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The Effectiveness of Classical Guidance Services Using Self-Reflection Techniques to Enhance Self-Disclosure among Grade X Students at SMAN 6 Pandeglang

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Abstract

Self-disclosure enables adolescents to communicate their thoughts, feelings, and experiences, yet tenth-grade students at SMAN 6 Pandeglang remain hesitant to share their concerns. This study aimed to describe students' self-disclosure and examine the potential of classroom guidance incorporating self-reflection to improve this ability. A quasi-experimental nonequivalent control group design was employed, involving 72 students selected through purposive sampling and comprising 36 students in each group. Data were collected using a self-disclosure scale and analysed using t-tests. The experimental group's mean score increased from 95.83 at pretest to 110.08 at posttest, while the control group's mean increased from 100.61 to 103.92. A paired-samples t-test indicated a statistically significant pretest–posttest increase within the experimental group ($p < .001$). This observed improvement suggests that classroom guidance incorporating self-reflection may support students' self-disclosure. The study provides contextual evidence for integrating self-reflection into school guidance and counselling services, with potential implications for supporting adolescents' self-awareness and interpersonal communication.

Keywords: Self-Disclosure; Classroom Guidance; Self-Reflection; Senior High School Students; Guidance and Counselling

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INTRODUCTION

Adolescence is a transitional period involving physical, cognitive, emotional, and social changes. During this stage, individuals develop identities and expand social relationships. The ability to express thoughts, feelings, and concerns is therefore important to adolescents' development and adjustment (Atiqah Azzah Sulhan et al., 2024). One relevant ability is self-disclosure, defined as the voluntary and honest sharing of personal information with others (Jourard, 1964). In adolescence, this process is associated with identity development and psychological well-being (Vijayakumar & Pfeifer, 2020). However, openness is influenced by whether individuals experience safety and trust in their relationships (Zahra & Wangid, 2025). Recent research indicates that self-disclosure during adolescence develops through supportive friendship interactions, in which sharing personal experiences can help adolescents build emotional intimacy and obtain interpersonal support (Costello et al., 2024). However, adolescents' ability to disclose personal information does not always develop optimally, as it is influenced by various factors, including trust, relationship characteristics, and comfort in communicating with others. Therefore, a supportive environment is an important factor in encouraging adolescent self-disclosure (Kullberg et al., 2026).

For students, limited self-disclosure may hinder their ability to express opinions, communicate emotional needs, seek assistance, and build positive relationships. Students who are reluctant to discuss personal concerns may also find it harder to access support. This makes self-disclosure a relevant concern for school guidance and counselling, which aims to support students' personal, social, academic, and career development (Firjana et al., 2026). In addition to supporting interpersonal relationships, self-disclosure is also associated with adolescents' psychological well-being. Research indicates that patterns of self-disclosure and secrecy are related to levels of loneliness and depression among adolescents, highlighting the importance of supportive communication across different social relationships (Tang, 2025). Counselling must respond to students' developmental circumstances (Dyah Aryani et al., 2023).

Classical guidance is one service that can address students' needs in a classroom setting. It is delivered systematically to students as a class and provides planned developmental support (Alhayat et al., 2023). Through direct interaction between counsellors and students, it can create opportunities for communication and self-understanding

(Hermatasiyah, 2023). Its implementation should use engaging methods that encourage student participation (Ghufron et al., 2022). The effectiveness of school guidance services is also supported by research indicating that social and emotional learning interventions delivered by school counselors have positive effects on student development. This highlights the importance of implementing structured guidance services to support students' social and emotional development (Lemberger-Truelove et al., 2025). The role of teachers in supporting counselling services is also important in creating a supportive school environment (Mulyati & Kamaruddin, 2020). Thus, classroom-based counselling can offer a structured opportunity for students to practise expressing themselves when activities are designed around their needs (Zahra & Wangid, 2025).

Preliminary observations and interviews at SMAN 6 Pandeglang indicated that some tenth-grade students were hesitant to express thoughts, feelings, opinions, and personal difficulties. Some appeared passive during guidance and counselling activities and reluctant to discuss problems with the school counsellor. Others showed embarrassment or limited confidence when asked to speak before the class or participate in discussions. These conditions suggest that students' self-disclosure requires further development and that services should help them recognize and communicate their internal experiences.

