

# Effectiveness of Group Counseling with Live Modeling Techniques to Improve Academic Self-Efficacy of Guidance and Counseling Students

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**ABSTRACT:** *This research was conducted based on field phenomena in the Guidance and Counseling Department, Universitas Negeri Gorontalo. It shows that there were still students who have low academic self-efficacy abilities. The purpose of this study was to determine the effectiveness of live modeling techniques through group counseling to improve student academic self-efficacy. This study also aims to improve the academic self-efficacy of guidance and counseling students as prospective teachers and counselors. The subjects of this study were seven students as members of group counseling. The results of the research from the pre-test and post-test results obtained that  $t_{count}$  is greater than  $t_{table}$ ,  $23,786 < 1,894$ , which means  $H_a$  is accepted and  $H_o$  is rejected. Hence, it was concluded that the live modeling technique in group counseling was effective in increasing the academic self-efficacy of the Guidance and Counseling students.*

**KEYWORDS:** *Academic Self-Efficacy, Live Modeling Techniques, Group Counseling*

## INTRODUCTION

*Self-efficacy* is one of the most influential affective aspects of the individual himself in everyday life. Self-efficacy affects the success of students in achieving developmental tasks, especially in the field of education. The concept of self-efficacy was first introduced by Albert Bandura through social learning theory which discusses a person's awareness of his own ability to handle the environment. In relation to academics, academic self-efficacy is an individual's belief that they can perform successfully in performing academic tasks, according to the level they choose (Bandura, 2013). Girasoli (2008) defined self-efficacy as a character that refers to the beliefs that individuals must be able to complete certain specific tasks and beliefs about the results obtained later. The character of beliefs about completing tasks is one aspect of individual success in facing the demands of life, the importance of efficacy in academic learning can be seen from the relationship of self-efficacy with student learning outcomes. Self-efficacy is an important component that needs to be considered in learning because high and low efficacy can have a significant effect (Klassen, 2010).

Academic self-efficacy is defined as student confidence in their ability to carry out and organize certain activities well (Fitri & Kustanti, 2018). Students who have high academic self-efficacy will be more likely to be involved in academic activities and feel confident that individuals are capable of

success. In addition, individuals will also be brave in setting high achievement targets. High academic self-efficacy is also accompanied by higher academic performance and resilience (Hernandez, Escobar, Fuentes, & Eguiarte, 2019).

Students need academic self-efficacy so that they can adjust the learning process at tertiary institutions, manage time between lecture activities and activities outside of lectures, have confidence in their own abilities to complete lecture assignments properly so they can achieve optimal achievement and academic performance what they want (Salim & Fakhurrozi, 2020). According to Lubis (2018) when facing difficulties, students have great doubts about their ability to reduce their efforts or give up altogether. Whereas those who have a strong feeling of efficacy use greater effort to overcome challenges and complete their tasks.

Phan, Ngu, Shih, Lin, Shi, and Wang (2020) conducted a study of university students in Taiwan and combined the importance of self-efficacy to mediate the relationship between solving personal problems, effective functioning, and academic effort with significant results, overall, make the best contribution to optimal learning goals. In addition, a study conducted by Yan, Brown, Lee, and Qiu (2019) on Hong Kong adolescents showed that attitudes, subjective norms, self-efficacy, and perceptions of self-control were significant predictors of self-assessment intensity, while self-efficacy and intensity significant effect on the practice of self-judgment.

Researchers conducted interviews with 5 guidance and counseling students from class of 2020 on November 20, 2022. The results of the interviews showed that students still did not have confidence in their abilities academically. In addition, they are also not interested in academics and do not make study plans. This condition causes them not to want to learn on their own accord and prefer to do things outside of academics. This condition is also influenced by the environment of students who are not academically supportive so that for modeling, they do not yet have a figure to emulate in academics.

