-affirmation technique. The data also showed negative ranks with $N=0$ and positive ranks with $N=10$, meaning that all samples experienced an increase in results from pretest to posttest.

DISCUSSION

The results showed that group guidance services with the self-affirmation technique effectively improved students' self-awareness. Before being given the service, students tended to be unable to understand themselves fully, such as having difficulty recognizing emotions, lacking understanding of their potential, and still being hesitant in expressing opinions and making decisions. After participating in the service, students showed positive changes in understanding and managing themselves.

The highest increase occurred in the emotional awareness aspect (20.0%). This was because the second session specifically discussed the five basic emotions (happy, sad, angry, afraid, disappointed) as well as the relationship between emotions, thoughts, and behavior. Reflection

activities and positive affirmations performed repeatedly helped students connect personal experiences with the emotional conditions they felt. Students became better able to recognize changes in their emotions and provide more appropriate responses. This finding is in line with Goleman (2018) who states that emotional awareness is the main foundation of emotional intelligence. Additionally, research by Nonweiler et al. (2024) supports that emotional self-knowledge has a positive relationship with mental health indicators.

In the accurate self-assessment aspect (an increase of 18.7%), students showed the ability to understand their potential and areas for self-development more realistically and be more open to feedback. Student FQA, who was initially defensive towards criticism, began to be able to listen to suggestions and make them material for self-improvement. Role-play activities in the fifth session trained students to receive input by listening, saying thank you, reflecting, and then taking corrective action. This finding is supported by Mayora et al. (2024) who found that group guidance is effective in improving self-awareness through reflection and social interaction processes.

In the self-confidence aspect (an increase of 14.6%), students showed courage in expressing opinions, were more active in interacting, and were more confident in making decisions. Student SZR, who was initially silent and looked down during discussions, in the 6th meeting was willing to stand up and read affirmations loudly, and in the 7th meeting voluntarily expressed opinions. Although the increase was not as large as the emotional awareness aspect, this change still showed positive development. This finding is consistent with research by Kartika & Siregar (2023) and Setiawan (2025) which stated that group guidance services are effective in increasing students' self-confidence, especially in the ability to express opinions and make decisions.

Group dynamics were a supporting factor for the success of the service. Opportunities to share experiences, listen to friends' opinions, and receive social support created a safe and comfortable atmosphere for students to reflect on themselves. This strengthened the effectiveness of the self-affirmation technique because the positive affirmations made by students received reinforcement from a group environment that supported their development. This is in line with Velyna (2021) who explained that group interaction contributes to strengthening self-confidence through social support and sharing of experiences.

Group dynamics in counseling practice are effective because they provide a space for students to interact with each other, share experiences, and learn self-understanding through peer feedback. In this study, self-affirmation techniques were more effective because students were trained to express their thoughts, feelings, and beliefs openly in a group setting. Through this process, students are expected to be better able to recognize their emotions, strengths, weaknesses,

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and responsibilities. This aligns with Sugiarto and Suhaili's explanation that group guidance utilizes group dynamics for personal development and problem-solving for students. (Sugiarto, S., & Suhaili, N. (2022)

Statistically, this effect was proven significant (Wilcoxon test, $p = 0.005$) with moderate effectiveness category (N-Gain = 0.32). The mechanism of change can be explained through Self-Affirmation Theory by Steele (1988). When students repeatedly recite positive affirmations, their cognitive system gradually replaces negative beliefs about themselves with more adaptive beliefs. This process is reinforced by group dynamics that create a shared reality that strengthens the internalization of positive values. Research by Seidman et al. (2022) also supports that self-affirmation interventions in group counseling settings are effective in reducing stigma and increasing positive self-perception.

CONCLUSION

Based on the results and discussion of the research, it can be concluded that: The condition of students' self-awareness before being given group guidance services with the self-affirmation technique was not yet optimally developed (20% low, 80% moderate). After being given the service, changes occurred showing an increase in students' self-awareness, with 80% of students in the moderate category (with substantial score increases) and 20% reaching the high category. There is a significant difference in students' self-awareness conditions before and after being given group guidance services with the self-affirmation technique ($p = 0.005$; $p < 0.05$). Changes can be seen from students' attitudes and behaviors that became more open, able to understand themselves, and more confident in expressing opinions and making decisions. Group guidance services with the self-affirmation technique had an effect on improving students' self-awareness with a moderate effectiveness level (N-Gain = 0.32). Improvement occurred in all aspects of self-awareness, namely emotional awareness (20.0%), accurate self-assessment (18.7%), and self-confidence (14.6%).

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