Previous studies have explored different interventions to improve self-disclosure. Febriyanti, (2018) found that group guidance using the Johari Window technique was followed by increased student openness. A homeroom technique in group guidance was also reported to improve self-disclosure across successive intervention cycles (Asmilasih et al., 2022). Other approaches include solution-focused brief group counselling Hana et al. (2020) and sociodrama within group guidance (Pratiwin, 2019). An educational application has likewise been examined as a means of stimulating students' self-disclosure (Nurul Liza et al., 2024). Homeroom-based group guidance has also been studied in relation to self-disclosure among children in institutional care (Tarigan et al., 2024). A further study examined the development of students' self-disclosure through the Johari Window approach (Dewi et al., 2023). These findings indicate that students' openness can be addressed through varied counselling techniques and formats.

Nevertheless, the literature reviewed in the thesis reveals a specific research gap. Earlier studies largely employed group guidance with the Johari Window or homeroom techniques, whereas classical guidance research has more often addressed self-understanding

than self-disclosure as its principal outcome. For example, classical guidance has been examined in relation to students' self-understanding (Azzahra et al., 2025). The integration of self-reflection into classical guidance for tenth-grade high-school students, specifically to improve self-disclosure, has received limited empirical examination. This study addresses the gap by examining a structured classical guidance service incorporating self-reflection and focusing directly on students' self-disclosure.

The study assumes that students may become more able to disclose personal information when they first develop a clearer understanding of their own experiences. Reflective thinking involves examining experiences carefully and considering them deliberately (Dewey, 1909). Self-reflection can help individuals review their actions and understand the reasons behind their responses (Manurung, 2021). Previous research has also shown that the use of reflection techniques in counselling services can help improve self-awareness and individuals' understanding of their personal conditions. The reflective process provides opportunities for individuals to recognize their feelings, evaluate their experiences, and develop a better understanding of themselves (Qudsiyah & Dasuki, 2025). It has also been discussed as a means of supporting inner well-being and personal development. In addition, self-reflection may contribute to social-emotional competence, including emotional awareness and positive relationships (Marlia et al., 2023). Reflection can further support individuals in evaluating themselves and considering improvements for the future (Harianto & Intan, 2026).

The theoretical foundation of self-disclosure draws on Jourard's conceptualization of sharing personal information with others (Jourard, 1964). In this study, self-disclosure is considered through breadth, depth, accuracy, intent, and reciprocity. The reflective component involves identifying experiences, analysing them, making meaning, developing insight, and planning action. The conceptual relationship among these elements provides the basis for the study's framework (Zahra Syahputri et al., 2023). The novelty lies in integrating self-reflection into classical guidance as a structured, classroom-based strategy specifically intended to improve self-disclosure among tenth-grade students, rather than applying other techniques through group guidance. Accordingly, this study aims to describe the self-disclosure levels of tenth-grade students at SMAN 6 Pandeglang, examine the implementation of classical guidance using self-reflection, and determine its effectiveness in improving students' self-disclosure.

METHODS

This study employed a quantitative approach using a quasi-experimental design. Specifically, it adopted a *Nonequivalent Control Group Design*, involving an experimental group and a control group without random assignment. Both groups completed an initial measurement (*pretest*) to identify their baseline levels of self-disclosure. The experimental group subsequently received classical guidance services incorporating the self-reflection technique, whereas the control group continued with the school's regular guidance and counselling activities without receiving the same intervention. Following the intervention period, both groups completed a final measurement (*posttest*). This design was selected to examine changes in students' self-disclosure and evaluate the effectiveness of the intervention.

The primary focus was students' self-disclosure as the dependent variable, while classical guidance services using self-reflection constituted the intervention. Self-disclosure was assessed through five dimensions based on Jourard, (1964). These included *breadth*, referring to the range of personal information shared with others; *depth*, concerning the extent to which individuals disclose personal experiences and feelings; *accuracy*, referring to the honesty and correspondence of disclosed information with one's actual circumstances; *intent*, describing the degree of deliberation involved before sharing personal information; and *reciprocity*, representing the mutual exchange of personal information in interpersonal interactions. These dimensions were operationalised into indicators and questionnaire items to measure students' self-disclosure.

The research was conducted at SMAN 6 Pandeglang, Banten, during the 2026/2027 academic year. The population comprised 360 tenth-grade students. A total of 72 students participated in the study, consisting of 36 students in the experimental group and 36 in the control group. Participants were selected through purposive sampling, with particular consideration given to students identified as having relatively low levels of self-disclosure based on the initial screening. The final sample size also reflected the availability of two classes designated as the research groups.

