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The Effectiveness of Group Guidance Services Using Modelling Techniques to Improve Self-Esteem of Grade VIII Students at SMPN 1 Cikedal

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Abstract

Low self-esteem may limit students' willingness to express their views, their capacity for self-acceptance, and their ability to adjust socially. At SMPN 1 Cikedal, 70% of students were reported to show signs of low self-esteem. This study aimed to describe the self-esteem profile of Grade VIII students, develop a group guidance programme using modelling techniques, and evaluate its effectiveness. The study used a quasi-experimental nonequivalent control group design. Eighteen students with low self-esteem were purposively selected and assigned to intervention and control groups of nine students each. Data were collected through pretest and posttest questionnaires, observations, and interviews. Self-esteem scores were analysed using an independent-samples t test. Mean scores increased from 80.89 to 92.11 in the intervention group and from 85.33 to 86.33 in the control group, with the between-group test yielding $p = .010$. These findings suggest that modelling-based group guidance may help improve self-esteem among students with low initial scores and inform the design of targeted school counselling services.

Keywords: Group Guidance; Modelling Techniques; Self-Esteem; Junior High School Students; School Counselling

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INTRODUCTION

Adolescence is a developmental period characterized by various changes in personal, social, and psychological aspects. At the junior high school level, students begin to face demands to recognize their abilities, adapt to their surroundings, and establish relationships with their peers. One important aspect related to this developmental process is self-esteem. Self-esteem refers to an individual's evaluation of themselves, reflected in positive or negative attitudes toward the self. During adolescence, self-evaluation may be associated with social relationships, peer acceptance, and adjustment to the school environment. Moksnes et al. (2024) explained that self-esteem is an important component of self-concept associated with mental health and individual functioning during adolescence. The relationships among self-esteem, social relationships, and academic achievement have also been found to be interconnected in adolescent development (Wagner et al., 2024). Furthermore, communication with peers plays a role in the relationship between adolescents' self-esteem and life satisfaction (Szcześniak et al., 2022).

Self-esteem problems among adolescents require attention because negative self-evaluations may be associated with various difficulties in their social and psychological lives. Sarfika et al. (2023) examined the relationship between self-esteem, parental attachment, and emotional and behavioral problems among adolescents in Indonesia. Agustiningsih et al. (2024) also investigated the relationship between self-esteem, bullying, and cyberbullying among adolescents. Meanwhile, Field et al. (2024) demonstrated that peer relationships and the process of adapting to social groups may be associated with adolescents' self-esteem. These findings indicate that self-esteem cannot be separated from individuals' experiences within their social environments. Therefore, the development of students' self-esteem needs to receive attention in education, particularly through services that help students recognize and appreciate themselves.

The condition of students' self-esteem has also been described in several studies involving students. Nashwa and Zuhara (2025), for example, examined improvements in the self-esteem of junior high school students experiencing body shaming through group counseling. Wololi et al. (2025) also found that group guidance services could be used as an effort to improve the self-esteem of junior high school students. Iqsani et al. (2025) reported an increase in students' self-esteem after participating in group guidance services, with the mean score increasing from 122.5 in the pre-test to 127.83 in the post-test. Ndruru (2024)

likewise found that group guidance services could help improve students' self-esteem. These findings indicate that self-esteem remains an important concern in educational settings and requires appropriate interventions that address students' developmental needs.

A similar phenomenon was identified at SMPN 1 Cikedal based on the observations and interviews conducted by the researcher. The findings indicated that 70% of students exhibited symptoms of low self-esteem, such as crying easily when criticized, being afraid to speak in front of the class, feeling pessimistic, and hesitating to express their opinions. This condition was further supported by the results of the student needs questionnaire, which indicated that 70% of students were still categorized as having low self-esteem. These findings suggest that some students have not yet developed an optimal level of self-evaluation and self-appreciation. This situation highlights the need for appropriate assistance to help students recognize their abilities and limitations, appreciate themselves, and develop the courage to express their opinions in social environments.

One effort that can be implemented through Guidance and Counseling services is group guidance. Group guidance is a service provided to a number of students by utilizing group dynamics to help them gain information and understanding of the topics being discussed. Through group activities, students have opportunities to express their opinions, listen to the experiences of other members, and learn to respect one another. Harahap and Harahap (2024) found that group guidance services using the homeroom technique were effective in improving students' self-esteem. Rusmana et al. (2020) also examined the development of students' self-esteem through group counseling using the assertive training technique. In addition, Sopian et al. (2023) found that group counseling using a compassion-focused approach could help improve students' self-esteem. The findings of Prastika et al. (2023) and Rosidah et al. (2025) also indicate that group interventions using specific techniques can be applied to assist students experiencing self-esteem problems. Thus, group services are relevant as one form of assistance in developing students' self-esteem.