The current phenomenon is related to self-efficacy that many students have low self-efficacy. Low self-efficacy in students will be an important predictor of the self-limiting process. Many efforts can be made to increase student self-efficacy. In other words, counselors have a joint role in facilitating students to achieve learning development and achievement through increasing student self-efficacy (Akomolafe, 2013). One of the efforts that can be done is through group guidance services using live modeling techniques. In the modeling technique, it is not just imitating or repeating what happened and being done by the model, but modeling involves adding or subtracting the observed behavior, identifying various observations as well as involving cognitive processes. Modeling technique is a counseling technique in a behavioral approach that is rooted in Albert Bandura's theory of social learning theory (McCullugh, 2011). During the therapeutic process, this form of modeling will help, influence, and strengthen weak behaviors or improve behaviors that are ready to be learned to facilitate responses.

Modeling is a term that indicates a learning process through observation or observation of other individuals, and changes occur as a result of imitation through observations that have been made. Live models are models that can be observed directly, because they are the closest people to students, such as parents, family, successful relatives, or teachers (Attika, Nurihsan & Budiamin, 2020). Based on this description, the researchers examined the effectiveness of modeling techniques as guidance and counseling services in increasing the academic self-efficacy of Guidance and Counseling Students at the Universitas Negeri Gorontalo.

Bandura (2013) proposed three indicators on the self-confidence dimension, namely (1) magnitude, which is related to the level of the task, the extent to which individuals feel capable of performing various tasks with a certain level of difficulty, ranging from simple, somewhat difficult to very difficult, (2) generality, the extent to which individuals believe in their abilities in various or all task situations, ranging from performing an activity in certain situations to when in a series of varied tasks or situations, (3) strength, the strength of individual beliefs about their abilities, influenced by experiences in facing challenges or completing tasks.

So that students' academic tasks can be achieved optimally, it is necessary to have coping self-efficacy. Coping self-efficacy is an individual's level of confidence in his ability to be able to overcome and manage complex and difficult situations (Schwarzer, 2013). Individuals who have high coping self-efficacy will believe that they can make certain efforts, so that difficult academic tasks can be managed and overcome properly. Self-efficacy can be obtained, changed, increased, or decreased, through one or a combination of four sources: namely experience related to success or failure to master an achievement (performance accomplishment), experience from observing other people's behavior (vicarious learning), encouragement or motivation, which convinces others (verbal persuasion), and the level of emotional tension in dealing with situations full of challenges and obstacles (emotional arousal/physiological states) (Loo, 2013).

Modeling is rooted in the theory of Albert Bandura with social learning theory (Albert, 2017). The use of modeling techniques has started in the late 1950s, including real characters, characters through films, imaginary characters. Some of the terms used are characterization (modeling), imitation (imitation), and learning through observation (observational learning). Characterization of terms that indicate the occurrence of the learning process through observation (observational learning). Characterizations of terms that indicate the occurrence of the learning process through observation (observational learning) of others and the changes that occur through imitation. Imitation shows that the behavior of other people who are observed and imitated, is more of an imitation of what is seen and observed.

The steps in the modeling are (1) Determine the form of characterization (live model, symbolic model, multiple models); (2) In the live model, choose a friendly model or the counselee's peers who have something in common; (3) If possible use more than one model; (4) The complexity of the modeled behavior must be in accordance with the counselee's level of behavior; (5) Combine the model with rules, instructions, behavioral rehearsal, and reinforcement; (6) When the counselee pays attention to the appearance of the character, give natural reinforcement; (7) If possible, create a training design for the counselee to imitate the model appropriately, so that it will direct the counselee to natural reinforcement. If not then plan for the provision of reinforcement for each appropriate behavior imitation; (8) If the behavior is complex, then the modeling episodes are carried out starting from the easiest to the more difficult ones; (9) The modeling scenario must be realistic; (10) Doing modeling where the character shows behavior that causes fear for the counselee.

## METHODS

This research is a quantitative-research with the method used in this study is a quasi-experimental method (quasi-experimental). The design used in this study is a pretest-posttest control group design. The treatment group will be given treatment using behavioral counseling using live modeling techniques, while the control group will be given reality counseling. The selection of

research subjects was carried out using a purposive sampling technique that was based on the fulfillment of certain criteria. These criteria are: (1) the research subject is registered as a Guidance and Counseling student at the Universitas Negeri Gorontalo Class of 2020, (2) the research subjects are identified students who have low academic self-efficacy based on measurements using the academic self-efficacy scale. The instrument was developed by the researcher by formulating four indicators including belief in abilities, performance, social modeling, and experience of mastery, which were further developed by the researcher into 38 question items. Data analysis technique with the Wilcoxon test using the SPSS 25 program.

