



International Journal of Multidisciplinary Research and Growth Evaluation.

Description of counselling self-efficacy of senior high school counseling teachers in Solok District

Fani Yolanda Safitri ¹, Rezki Hariko ^{2*}

^{1,2} Guidance and Counseling, Universitas Negeri Padang, Padang, Indonesia

* Corresponding Author: **Rezki Hariko**

Article Info

ISSN (online): 2582-7138

Volume: 04

Issue: 05

September-October 2023

Received: 26-08-2023;

Accepted: 01-10-2023

Page No: 1040-1044

Abstract

School counselor efficacy in their ability to understand students is needed, one of which is in the implementation of individual counselling services. School counselor self-efficacy in counselling can affect counselling performance and outcomes. A number of studies have proven the importance of school counselor self-efficacy in implementing counselling. However, in Indonesia there is no instrument that measures counselling self-efficacy of school counselor. This study aims to determine the level of counselling self-efficacy of school counselor. The counselling self-efficacy scale was developed based on the skills used in the general counselling stage. The counselling self-efficacy scale consists of 3 dimensions with 35 statement items. This type of research is quantitative research with a descriptive approach. The research respondents were 40 high school school counselor in Solok district, the sample was drawn using total sampling technique. Data were collected using the individual counselling self-efficacy scale, which was developed based on the Likert scale model. The collected data were processed using descriptive analysis with the help of Microsoft Excel program. The results revealed that in general, counselling self-efficacy of school counselor was in the moderate category. The discussion focuses on aspects of counselling self-efficacy and implications for guidance and counselling services.

Keywords: Counselling, self-efficacy, length of service

Introduction

Counselling self-efficacy is a school counselor belief or assessment of his or her ability to effectively counsel clients in the near future. Counselor with high self-efficacy are able to adapt and improvise some counselling skills to manage changing circumstances in the counselling session ^[1]. The counsellor's efficacy in his/her ability to conduct counselling effectively is very important for the counselor because counselling is a professional job in which the expert does not just apply a set of fixed procedures, but always thinks by exerting his/her academic abilities to conduct counselling services ^[2]. Individual counselling is a process of providing assistance provided by a counsellor to a client in a face-to-face atmosphere in order to alleviate the client's personal problems ^[3-6]. In individual counselling services the counselor provides a space and atmosphere that allows clients to open themselves as transparently as possible, likened to a client looking in the mirror through understanding his own condition, environment and other things related to his life as an effort to alleviate the problems being experienced. ^[7, 8]

In that regard, ^[9] explains that individual counselling is considered the most important service effort in the implementation of the function of alleviating client problems. It can be said that individual counselling is the most important service in the implementation of the function of alleviating client problems. It can be said that individual counselling is the "heart" of guidance and counselling. One of the indicators of school counselor professional identity development is self-efficacy ^[10].

Self-efficacy is a better predictor of success than achievement, knowledge or skills because of its relationship to goal-related effort, perseverance and resilience in the face of adversity ^[11]. individual counselling, counselling self-efficacy is needed because it will affect the performance of school counselor s and also have a positive impact on counselling outcomes.

For example ^[12] revealed that much of the dissatisfaction of users of counselling services is directed at the performance of counsellors in the field, the phenomenon is supported by the results of research that found the fact that some parents do not acknowledge the significance and existence of guidance and counselling programs due to the lack of professionalism of school counselor in carrying out their duties ^[13]. A counselling teacher who is unsure of his or her ability to do counselling is likely to affect the way he or she behaves and works with clients, a professional school counselor is one who knows himself or herself and his or her abilities. ^[14, 15]. School counselor with stronger counselling self-efficacy beliefs have adequate levels of counselling ability are more likely to produce more helpful counselling responses, to persist longer and expend more effort when facing clinical impasse and to appear calmer during counselling sessions. According to ¹⁰ It seems plausible that school counselor with high levels of self-efficacy may influence students more effectively than school counselor with low levels of self-efficacy. Counselling self-efficacy will influence the performance of counselor and at the same time have a positive impact on counselling outcomes.