The primary research instrument was the Senior High School Students' Self-Disclosure Scale, developed on the basis of Jourard's five dimensions. It employed a four-point Likert response format: strongly appropriate, appropriate, inappropriate, and strongly inappropriate. Before implementation, the instrument underwent expert judgement by two

specialists in Guidance and Counselling. Item validity was examined using SPSS version 23.0 by comparing calculated and critical correlation coefficients. Reliability testing using Cronbach's Alpha yielded a coefficient of 0.781. Data were collected through questionnaires administered as pretests and posttests. Observations and interviews with the school counsellor and several students provided supplementary information regarding students' self-disclosure. Questionnaires were completed directly by participants under the researcher's supervision.

The research procedure consisted of preparation and research approval, pretesting, intervention, and posttesting. The experimental group received four sessions of classical guidance incorporating self-reflection, while the control group participated in four sessions without the specific intervention. Field implementation took place from August to September 2026, covering approximately two months. Quantitative data were analysed using SPSS. The analytical procedures included the Shapiro–Wilk normality test, Levene's homogeneity test, and *t*-tests to examine pretest–posttest differences and compare outcomes between groups. The significance level was set at 0.05.

RESULTS

The study involved 72 tenth-grade students from SMAN 6 Pandeglang, comprising 36 students in the experimental group and 36 in the control group. Students' self-disclosure was measured before and after the research intervention using a self-disclosure scale. The experimental group participated in four sessions of classical guidance incorporating the self-reflection technique, whereas the control group continued with the school's regular guidance activities without receiving the same specific intervention. The findings are presented in terms of the initial self-disclosure profile, pretest–posttest score comparisons, and statistical analyses.

The initial profile of students' self-disclosure was examined across five dimensions: breadth, depth, accuracy, intent, and reciprocity. The highest percentage was observed in the intent dimension, at 78%, while depth and accuracy recorded the lowest percentages, both at 65%. Reciprocity accounted for 74%, and breadth represented 66%. These results indicate that students demonstrated a relatively higher level of consideration regarding the purpose, timing, and appropriate recipient of personal disclosures. In comparison, their capacity to

share personal experiences in greater depth and communicate their actual feelings and circumstances honestly appeared to require further development.

Table 1. Percentage Distribution of Self-Disclosure Dimensions

Dimension	Percentage
Breadth	66%
Depth	65%
Accuracy	65%
Intent	78%
Reciprocity	74%

Source: Processed primary data, 2026.

Table 1. Percentage Distribution of Self-Disclosure Dimensions shows that the percentage distribution across the five dimensions of self-disclosure consisted of 66% for breadth, 65% for depth, 65% for accuracy, 78% for intent, and 74% for reciprocity. The categorical distribution further indicated that most students were classified in the moderate category across all five dimensions. The moderate category accounted for 88% in breadth, 69% in depth, 68% in accuracy, 71% in intent, and 74% in reciprocity. This distribution suggests that students' self-disclosure had not developed uniformly across all dimensions. Although students appeared relatively capable of considering the purpose of disclosure, their willingness and ability to communicate personal experiences, express emotions, and describe their actual circumstances honestly remained areas requiring further support.

A comparison of the mean scores before and after the research activities revealed increases in both groups. In the experimental group, the mean self-disclosure score increased from 95.83 at pretest to 110.08 at posttest, representing a gain of 14.25 points. Meanwhile, the control group recorded a smaller increase, from a pretest mean of 100.61 to a posttest mean of 103.92, corresponding to a gain of 3.31 points. Thus, the magnitude of the mean-score increase was greater in the experimental group than in the control group.

Table 2. Comparison of Mean Pretest and Posttest Scores

Group	N	Pretest	Posttest	Change
Experimental	36	95.83	110.08	+14.25
Control	36	100.61	103.92	+3.31

Source: Processed primary data, 2026.

Table 2. Comparison of Mean Pretest and Posttest Scores shows that the descriptive findings revealed a more substantial change in the experimental group following participation in the four classical guidance sessions incorporating the self-reflection technique. The experimental group experienced an increase in its mean score of 14.25 points, from 95.83 at pretest to 110.08 at posttest. In contrast, the control group demonstrated a comparatively modest increase of 3.31 points, from

100.61 to 103.92. This difference in the observed patterns of change provided a basis for further statistical examination. At the descriptive level, the greater increase in the experimental group's mean score indicates a change in students' self-disclosure following the intervention.