## RESULT AND DISCUSSION

### RESULT

Analysis of the results of the pre-test on the academic self-efficacy of Guidance and Counseling Students obtained 10 students who were categorized as having very high academic self-efficacy, 5 students who had high academic self-efficacy, 4 students had moderate leadership skills, 5 students have low academic self-efficacy and 2 students have very low academic self-efficacy. Samples included in the very low category and low levels of academic self-efficacy were given treatment or treatment in the form of group counseling with modeling techniques.

Students who are in the low and very low categories tend to have low scores on aspects of belief in abilities, performance, social modeling, and mastery experience. Students do not yet have confidence in their abilities in the academic field, causing students to lack interest in the academic they are pursuing. In addition, the low self-motivation of the desire to succeed due to the influence of other people who have the same competence also affects students.

Based on the results of the post-test describing an increase or increase in student academic self-efficacy, 3 students became very high with a percentage of 42.85% with an interval of >165. Furthermore, the level of academic self-efficacy in 4 students became high with a percentage of 57.14% and an interval (148-163). After being given group counseling services with modeling techniques, students experienced an increase in academic self-efficacy. It can be seen in the increase in the interval experienced by students, in which 7 students as members of group counseling, previously 2 students were very low and 5 students were low, to 3 students were very high and 4 students were in the high category.

The provision of modeling technique group counseling raises the topic of discussion regarding aspects related to academic self-efficacy. This technique also provides opportunities for students to learn through observation. This treatment was carried out for five meetings where the topic of providing information provided by researchers in group counseling can encourage the development of effective feelings, body reactions, and behavior in all members of group counseling, so that they can take a personal approach on an ongoing basis later. The modeling technique carried out by the researcher is in the form of direct modeling, which is expected to be able to teach students to be able to think through observations of the displayed model, so that there is a change in behavior that occurs due to imitation.

Normality test was conducted to determine the distribution of data in the variables to be used in the study. Good and proper data used in this study is data that has a normal distribution. Normality test was performed by Kolmogorov-Smirnov test. If the value of sig > 0.05 then the data is normally distributed, whereas if sig < 0.05 then the data is not normally distributed. Following are the results

**Table 1. One-Sample Kolmogorov-Smirnov Test**

	Unstandardized Residual
asymp. Sig. (2-tailed)	.200

a. Test distribution is Normal.

b. Calculated from data.

**Table 2. Pretest and Posttest Data of Social interactions**

Respondent	Pretest	Posttest
R1	75	98
R2	71	97
R3	76	99
R4	68	96
R5	73	99
R6	72	95
R7	75	97

of the normality test analysis on table 1. Based on table 4.1, the sig value is 0.200 which can be concluded that the academic self-efficacy data with live modeling techniques is normally distributed.

### **Hypothesis testing**

One way to find out changes in academic self-efficacy in students is to compare academic self-efficacy scores before and after being given live modeling techniques. Pre-test and post-test data on student academic self-efficacy can be seen in the following table 2. Based on the results of the score of the live modeling technique to improve student academic self-efficacy tested by the researchers, the effectiveness was quite good, the following is the calculation result of a significant increase in the change in the average score of academic self-efficacy in the pre-test and post-test following table 3. Table 4.3 shows the average pre-test is 72.8571, while the post-test average is 97.2857. Judging from the post-test score which is higher than the pretest score, it can be said that there is an increase in academic self-efficacy after experiencing live modeling technique treatment, following table 3.

The obtained tcount value of 23,786 is greater than ttable of 1,894 and the significance level (2-tailed) < significance level, which is 0.000 < 0.05. tcount is greater than t table at a significance level of 0.05. It can be concluded that live modeling techniques are effective for improving *self-efficacy* student academics.

