

## Experiential Learning Strategy-Based Group Counseling to Improve Self-Efficacy

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### Abstract

This study aimed to know the effectiveness of experiential learning strategy-based group counseling to improve the self-efficacy of the Tenth Grade students of Senior High School (SMA). This study used pre-test – post-test one group design by involving seven students as the sample to form a group chosen by using purposive sampling. For more, treatments for the group were done in the five times session through experiential learning strategy-based group counseling. The collected data from these treatments were analyzed by using Wilcoxon analysis. From the analysis, it was known that the experiential learning strategy-based group counseling was effective to improve self-efficacy ( $z = -2.366$ ,  $p = < 0.05$ ). These findings prove that experiential learning strategy-based group counseling is effective to improve students' self-efficacy.

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## INTRODUCTION

Adolescences in the age of Senior High School need to own various skills, most importantly in the field of learning. This should be done for the sake of their learning development. To optimally sharpen their skills or development of learning, students need to have belief in their abilities so that they will be confident to gain achievement in learning and exist in any activities inside schools. The belief in students' abilities or skills is called self-efficacy.

Furthermore, Bandura (1997) states that self-efficacy is individuals' beliefs in their abilities in doing any tasks and actions needed to achieve particular purposes. Also, self-efficacy has a concept which is related to one's competence in doing tasks, namely how far someone can assess his abilities, potentials, and tendency which are combined with particular actions to deal with possible future problems (Arizona, Wibowo, and Japar, 2016).

Therefore, a high level of self-efficacy is essential for students in order to make them able to learn and gain the optimal achievement effectively. However, it is still found that students experience obstacles regarding their self-efficacy caused by lack of beliefs on their abilities (Widaryati, 2013).

Low self-efficacy experienced by students is caused by their inability to face learning requirements indicated by no struggle in doing tasks. About this, Putra, Daharnis & Syahniar (2013) found that students feel incompetent in learning because the assessment shows that they are unable to do their academic tasks. Other causes of the low self-efficacy as what is stated by Widaryati (2013); Novita, and Hidayah (2016) are students tend to complain about quite difficult tasks easily, consider themselves unable prior doing the tasks, be not brave enough to ask and avoid when they are given a chance to ask as well as insecure when there is a friend considered smarter than them. As a result, they will not be able to adapt to the school environment.

Alternatively, a low level of self-efficacy makes students apathetic. This causes students to obtain scores below the passing grade and get low

learning achievement. This is similar to what is argued by Bandura (1997) that students who have a low level of self-efficacy would easily give up facing academic requirements which further impacts their learning achievement. Students need to have a high level of self-efficacy in order to have a high level of learning achievement.

High level of self-efficacy shows students' confidence in being able to overcome various difficult situations related to the academic process so that they can overcome the demands and high academic burdens. Self-efficacy will encourage students to enjoy learning activities and maintain attention to various academic tasks (Sunawan, Yani, Kencana, Anna, Mulawarman & Sofyan, 2017). People who have a high level of self-efficacy will easily overcome changes in the environment and will take advantage of available opportunities with their ability to develop their potential (Gündüz, 2012). Therefore, it is essential to use a counseling technique which can improve self-efficacy. One technique that can be used is experiential learning. Pintrich, Meece, and Schunk (1994) believe that students who have a high level of self-efficacy will correlate with optimal self-development.

Experiential Learning is a holistic model of the learning process in which humans learn, grow and develop. Kolb (1984) uses the term Experiential learning as an emphasis that learning is more based on self-reflection from experience than assessing knowledge. Experiential learning states that experiences have a central role in the learning process, namely a learning approach derived from concrete experience done through the game, role play, simulation and group discussion (Mugiarso, and Haksasi, 2017).

Experiential learning is a technique that emphasizes learning experience (Enactive Mastery Experience). Meanwhile, the source of self-efficacy is also gained through individual experience of past success. As a result, when they are combined, they will provide learning experiences which individuals obtained on their own and from other people's experiences. Hence, it will make self-efficacy high. This is supported by the study of Novita, and Hidayah (2016) with

the topic of developing a Self-efficacy training guide in friendship through experiential learning strategies. The results of this study met good criteria of theoretical and practical feasibility in experts' judgments and by the user candidates of the product. This study was framed in group guidance and has been proven effective.

However, interestingly, this study intended to look at the impact of experiential learning on self-efficacy in group counseling design. Sohrabi, Mohammadi & Aghdam (2013) found group counseling to be very effective for students to improve self-efficacy at school. Through group counseling, students are more active in solving problems related to the low level of self-efficacy they have. Additionally, group counseling activities would let students interact through group dynamics so that this will train their academic competencies. Alternatively, group dynamics would create verbal persuasion and success experiences from other group members who already gain a high level of self-efficacy in a particular field. Wibowo (2005) explains that group dynamics is a study which describes various strengths that decide group members' actions to create a change movement to achieve a common goal.

Therefore, this study was to reinforce the effectiveness of the use of experiential learning strategy to improve self-efficacy in group counseling activity. It was because experiential learning strategy-based group counseling was considered appropriate to improve self-efficacy.