Counselling self-efficacy is known as the skill of providing effective psychological support to clients in the near future. ^[16]. According to ^[15] counselling self-efficacy as beliefs based on individual expectations that he has the knowledge and skills, the ability to take the actions needed to solve the problems he faces and will succeed in his life even under stressful conditions. Research conducted by ^[17] showed the self-efficacy picture of school counselor in Malaysia that some of the school counselor have not met the minimum requirements to perform counselling tasks. Research ^[18] is that counselling experience affects the level of self-efficacy of school counselor in Malaysia, school counselor who have high levels of self-efficacy indicate that they are more efficacy in their ability to complete counselling sessions effective. This means that in the implementation of guidance and counselling services, especially individual counselling services, school counselor are required to have high counselling self-efficacy. Counselling teachers with high self-efficacy will have a more positive self-perception of their abilities. Increased self-awareness and even weakness will help in reducing anxiety during counselling sessions.

Despite the recent fact that counselling self-efficacy has been researched in Malaysia. Another reality shows that only one descriptive study in Indonesia presents data on counselling self-efficacy. As for the research conducted ^[15] on counselor self-efficacy assessment in counselling: development and validation, rather than a counsellor self-efficacy measurement scale. In addition, the majority of counselling self-efficacy research in Indonesia involving high school counselor is still general in nature. (misal ^[19, 20]). Interestingly, although there is research involving school counselor in Indonesia, there is no research on the description of counselling self-efficacy involving high school counselor in Solok district. Based on the researches presented, the

guidance and counselling study plan by the guidance and counselling department is also proposed to be applied to school counselor in order to improve counselling self-efficacy. This study aims to describe the counselling self-efficacy of high school counselor as seen based on the aspects of counselling self-efficacy proposed by 1, namely counselling skills, managing counselling sessions and completing counselling activities.

Method

This article uses quantitative methods with a descriptive approach. The population of this study was high school counselor in Solok district who worked <10 and who worked >10 years totalling 40 school counselor with a sample of 40 school counselor selected by total sampling technique. The instrument used was a scale of differences in counselling self-efficacy of school counselor. The data collected were analysed using descriptive statistics with the help of the SPSS for windows 29.0 program.

Results and Discussions

Result

The results of administering the research instrument to respondents are classified into five categories, namely very high, high, medium, low and very low. The data distribution of the research findings regarding the description of counselling self-efficacy is presented in table 1 below.

Table 1: Frequency Distribution of Counselling Self-Efficacy of High School Counselling Teachers after working less than ten years

Kategori	Interval	f	%
Sangat Tinggi	≥149	2	8
Tinggi	139-148	5	20
Sedang	130-148	11	44
Rendah	120-129	5	20
Sangat Rendah	≤119	2	8
Jumlah		25	100

Based on Table 1, it can be seen that the counselling self-efficacy of high school counseling teachers after working for less than ten years is generally in the moderate category with a frequency of 11 school counselor (44%), a very high category of 2 school counselor (8%), a high category of 5 school counselor (20%), a low category of 5 school counselor (20%) and a very low category (8%). This finding reveals that the counselling self-efficacy of high school counselor after working for less than ten years is generally in the moderate category. This means that counseling teachers who have served less than ten years have efficacy in providing individual counselling services that are not optimal, because there are still some of the school counselor who have not provided individual counselling services. The low counselling self-efficacy will lead to increased anxiety and avoidance behaviour.

Table 2: Description of Counselling Self-Efficacy Per Sub-Variable (n=25)

No.	Sub variabel	Ideal	Max	Min	Total	Mean	% Rata-rata	SD	Ket
1.	Keterampilan Konseling	65	57	40	1249	49.96	76.86	3.7	S
2.	Mengelola sesi konseling	60	55	39	1129	45.16	75.27	3.7	S
3.	Menyelesaikan kegiatan konseling	50	48	32	960	38.4	76.30	3.4	S
	Keseluruhan	175	160	111	3338	133.52	76.30	21.26	S

Based on the value of central tendency and spread of variability, it can be seen that the counselling self-efficacy of high school school counselor after working less than ten years on the counselling skills component has an ideal score of 65, the highest score is 57, the lowest score is 40, the total score is 1249, the average score is 49.96 with a respondent achievement level of 76.86% and a standard deviation of 3.7 with a moderate category. Then the counselling self-efficacy of school counselor on the component of managing counselling sessions has an ideal score of 60, the highest score is 55, the lowest score is 39, the total score is 1129, the average score is 45.16 with a respondent achievement level of 75.27% and a standard deviation of 3.7 with a moderate category. Furthermore, counselling self-efficacy of school counselor on the component of completing counselling activities has an ideal score of 50, the highest score of 48, the lowest score of 32, a total score of 960, an average score of 38.40 with a respondent achievement level of 76.80% and a standard deviation of 3.4 with a moderate category. The overall ideal score is 175, the highest score is 160, the lowest score is 111, the total score is 3338, the average score is 133.52 with a respondent achievement of 76.30% and a standard deviation of 10.8. Thus the respondents' achievement score for the self-efficacy of high school counselor after working for less than ten years as a whole is in the moderate category.