To ensure that group guidance is implemented more systematically, an appropriate technique is needed to support the objectives of the service. One technique used in this study is modelling. The modelling technique provides students with opportunities to observe behaviors demonstrated by a model, understand those behaviors, and then attempt to apply them in their daily lives. Through this process, students do not merely receive verbal explanations but also observe behavioral examples that they can learn from. Pahlevi and

Oktavia (2024) found that symbolic modelling within group guidance services was effective in improving the self-esteem of junior high school students. Jannah et al. (2024) also demonstrated that group counseling using the modelling technique could help improve students' social interaction skills and empathy. Furthermore, Gunawan et al. (2024) found that the modelling technique in behavioral counseling could be used to help reduce bullying behavior among students. Qurrotul'aini et al. (2026) also examined the implementation of group guidance using the modelling technique to improve students' social skills. These findings support the use of modelling as a technique that can be implemented in group services, although each study has different outcome variables and participant characteristics.

Previous studies have examined the use of group services to improve self-esteem through various approaches and techniques. Fatimah et al. (2023), for example, investigated group guidance services using the assertive training technique to improve students' self-esteem. Aisah et al. (2025) examined group counseling using the cinematherapy technique to improve the self-esteem of Islamic junior high school students. Sidik and Laili (2026) investigated the use of psychoeducation to help improve the self-esteem of junior high school students who experienced bullying. Meanwhile, Greco et al. (2025) conducted a meta-analysis of the psychometric properties of the Rosenberg Self-Esteem Scale among children and adolescents. Rachman et al. (2025) examined the social-emotional development of adolescents by considering peer interactions, social media engagement, and self-esteem. Mičková and Levická (2025) also investigated adolescent self-esteem in relation to communication and trust in parents and peers. These studies contribute to the understanding of self-esteem; however, they differ in their research focus, approaches, and intervention techniques.

Based on previous studies, further research is needed to specifically examine the effectiveness of group guidance services using the modelling technique in improving the self-esteem of eighth-grade students at SMPN 1 Cikedal. Pahlevi and Oktavia (2024) previously examined symbolic modelling within group guidance services to improve the self-esteem of junior high school students. However, the present study differs in its focus on the implementation of the modelling technique, research participants, and research setting. This study also compares an experimental group receiving group guidance services using the modelling technique with a control group receiving group guidance services without the modelling technique. Therefore, this study is designed to examine the effectiveness of the

modelling technique in group guidance services by comparing the pre-test and post-test results of both groups.

This study aims to identify the self-esteem profile of eighth-grade students at SMPN 1 Cikedal, develop a group guidance service program using the modelling technique, and examine the effectiveness of the service in improving students' self-esteem. The findings are expected to provide empirical evidence regarding the use of the modelling technique in group guidance services and serve as a reference for Guidance and Counseling teachers in providing services that meet students' needs.

METHODS

This study employed a quantitative approach using a quasi-experimental method. This approach was selected to examine the effectiveness of group guidance services incorporating the modelling technique in improving the self-esteem of eighth-grade students at SMPN 1 Cikedal. The study adopted a *Nonequivalent Control Group Design*, involving an experimental group and a control group. Both groups completed an initial assessment (pre-test). The experimental group subsequently received group guidance services using the modelling technique, whereas the control group participated in group guidance services without this technique. Following the intervention, both groups completed the same final assessment (post-test) to identify changes in students' self-esteem.

The principal variable examined was self-esteem, operationalised through eight indicators: content, direction, intensity, importance, salience, consistency, stability, and clarity. These indicators describe how students perceive and evaluate themselves, including their self-acceptance, confidence in their abilities, awareness of personal strengths and limitations, and the extent to which their self-evaluations remain consistent across different situations. Changes in students' scores across these indicators were used as the basis for assessing improvements in self-esteem following the intervention.

The target population consisted of 134 eighth-grade students at SMPN 1 Cikedal during the 2025/2026 academic year. The initial sample size was calculated using the Slovin formula, resulting in 57 students who participated in the screening stage. The research participants were then selected through purposive sampling based on the screening results and the predetermined criterion of low self-esteem. Eighteen students met the selection criteria and became the final research participants. They were divided into an experimental group of nine students and a control group of nine students. Group allocation considered

the proximity of students' initial scores to maintain relatively comparable baseline self-esteem levels between the two groups.