## **METHODS**

There were seven students of the Tenth Grade or Class X of Public Senior High School 1 Jogorogo (SMAN 1 Jogorogo) who had a low level of self-efficacy involved as the subjects of the study. Moreover, the technique used to collect the level of self-efficacy was by self-efficacy instruments in the form of liker scale consisting of 5 options. This instrument has been going through validity and reliability tests. The instrument was developed based on the theory of self-efficacy (Bandura, 1997). Additionally, validity and reliability tests were done through

factor analysis test technique. The results showed that there were 50 items valid with the correlation coefficient ranged from 0.241 - 0.763. On the other hand, the instrument reliability obtained the Cronbach Alpha value of 0.916. Those 50 valid items were used to examine students' self-efficacy level.

This study used pre-test – post-test one group design, while the analysis used the Wilcoxon non-parametric test. Further, the study was conducted in several steps. First, spreading self-efficacy questionnaires to students with the aim of knowing their self-efficacy level. Second, analyzing the questionnaires to know the level of students' self-efficacy. Third, deciding students who were suitable for the subjects of the study (seven students), namely students who had a low level of self-efficacy, and noting students' initial condition before treatment.

Fourth, implementing experiential learning strategy-based group counseling as a treatment for the group. This treatment was done in five times session with the time allotment of 60-75 minutes for each. Specifically, the first session was grouping and delivering knowledge about self-efficacy. The second session was delivering orientation of experiential learning and advancing understanding about self-efficacy. The third session was delivering the conceptual level and self-efficacy sources on ability confidence sources whose the rest was only the concept of hope regarding how the high level of self-efficacy looked like, and how to do it. The fourth session was implementing ability and follow-up. The fifth session was observing any changes and closing all sessions. The last was redistributing the questionnaire of self-efficacy, and compared the analysis results before and after the treatment was given.

## **RESULTS AND DISCUSSION**

The data of the pre-test showed that from 7 students, three had a low level of self-efficacy, three had a fail level of self-efficacy, and one had a high level of self-efficacy. Those seven students were given experiential learning strategy-based

group counseling with the purpose of improving their self-efficacy.

Based on the data analysis, the scores between pre-test and post-test showed improvement. In conclusion, experiential learning strategy-based group counseling was effective to improve students' self-efficacy.

**Table 1.** Wilcoxon Test Analysis

	Pre-test	Post-test
M	165.86	207.71
SD	32.478	18.346
Min	116	184
Max	207	227
z	-2.366	
p	0.018	

Table 1 displays the results of Wilcoxon test results. It showed that experiential learning strategy-based group counseling was effective to improve self-efficacy ( $z = -2.366$ ,  $p < 0.01$ ). These findings proved that self-efficacy obtained significant improvement after receiving experiential learning strategy-based group counseling.

This is in line with Hasrul study (2016) that after receiving special intervention, namely group counseling, counselees could increase their academic self-efficacy. As a result, they had good persistence in an urged situation as well as could determine difficult targets. Next, Widaryani (2013), and Setiawan (2015) argue that the influence of group counseling is very significant toward the improvement of self-efficacy. Besides, Novita, and Hidayah (2016) found that experiential learning in group counseling is proved appropriate to use as an excellent strategy to prevent and maintain students' academic processes, so experiential learning becomes an effective strategy to improve students' self-efficacy during the learning process.

Previous studies investigated the use of experiential learning in group guidance to improve self-efficacy, and the objectives of those studies were focused on prevention and maintenance. Meanwhile, the findings of this study assert that experiential learning strategy-based group counseling can improve self-efficacy as a problem solver for students who already had

various problems related to the low level of self-efficacy.

The application of experiential learning strategy-based group counseling to improve self-efficacy made students learn concepts, facts and information about problems they faced and experiences of other group members so that these would expand their ability and knowledge. Next, this counseling aimed to change students' cognitive structure about their ability beliefs and attitudes. This is similar to Mugarso, and Haksasi (2017) who state that guidance and counseling treatment is supposed to be applied in the form of activities and ended by analyzing the impacts of the activities on clients' development.

According to the findings, the implication for counselors is self-efficacy can be improved through experiential learning strategy-based group counseling. What is more, it is essential to provide enough time allotment during the implementation experiential learning strategy-based group counseling so that the activities can be optimally done and increase students' self-efficacy (Corey, 2013).

The findings in this study can prove that experiential learning strategy-based group counseling is effective and significantly improve students' self-efficacy. However, there were still limitations to this study. The subjects of this study were only limited to Senior High School students in the design of the pre-test and post-test. In such way, this study has not found an effect on the broader level of education and not yet done repeated measurements to see the time and difference between the effectiveness of the improvement of self-efficacy by the provision of experiential learning strategy-based group counseling.

## CONCLUSION

This study found that experiential learning strategy-based group counseling is effective and can significantly improve students' self-efficacy. Based on these findings, counselors are advised to use experiential learning strategy-based group counseling to improve self-efficacy. Whereas, the future researchers are suggested to involve a

broader level of education subjects (colleges and primary education) to find out broader effectiveness. Also, there is a need to use repeated measurements after treatment to investigate the time for the implementation of experiential learning strategy-based group counseling on self-efficacy.

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