Table 3: Frequency Distribution of Counselling Self-Efficacy of High School Counselling Teachers after working more than ten years

Kategori	Interval	f	%
Sangat Tinggi	≥175	1	8,33
Tinggi	166-174	5	41,67
Sedang	158-165	3	25,00
Rendah	149-157	2	16,67
Sangat Rendah	≤148	1	8,33
Jumlah		12	100

Based on table 3, it can be seen that the counselling self-efficacy of high school counselor after working for more than ten years is generally in the high category with a frequency of 5 school counselor (41.67%) and 4 counseling teachers (41.67%). Very high category with a frequency of 1 school counselor (8.33%), medium category as many as 3 school counselor (25.00%), low category as many as 2 school counselor (16.67%), and very low category (8.33%). This finding reveals that the condition of counselling self-efficacy of high school counselor after working for more than ten years in Solok Regency is generally in the high category. This means that school counselor who have served for more than ten years have efficacy in providing optimal individual counselling services. This shows that are confident in their abilities both in terms of material and direct practice when school counselor providing individual counselling services.

Table 4: Description of Counselling Self-Efficacy Per Sub-Variable (n=12)

No.	Sub variabel	Ideal	Max	Min	Total	Mean	% Rata-rata	SD	Ket
1.	Keterampilan Konseling	65	65	53	728	60.67	93.34	3.6	T
2.	Mengelola sesi konseling	60	60	49	652	54.33	90.55	3.2	S
3.	Menyelesaikan kegiatan konseling	50	50	41	552	46.00	92.00	2.8	T
	Keseluruhan	175	175	143	1932	161.00	92.00	9.6	S

Based on the value of the central tendency and the spread of variability, it can be seen that the counselling self-efficacy of high school counselor after working for more than ten years in the counselling skills component has an ideal score of 65, the highest score is 65, the lowest score is 53, the total score is 728, the average score is 60.67 with a respondent achievement level of 93.34% and a standard deviation of 3.6 with a high category. Then the counselling self-efficacy of school counselor on the component of managing counselling sessions has an ideal score of 60, the highest score is 60, the lowest score is 49, the total score is 652, the average score is 54.33 with a respondent achievement level of 90.55% and a standard deviation of 3.2 with a moderate category. Furthermore, counselling self-efficacy of school counselor on the component of completing counselling activities has an ideal score of 50, the highest score is 50, the lowest score is 41, the total score is 552, the average score is 46.00 with a respondent achievement level of 92.00% and a standard deviation of 2.8 with a high category. The overall ideal score is 175, the highest score is 175, the lowest score is 143, the total score is 1932, the average score is 161.00 with a respondent achievement of 92.00% and a standard deviation of 9.6. Thus the respondents' achievement score for the self-efficacy of high school counselor after working for more than ten years as a whole is in the moderate category.

Discussion

Self-efficacy is a belief in the ability that individuals have

about the extent to which individuals try on their ability to carry out tasks or actions to achieve the desired results and to overcome an obstacle. ^[21, 22]. In line with that ^[23] said that self-efficacy is a state in which a person feels efficacy that he is able to do something so that he can increase the motivation within himself to continue to be diligent and motivated. endeavour in order to obtain satisfactory results. Self-efficacy is a better predictor of success than achievement, knowledge or skills because of its relationship to goal-related effort, perseverance and resilience in the face of adversity ^[11]. In line with that ^[24] revealed that self-efficacy is one of the most influential aspects in human life, because self-efficacy affects individuals in determining the actions to be taken. Individuals with low self-efficacy will cause increased anxiety and avoidance behaviour. Individuals will avoid activities that can make things worse, difficult tasks are seen as a threat, slow to fix themselves when they fail, do not think about how to deal with problems and do not like to look for new situations, this is not caused by threats but because they feel they do not have the ability to manage risky aspects ^[21, 25]. Counselling self-efficacy is an important factor in counselling performance, adopting transitions, and perseverance. Counselling self-efficacy as beliefs based on an individual's expectation that he/she has the knowledge and skills, the ability to take the actions needed to solve the problems he/she faces and will succeed in life even under stressful conditions ^[19]. school counselor who feel unsure of their ability to do counselling, tend to affect the way they behave and work with their clients, professional school

counselor are those who know themselves and their abilities. For this reason, the indicator of the development of a school counselor professional identity is self-efficacy^[15].