The primary research instrument was a self-esteem questionnaire comprising positively and negatively worded statements, assessed using a four-point Likert scale: strongly agree, agree, disagree, and strongly disagree. Instrument validation involved expert assessment and empirical testing using Pearson's Product-Moment correlation. Of the 80 initial items tested, 34 met the validity criteria. Reliability testing using Cronbach's Alpha produced a coefficient of 0.937, indicating that the questionnaire had satisfactory internal consistency. Data were collected through pre-test and post-test questionnaires, direct observations of students' participation and responses during group guidance sessions, and interviews with the school's guidance and counselling teacher as supporting sources of information.

The study was conducted at SMPN 1 Cikedal, Pandeglang Regency, Banten, in February 2026, during the second semester of the 2025/2026 academic year. The intervention comprised six group guidance sessions, preceded by one pre-test session and followed by one post-test session. The collected questionnaire data were processed and analysed using SPSS. The analytical procedures included descriptive statistics, the Shapiro–Wilk normality test, a homogeneity test, and an independent-samples t-test to examine differences between the experimental and control groups. Statistical significance was evaluated at the 0.05 level.

RESULTS

1. Pretest and Posttest Results of the Experimental Group

Table 1. Pretest and Posttest Results of the Experimental Group

No.	Respondent	Pretest Score	Category	Posttest Score	Category
1	MF	73	Low	91	High
2	DR	80	Low	91	High
3	EH	80	Low	96	High
4	SH	83	Low	97	High
5	UA	85	Low	92	High
6	MH	81	Low	89	High
7	DF	79	Low	89	High
8	AA	82	Low	95	High
9	TFQ	85	Low	89	High

source: Compiled by the researcher (2026)

Table 1. Pretest and Posttest Results of the Experimental Group shows that before receiving group guidance services using modelling techniques, all students in the experimental group were classified in the low category, with pretest scores ranging from 73 to 85. After receiving the services, all nine students experienced an increase in their self-esteem scores and moved from the low to the high category. Their posttest scores ranged from 89 to 97. These results indicate an improvement in students' self-esteem following the implementation of group guidance services using modelling techniques.

2. Pretest and Posttest Results of the Control Group

Table 2. Pretest and Posttest Results of the Control Group

No.	Respondent	Pretest Score	Category	Posttest Score	Category
1	LA	85	Low	82	Low
2	MR	86	Low	86	Low
3	RI	87	Low	85	Low
4	AN	87	Low	89	High
5	AZ	85	Low	97	High
6	BN	86	Low	79	Low
7	MR	84	Low	86	Low
8	SK	85	Low	85	Low
9	SN	83	Low	88	High

source: Compiled by the researcher (2026)

Table 2. Pretest and Posttest Results of the Control Group shows that before the intervention, all students in the control group were classified in the low category, with pretest scores ranging from 83 to 87. Following the posttest, three of the nine students moved from the low to the high category, while the remaining six stayed in the low category. Posttest scores ranged from 79 to 97. These results indicate that changes in self-esteem scores also occurred in the control group, although most students remained in the low category. Compared with the experimental group, fewer students in the control group experienced a change in category.

3. Normality Test

Table 3. Normality Test Results

Group	Kolmogorov–Smirnov Statistic	df	Sig.	Shapiro–Wilk Statistic	df	Sig.
Experimental Group Pretest	0.192	9	0.200*	0.897	9	0.238
Experimental Group Posttest	0.194	9	0.200*	0.866	9	0.110
Control Group Pretest	0.178	9	0.200*	0.936	9	0.545
Control Group Posttest	0.193	9	0.200*	0.919	9	0.382

Table 3. Normality Test Results shows that the Shapiro–Wilk significance values were 0.238 for the experimental group pretest, 0.110 for the experimental group posttest, 0.545 for the control

group pretest, and 0.382 for the control group posttest. Since the sample size was fewer than 50, the normality assessment was based on the Shapiro–Wilk test. All significance values were greater than 0.05, indicating that the pretest and posttest data for both groups were normally distributed. Therefore, the normality assumption was fulfilled.