Before hypothesis testing, the data were examined to assess whether they met the relevant statistical assumptions. The normality test was conducted using the Shapiro–Wilk method to determine whether the data followed a normal distribution. The test results produced a significance value of 0.0074 for the pretest data and 0.605 for the posttest data. Meanwhile, the homogeneity of variance test was conducted using Levene's test and yielded a significance value of 0.876. These results were used to evaluate the normality and homogeneity assumptions before proceeding with further statistical analysis.

Table 3. Results of the Statistical Assumption Tests

Test	Statistic/value	Significance	Interpretation
Shapiro-Wilk Test	0.945	0.0074	Normally Distributed
Shapiro-Wilk Test	0.976	0.605	Normally Distributed
Levene's Test (Based on Mean)	0.048	0.876	Homogeneous

Source: Processed primary data, 2026.

Table 3. Results of the Statistical Assumption Tests shows that the Shapiro–Wilk normality test produced a test statistic of 0.945 with a significance value of 0.0074 for the pretest data, while the posttest data produced a test statistic of 0.976 with a significance value of 0.605. Furthermore, Levene's test, based on the mean, yielded a test statistic of 0.048 with a significance value of 0.876. These results indicate that the posttest data met the normality assumption and that the variances between the experimental and control groups were homogeneous. However, the pretest significance value requires further verification because it is below the 0.05 threshold.

Following the statistical assumption tests, a paired-samples *t*-test was conducted to examine the difference between pretest and posttest scores in the experimental group. The analysis yielded a mean difference of −12.972, a *t*-value of −8.970, and a significance value of 0.000. For academic reporting, the significance value is expressed as $p < 0.001$. Since this value was below the predetermined significance threshold of 0.05, a statistically significant difference was identified between the experimental group's scores before and after the intervention. This result indicates that the observed increase in students' self-disclosure scores was not limited to a descriptive change but was also supported by the results of the within-group statistical test.

Overall, three principal findings emerged from the analysis. First, students' initial self-disclosure levels were predominantly within the moderate category, although the five

dimensions showed different percentage distributions. Second, the experimental group demonstrated a greater increase in mean self-disclosure scores than the control group following the research activities. Third, the paired-samples *t*-test identified a statistically significant difference between the experimental group's pretest and posttest scores. Taken together, these findings provide empirical evidence of changes in students' self-disclosure following their participation in classical guidance services incorporating the self-reflection technique.

DISCUSSION

The findings indicate that the self-disclosure skills of tenth-grade students at SMAN 6 Pandeglang require further development. The initial assessment of 72 students showed that most participants were classified in the moderate category, comprising 55 students (76%). Meanwhile, 12 students (17%) were classified in the low category, and only 5 students (7%) were in the high category. These findings suggest that students' self-disclosure had not yet developed optimally. This condition was also reflected in the observations conducted during the study, in which some students demonstrated hesitation when expressing opinions, communicating feelings, sharing personal experiences, and discussing problems they encountered. Therefore, developing self-disclosure is important because this ability is associated with how students communicate personal information and establish interpersonal relationships within the school environment.

These findings can be understood through Jourard, (1964) concept of self-disclosure, which refers to the voluntary process of revealing information about oneself to others. Self-disclosure does not merely involve the willingness to speak; it also encompasses the breadth and depth of information, the accuracy of the information conveyed, the intention behind disclosure, and reciprocity in communication. The five dimensions applied in this study breadth, depth, accuracy, intent, and reciprocity indicate that self-disclosure is a multidimensional ability that requires gradual development. Accordingly, students should not only be encouraged to communicate more frequently but should also be supported in understanding what they wish to disclose, considering the intended recipient, and communicating personal information appropriately.

The assessment of individual dimensions showed that intent obtained the highest percentage (78%), followed by reciprocity (74%). Breadth reached 66%, whereas depth and

accuracy each accounted for 65%. These results indicate that students' ability to identify the purpose of self-disclosure and engage in reciprocal communication was relatively higher than their ability to broaden and deepen personal information and maintain accuracy when communicating it. Nevertheless, these percentages should be interpreted as a description of the measured conditions in this study rather than evidence that all students had mastered each dimension equally. The findings suggest that the development of self-disclosure should address all five dimensions, particularly those with comparatively lower percentages.

The implementation of classical guidance services using the self-reflection technique represented an effort to address these developmental needs. The experimental group participated in four guidance sessions, with the topics arranged according to the self-disclosure dimensions addressed in the study. The sessions were not limited to delivering information; they also provided opportunities for students to recognize their experiences, thoughts, feelings, and personal conditions. The activities included material comprehension, written reflection, sharing opinions, discussions, and self-disclosure activities conducted according to students' readiness. Through these activities, classical guidance services provided a structured learning environment in which students could develop self-understanding while practicing how to communicate personal information.