School counselor with stronger counselling self-efficacy beliefs who have adequate levels of counselling ability are more likely to produce more helpful counselling responses, to persist longer and expend more effort when facing clinical impasse and to appear calmer during counselling sessions.^[10] High levels of self-efficacy can promote intensive achievement of desired goals. A person with a high level of self-efficacy tends to view anxiety as a challenge, to set goals that are sufficiently challenging and realistic. School counselor with high self-efficacy will have efficacy in their ability to organise and complete a task required to achieve certain results in various forms and levels of difficulty^[1, 27]. In line with the opinion of^[28] self-efficacy will encourage someone to do a job that is believed to be successful, rather than a job that is not able to do it, individuals with high self-efficacy will be able to perform optimally in performing any task in order to achieve the expected goals. Meanwhile, counseling teachers who are not confident in their ability to conduct counselling tend to affect the way they behave when counselling students^[14].

Counselling as a professional service in schools whose existence is expected to help the welfare of students' lives^[29] with the implementation of various types of services, one of which is individual counselling services. The existence of guidance and counselling services, especially individual counselling, is an important part, school counselor can provide assistance to students to overcome their problems, so that assistance becomes effective, school counselor need to understand the individuals to be helped^[12]. In particular, individual counselling services assist students in alleviating their personal problems, through individual counselling providing a space and atmosphere that allows counsees to open themselves transparently^[13]. Individual counselling services are direct interactions between clients and counselor to discuss various matters related to the problems faced by clients, the discussion is in-depth touching important matters about the client's self and may even involve the client's personal secrets.^[30, 31] As the guardian of guidance and counselling services at school, the school counselor is responsible for organising various services that are assistance to students as an effort to alleviate problems and assist the optimal development of students^[29]. School counselor are expected to help students to be able to accept themselves and understand themselves and their surroundings, so that students can solve personal and social problems faced by them.^[32, 8] stated that the school's need for guidance and counselling plays an important role over time. This field of service assists students in achieving their developmental tasks, guidance and counselling is present as a response to individual needs, both for themselves and their social life. School counselor who have high levels of counselling self-efficacy believe that they have the ability and competence to complete counselling sessions with higher levels of motivation can deliver better results in counselling sessions and can achieve a higher sense of personal satisfaction^[33].

Counselling self-efficacy will affect the performance of school counselor and also have a positive impact on counselling outcomes. school counselor who have good self-efficacy, will feel that they are always ready and alert in solving problems without any doubts about their own condition, they will not think of themselves with others, but

believe that they are as capable as others^[34]. Apart from counselling performance itself counselling self-efficacy can help explain certain aspects such as their level of interest, goals regarding counselling as a major activity in the counsellor's working life. Counselling self-efficacy has been shown to correlate positively with satisfaction, and negatively with anxiety, relative to the counselling role. One of the factors that influence the formation of counselling self-efficacy is experience^[14]. Experience is one of the most influential sources in self-efficacy because it is based on the results of personal experience^[35]. School counselor with more experience have higher counselling self-efficacy and better achievement compared to less experienced individuals^[36]. In line with that,^[21] also explained that the longer a person works, the higher the self-efficacy that individuals have in a particular job.

The results of the research on counselling self-efficacy have implications for a series of guidance and counselling service activities. School counselor confidence in their ability to understand students is needed, one of which is in the implementation of individual counselling services. Individual counselling is a professional assistance service by counsellors/counselling teachers face-to-face with clients individually.^[37, 38] to alleviate the problems they face. Research^[39] found that students have a high interest in individual counselling. Furthermore, the group guidance service discusses various things that are useful for personal development and general topics of mutual concern. Guidance groups are one of the services in guidance and counselling that proved effective in helping to improve self-efficacy^[33, 39, 40].