4. Homogeneity Test

Table 4. Homogeneity Test Results

Test	Levene Statistic	df1	df2	Sig.
Based on Mean	1.575	3	32	0.215
Based on Median	1.273	3	32	0.300
Based on Median and with Adjusted df	1.273	3	20.577	0.310
Based on Trimmed Mean	1.445	3	32	0.248

source: Compiled by the researcher (2026)

Table 4. Homogeneity Test Results shows that the significance value based on the mean was 0.215. Since this value was greater than 0.05, the null hypothesis was accepted, indicating that the data variances were homogeneous. Thus, the homogeneity assumption was fulfilled, and the data could proceed to the subsequent statistical analysis.

5. t-Test Results

Table 5. Independent Samples t-Test Results

Variance Assumption	Levene's Test F	Levene's Test Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal Variances Assumed	0.334	0.572	2.936	16	0.010	5.778	1.968	1.606	9.950
Equal Variances Not Assumed	—	—	2.936	13.461	0.011	5.778	1.968	1.541	10.015

source: Compiled by the researcher (2026)

Table 5. Independent Samples t-Test Results shows that the significance value of Levene's Test was 0.572. Since this value was greater than 0.05, the variances of the two groups were considered homogeneous. Therefore, the t-test results were interpreted using the *Equal Variances Assumed* row. The results in this row showed a t-value of 2.936, 16 degrees of freedom (df), and a two-tailed significance value of 0.010. Since the significance value was lower than 0.05 (0.010 < 0.05), the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. This indicates a statistically significant difference between the mean scores of the two groups. The mean difference of 5.778 indicates a score difference of 5.778 points between the groups. Thus, the results

demonstrate a statistically significant difference in self-esteem scores between the experimental and control groups.

DISCUSSION

The findings indicate that group guidance incorporating the modelling technique was associated with an improvement in the self-esteem of eighth-grade students at SMPN 1 Cikedal. This pattern is reflected in the experimental group, which consisted of nine students. The group's mean self-esteem score increased from 80.89 at pre-test to 92.11 at post-test, representing an improvement of 11.22 points. In comparison, the control group, which also comprised nine students, demonstrated a smaller increase, from 85.33 to 86.33, or one point. This difference suggests that the improvement in measured self-esteem was greater among students who participated in group guidance using the modelling technique than among those who received group guidance without modelling. The findings therefore indicate that integrating modelling into group guidance may provide a supportive approach to developing more positive self-evaluations among students.

The changes were also reflected in the distribution of self-esteem categories. Before the intervention, all students in the experimental group were classified as having low self-esteem. Following the intervention, all nine students moved into the high category. In contrast, only three of the nine students in the control group moved from the low to the high category, while the remaining six continued to be classified in the low category. This difference suggests that the experimental group demonstrated a more consistent improvement than the control group. Nevertheless, these categorical changes should be interpreted in relation to the measurement instrument and the classification criteria applied in the study. They do not necessarily demonstrate that all psychological dimensions of students' self-esteem have undergone permanent change.

The initial assessment across the eight dimensions of self-esteem also revealed variations in students' conditions. Intensity recorded the highest percentage, at 71.20%, whereas clarity had the lowest percentage, at 62.28%. The categorical distribution showed that all students were classified in the low category for direction. In addition, the dimensions of salience, content, consistency, and clarity were predominantly classified as low. These findings suggest that students' self-esteem difficulties were not limited to their overall sense of self-worth but also involved their understanding of themselves and their ability to form

positive self-evaluations. The relatively low result for clarity indicates that students' understanding of their self-concept requires further attention, while the findings for direction suggest a need to strengthen their ability to evaluate themselves positively. Accordingly, efforts to improve self-esteem should address self-understanding, acceptance of personal strengths and limitations, and the development of more positive and realistic self-evaluations.

The statistical analysis provides further support for these findings. The Independent Samples t-Test produced a t-value of 2.936, with 16 degrees of freedom and a significance value of 0.010. Since this value was below the 0.05 threshold, the results indicated a statistically significant difference in mean self-esteem scores between the experimental and control groups following the intervention. The mean difference of 5.778 points further demonstrated the difference in the measured outcomes between the two groups. This result is consistent with the descriptive analysis, which showed a greater increase in the experimental group. However, the interpretation should account for the fact that the groups were not fully equivalent at baseline. The experimental group's pre-test mean was 80.89, whereas the control group's mean was 85.33. Therefore, although the findings demonstrate a statistically significant difference following the intervention, the initial difference between the groups should be considered to avoid overstating the effectiveness of the programme.