The use of self-reflection is consistent with Dewey, (1909) perspective on reflective thinking. Reflection enables individuals to reconsider their experiences and examine the meaning of those experiences. In this study, reflective activities helped students identify what they wanted to communicate, recognize the feelings associated with particular experiences, and consider appropriate ways and situations for disclosing personal information. This process is relevant because difficulties in self-disclosure are not necessarily caused by a lack of willingness to speak. They may also be associated with students' limited ability to recognize and understand their own conditions. Through reflection, students are given an opportunity to prepare for self-disclosure in a more conscious and structured manner.

Observations during the intervention indicated positive changes in students' participation. Students gradually demonstrated greater willingness to express opinions, communicate feelings, share experiences, and discuss problems they encountered. They also began to consider the appropriate recipients and situations for sharing personal information. These observations suggest that reflective activities can provide students with opportunities to understand themselves before disclosing information to others. However, students did

not respond uniformly, as their participation, readiness, and confidence varied across sessions. Therefore, efforts to develop self-disclosure should consider each student's comfort and readiness rather than requiring all students to disclose personal experiences at the same level.

The quantitative findings also showed an increase in the experimental group's mean self-disclosure score, from 95.83 at pretest to 110.08 at posttest. In comparison, the control group's mean scores changed less substantially according to the figures reported in the thesis narrative, increasing from 100.61 to 103.92. The paired-samples t-test for the experimental group produced a significance value below 0.001. This result indicates a statistically significant difference between the experimental group's scores before and after the intervention. Thus, the findings provide empirical evidence that the implementation of classical guidance services using self-reflection was accompanied by an improvement in students' self-disclosure. Nevertheless, the paired-samples test specifically identifies changes within the experimental group and does not, by itself, establish a statistically significant difference between the experimental and control groups.

The findings are consistent with Febriyanti, (2018) research, which demonstrated that the Johari Window technique in group guidance services could be used to improve students' self-disclosure. Both studies focus on developing self-disclosure, although they differ in their service formats and techniques. Similarly, Asmilasih et al. (2022) reported that the homeroom technique in group guidance services was associated with improvements in students' self-disclosure. Azzahra et al. (2025), meanwhile, highlighted the role of classical guidance services in improving students' self-understanding. The present study extends these findings by integrating self-reflection into classical guidance services and directing the intervention specifically toward the development of self-disclosure among senior high school students.

Overall, this study indicates that classical guidance services using the self-reflection technique may serve as an alternative approach to supporting students' self-disclosure development. Its contribution lies in the structured integration of reflective activities into classroom-based guidance services. However, the findings should be interpreted in light of several limitations, including variations in student participation, the limited duration of the intervention, the inability of a self-disclosure scale to capture students' experiences in depth, and the researcher's limitations in facilitating the reflection process. Future studies may

extend the intervention period, incorporate more comprehensive data collection methods, and examine between-group differences more thoroughly to provide stronger evidence regarding the effectiveness of the intervention.

CONCLUSION

This study indicates that classical guidance services incorporating the self-reflection technique have the potential to improve the self-disclosure skills of tenth-grade students at SMAN 6 Pandeglang. The experimental group's mean score increased from 95.83 at pretest to 110.08 at posttest, whereas the control group's mean score showed a smaller increase, from 100.61 to 103.92. The paired-samples t-test revealed a statistically significant difference between the experimental group's pre-intervention and post-intervention scores, with a significance value below 0.001. These findings address the research objectives by describing students' initial self-disclosure levels, examining the implementation of the intervention, and identifying changes following the guidance services.

The intervention consisted of four sessions designed to encourage students to reflect on their experiences, thoughts, feelings, and personal circumstances before sharing information with others. Theoretically, this study contributes to the field of guidance and counseling by demonstrating the application of structured self-reflection activities within classical guidance services to support self-disclosure development. Practically, the approach offers school counselors an alternative strategy for fostering students' self-awareness and interpersonal communication skills.

The findings may inform schools and guidance and counseling programs when developing services that address students' personal and social developmental needs. Students are encouraged to communicate their thoughts, feelings, and experiences honestly and appropriately with trusted individuals. School counselors should adapt reflective activities to students' characteristics and needs. Future research should examine broader dimensions of self-disclosure, explore alternative guidance techniques, and employ stronger research designs and between-group analyses. Such efforts would provide more comprehensive evidence regarding intervention effectiveness and strengthen its application in school-based guidance and counseling practice.

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