Conclusions

Based on the results of the study, it can be concluded that the counselling self-efficacy of high school counseling teachers after working for less than ten years is in the moderate category. This means that school counselor who have served less than ten years have efficacy in providing individual counselling services that are not yet optimal, because there are still some of the school counselor who have not been able to manage any changes that occur in counselling sessions such as in questionnaire item no. 17, namely school counselor who find it difficult to focus on student problems. While the counselling self-efficacy of high school counselor after working for more than ten years is in the high category. This means that school counselor who have served for more than ten years have confidence in providing optimal individual counselling services. This shows that school counselor are efficacy in their abilities both in terms of material and direct practice when providing individual counselling services. A further review of the aspects of counselling self-efficacy of high school school counselor after working for less than ten years found that the aspects of school counselor efficacy in counselling skills in carrying out individual counselling, school counselor confidence in managing individual counselling sessions, and school counselor efficacy in completing individual counselling activities were in the moderate category. Furthermore, the counselling self-efficacy of high school counselor after working for more than ten years of school counselor belief in counselling skills in carrying out individual counselling and school counselor efficacy in completing individual counselling activities are in the high category. Then, their beliefs in managing individual counselling sessions are in the medium category.

References

- Larson LM, Daniels JA. Review of the counseling self-efficacy literature. *The Counseling Psychologist*. 1998;26(2):179-218.
- Hariko R. Landasan filosofis keterampilan komunikasi konseling. *Jurnal Kajian Bimbingan dan Konseling*. 2024;2(2):11.
- Prayitno, Amti E. *Dasar-dasar Bimbingan dan Konseling*. Jakarta: Rineka Cipta; c2004.
- Hikmawati F. *Bimbingan dan Konseling*. Jakarta: Grafindo Persada; c2011.
- Hallen A. *Bimbingan dan Konseling*. Ciputat: Quatum Teaching; 2005.
- Husni M. *Layanan Konseling Individual Remaja; Pendekatan Behaviorisme*. 2018;2(2):56-78.
- Muthohharoh M, Karneli Y. *Layanan Konseling Perorangan dengan Teknik Kursi Kosong untuk Meningkatkan Keterampilan Komunikasi Interpersonal*. Guidance. 2020;17(01):14-19.
- Agustina L, Daharnis, Hariko R. Peran Konselor dalam Meningkatkan Disiplin Siswa: Tinjauan Berdasarkan Persepsi Siswa. *Jurnal Educatia*. 2019;3(1):18-20.
- Prayitno, Amti E. *Dasar-dasar Bimbingan dan Konseling*. Jakarta: Rineka Cipta; c2013.
- Bakar AR, Zakaria NS, Mohamed S. Malaysian Counselors Self-Efficacy: Implication for Career Counseling. *International Journal of Business and Management*. 2011;6(9):141-147.
- Hariko R. *Bimbingan Kelompok Agentik: Model Peningkatan Perilaku Prosocial Siswa*. Literasi Nusantara; c2021.
- Wahyu S, Taufik T, Ilyas A. Konsep Diri dan Masalah yang Dialami Orang Terinfeksi HIV/Aids. *Konselor*. 2012;1(2):1-12.
- Fatchurahman M. Problematik pelaksanaan konseling individual. *Jurnal Bimbingan dan Konseling Ar-Rahman*. 2018;3(2):25-30.
- Lent RW, Hill CE, Hoffman MA. Development and Validation of the Counselor Activity Self-Efficacy Scales. *Journal of Counseling Psychology*. 2003;50(1):97-108.
- Wahyuni F, Kurniawan C. Asesmen self-efficacy konselor dalam konseling: Pengembangan dan validasi. *Bulletin of Counseling and Psychotherapy*. 2022;4(1):235-241.
- Kiralp FSS. Do Courses Taken from Psychological Counseling Departments Affect the Trainee Counselor's Self-Efficacy?. *Procedia - Social and Behavioral Sciences*. 2015;205:637-641.