The improvement in the experimental group may be understood through the social learning processes involved in the modelling technique. During the intervention, students were given opportunities to observe positive behavioural examples, discuss the behaviours presented, relate them to their personal experiences, and practise relevant behaviours in situations connected to their daily lives. This process provided learning experiences that extended beyond verbal explanations by involving observation and behavioural practice. Group dynamics also enabled students to express their opinions, share experiences, and interact with other group members. The combination of observational learning and social interaction may have helped students understand their abilities, strengths, and limitations from a more positive and realistic perspective. This interpretation is consistent with Rosenberg's (1965) conceptualisation of self-esteem as an individual's positive or negative evaluation of the self. Accordingly, the increased scores in the experimental group indicate a shift towards more positive self-evaluation based on the measurement used in this study.

The findings are also consistent with Pautina et al. (2020), who explained that group guidance can support the development of self-esteem by providing opportunities for

students to express opinions, respect one another, and participate in group dynamics. This connection is evident in the present study, in which students were not merely recipients of information but actively participated in discussions, shared personal experiences, observed behavioural models, and practised positive behaviours. The results also support Ndruru (2024), whose study indicated that group guidance can contribute to students' self-esteem by developing confidence in their abilities, self-respect, responsibility, and openness towards others. The greater improvement in the experimental group reinforces the view that group interaction can provide a meaningful environment for students to develop more positive evaluations of themselves.

Furthermore, the findings correspond with Kusumawati (2025), who identified group guidance as a means of supporting self-esteem and interpersonal skill development. Both studies position group dynamics as a context in which students can learn through interaction and shared experiences. However, the present study extends this approach by integrating the modelling technique into group guidance. This technique allows students to observe positive behaviours or characteristics presented by a model, discuss the observed examples, and relate them to their own circumstances. The contribution of this study therefore lies in the application of modelling-based group guidance to support students' self-esteem through observation, discussion, reflection, and the practice of positive behaviours.

From a theoretical perspective, the findings provide support for the use of group dynamics and observational learning as complementary approaches to promoting students' self-esteem. Group guidance creates a social environment in which students can express their opinions and learn to respect others, while modelling provides behavioural examples that can be observed and learned. These two components may work together to support the development of more positive self-evaluations. In practical terms, the findings may inform guidance and counselling teachers at SMPN 1 Cikedal when designing services that respond to students' developmental needs. Activities may focus on dimensions that showed relatively low initial results, particularly clarity and direction, by encouraging students to recognise their abilities, accept their limitations, and develop realistic self-evaluations. Schools may also consider modelling-based group guidance as an alternative service to support students' personal and social development.

Despite these positive findings, several limitations should be acknowledged. The study involved only 18 students from one school, with nine participants in the experimental

group and nine in the control group. This relatively small sample limits the extent to which the findings can be generalised to students with different characteristics and educational backgrounds. Furthermore, the two groups were not fully equivalent at baseline, as indicated by their pre-test results. This difference should be considered when interpreting the post-intervention findings. The implementation of the programme also had to accommodate the school's schedule, which limited the time available for each stage of the intervention. In addition, self-esteem was measured using a questionnaire that relied on students' perceptions and self-reported responses. Subjectivity in completing the instrument therefore remains a potential limitation. Future studies could involve larger samples, ensure greater equivalence between groups at baseline, and incorporate additional data collection methods to provide a more comprehensive understanding of changes in students' self-esteem.

CONCLUSION

This study examined the self-esteem profile of students at SMPN 1 Cikedal, developed a group guidance programme using modelling, and evaluated its effectiveness. The assessment of 57 students identified students with low self-esteem. Among the assessed dimensions, intensity had the highest percentage (71.20%), while clarity had the lowest (62.28%). This profile indicates a need for guidance that strengthens students' understanding and evaluation of themselves.

The programme was delivered to nine students with low self-esteem in the experimental group. Through group interaction, they observed a model, discussed behaviours, and considered how to apply them. Nine students in the control group received group guidance without modelling. The experimental group's mean score increased from 80.89 to 92.11, compared with an increase from 85.33 to 86.33 in the control group. The Independent Samples t-Test showed a significance value of 0.010, below 0.05, indicating a statistically significant difference between the groups after the intervention. These findings answer the research objective by demonstrating the effectiveness of modelling-based group guidance in improving self-esteem.

The study contributes a counselling approach that combines group interaction with observational learning. Counselling teachers may adapt the models and activities to students' needs, while schools can support programmes for personal and social development. Students should participate actively and apply what they learn. Future studies should recruit larger and

more diverse samples, provide a longer intervention period, and address baseline differences between groups. These improvements would help establish stronger evidence regarding the effectiveness and applicability of modelling-based group guidance.

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