- Jaafar WMW, Mohamed O, Bakar AR, Tarmizi RA. Counseling Self-Efficacy Among Trainee Counselors in Malaysia. *Procedia - Social and Behavioral Sciences*. 2011;30:676-679.
- Zainuddin ZN, Rong LW, Asri AS, Yusop YM, Ahmad NA, Hassan SA. Influence of E-Counseling Skills on Counseling Self-Efficacy Among E-Counselors in Malaysia. *International Journal of Learning, Teaching and Educational Research*. 2022;21(2):251-267.
- Prakoso ET, Wahyuni E. *Jurnal Inspirasi Pendidikan Universitas Kanjuruhan Malang*. 2013;5(1):574-581.
- Sudrajat D. Program Pengembangan Self-Efficacy bagi Konselor di SMA Negeri Se-Kota Bandung. *Universitas Pendidikan Indonesia*; c2008.
- Bandura A. *Self-Efficacy: The Exercise of Control*. New York: W.H. Freeman and Company; c1997.
- Alwisol. *Psikologi Pendidikan Edisi Revisi*. Malang: UMM Press; c2009.
- Firmansyah MR. Hubungan Efikasi Diri Dengan Kadar Gula Darah Penderita Diabetes Melitus Tipe 2 Di Puskesmas 7 Ulu Palembang Tahun 2017. *Jurnal 'Aisyiyah Medika*. 2019;1(1):1-7.
- Karimah H, Khairani K, Ardi Z. The Relationship of Self-Efficacy with Cheating Behavior and Implications for Guidance and Counseling Services. *Jurnal Neo Konseling*. 2020;2(4):1-7.
- Hanum D, Karneli Y. Implementasi Layanan Bimbingan Kelompok untuk Meningkatkan Self-Efficacy Siswa yang Berperilaku Menyontek. *Prophet: Guidance and Counseling Journal*. 2021;2(2):61-70.
- Adicondro N, Purnamasari A. Efikasi Diri, Dukungan Sosial Keluarga dan Self-Regulated Learning pada Siswa Kelas VIII. *Humaniora: Indonesian Psychology Journal*. 2011;8(1):17.
- Hardianto G, Erlamsyah E, Nurfahanah N. Hubungan antara Self-Efficacy Akademik dengan Hasil Belajar Siswa. *Konselor*. 2016;3(1):22.
- Hariko R. Ilmu bimbingan dan konseling, nilai dan kesejahteraan individu: Studi literatur. *Jurnal Konseling Dan Pendidikan*. 2016;4(2):118-123.
- Sari IP, Ifdil I, Yendi FM. Konsep Nomophobia pada Remaja Generasi Z. *Jurnal Riset Tindakan Indonesia*. 2020;5(1):21.
- Kondo M, Karneli Y. Penggunaan Konseling Psikoanalisis dan Rational Emotive Behavior Therapy dalam Konseling Perorangan. *Terapan Jurnal Bimbingan dan Konseling*. 2020;4(2):112-118.
- Yusuf S, Nurihsan AJ. *Landasan Bimbingan & Konseling*. Bandung: PT. Remaja Rosdakarya; c2012.
- Boon OP, Jaafar WMW, Baba M. Factors Contributing to Job Satisfaction Among School Counselors. *Procedia - Social and Behavioral Sciences*. 2015;211:803-810.
- Putra SA, Daharnis D, Syahniar S. Efektivitas Layanan Bimbingan Kelompok dalam Meningkatkan Self-Efficacy Siswa. *Konselor*. 2013;2(2):1-6.
- Zimmerman BJ. Self-Efficacy: An Essential Motive to Learn. *Contemporary Educational Psychology*. 2000;25(1):82-91.
- Mand FJ, Plexico LW, Erath SA, Hamilton M. Speech-Language Pathologists' Counselor Self-Efficacy; c2023. p. 101.
- Firmansyah Yeni K, Hariko R. Pencegahan Tindakan Kekerasan Melalui Layanan Informasi Menggunakan Pendekatan Problem Solving dalam Peningkatan Kontrol Diri Siswa di Sekolah; c2018.
- Hifsy I, Hariko R, Karneli Y. Menciptakan Konseling yang Kondusif Melalui Teknik-Teknik Dasar Konseling (Attending, Listening dan Structuring). *Ristekdik: Jurnal Bimbingan dan Konseling*. 2022;7(2):143-149.
- Nofiani D, Hariko R. Interest Of Student SMPN 1 Painan Following Individual Counseling. *Current Issues in Counseling*. 2023;3(1):30-35.
- Ana A, Wibowo ME, Wagimin W. Bimbingan kelompok dengan teknik role playing untuk meningkatkan self-efficacy dan harapan hasil (outcome expectations) karir siswa. *Jurnal Bimbingan Konseling*. 2017;6(1):49-53.
- Puspaningtyas ND, Dewi PS, Maskar S. Penerapan Metode Bimbingan Kelompok Untuk Meningkatkan Self-Efficacy dan Hasil Belajar Matematika. *AKSIOMA: Jurnal Program Studi Pendidikan Matematika*. 2021;10(4):2330-2341.