### **DISCUSSION**

Factors that influence academic self-efficacy include interest, attachment style, warmth, patience, resilience, character, goal orientation, enactive mastery experiences, verbal persuasion, and learning motivation (Mukti & Tentama, 2019). Researchers observed that during the group counseling process, many of them had minimal learning motivation, low academic interest, and resilience. The use of live modeling techniques in group counseling is effective because the counselee can learn through observation in which the behavior of individuals or groups who act as model figures

**Table 3. Samples t-Test**

Test t Samples Test	T	df	Sig. (2- tailed)
Pair 1 Pre-Post	23,786	7	.000

**Pretest and Posttest academic self-efficacy**

**Table 4. Average Calculation of *Pretest* and *Posttest* Results Paired Sample Statistics**

		mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	72.8571	7	1.70772	.63913
	Post-Test	97.2857	7	3.80713	1.13389

can provide stimulation for thoughts, attitudes, or behavior as part of other individuals who observe the model character directly. Modeling is a technique in which individuals can learn by observing, imitating, by adding or subtracting the observed behavior.

Through group counseling, students can interact dynamically, providing ideas, ideas, knowledge, and experiences to help solve problems being discussed in groups. This interaction is expected by researchers to create a sense of mutual support among fellow members, a sense of trust to express opinions or input without worrying about criticism. During group counseling, clients will be faced with the reality that they have low self-confidence in their abilities in the academic field. During this time, the client will develop effective strategies for more realistic problems in order to increase self-efficacy in academic activities which will ultimately improve and optimize learning outcomes as part of the counseling objectives.

Bandura (2006), many factors that cause individuals to have low academic self-efficacy, can come from the culture adopted, the nature and level of task difficulty, external support/incentives, gender differences, and the status/role of the individual in the environment. Bandura also stated that one of the factors that can increase self-efficacy is the competent contingent incentive, which is an incentive given by others that reflects one's success. For this reason, the existence of group dynamics is part of the external incentives which will be obtained from group leaders and other group members during the counseling process.

After the live modeling technique treatment through group counseling was given, students were able to openly express their problems related to low academic self-efficacy and academic-related problems, including previous bad experiences they had experienced. They can slowly turn these bad experiences into processes and steps for the future, increasing confidence in achieving academic success. This is in line with Bandura's theory, namely that academic self-efficacy beliefs will affect individuals in the educational process because of the effects they produce through four psychological processes including cognitive, motivational, affective and selection processes. These are the four processes experienced by the seven members of group counseling.

At the cognitive level, student efficacy is related to their ability in the given task, for example how they view the academic results they want to achieve, this perspective can influence students' motivation to complete the given task. Furthermore, at the level of motivation, student efficacy is influenced by motivation on students' readiness to explore their learning process efforts, how students can survive the difficulties they face when completing assignments and how they are able to rise when achievement results are not as desired.

At the affective level, strong feelings of competence allow reducing the amount of stress on students, feelings of stress can be experienced during the learning process which is caused due to lack of confidence in their abilities so that stress levels are higher than students who have high self-efficacy. Stress levels can also be affected by excessive anxiety, causing irrational thought patterns to appear and interfere with cognitive and intellectual effectiveness. Furthermore, at the selection level,

the perception that students develop academic abilities, it tends to influence the decisions they will take, the environment in which to grow and socialize, causing a tendency to choose what and the types of choices they will choose.

In general, self-efficacy can be classified into high self-efficacy and low self-efficacy. Bandura revealed that individuals who have the ability self-efficacy high academics tend to perceive problems as challenges that must be mastered and are able to set goals to face these challenges, are able to commit to setting the academic goals they want to achieve, have useful feedback to improve academic performance, consider an academic failure as a result of efforts not because they are not have the ability, and have the effort in the face of failure to achieve the planned goals.

An individual who has low self-efficacy tends not to think about how well to deal with tasks, especially difficult tasks. This tendency causes individuals to make less effort to complete tasks, give up easily, be slow in repairing and returning *self-efficacy* them when faced with a failure. Students with low academic self-efficacy also have negative views and are less productive in the academic field, thereby reducing students' fighting power during lectures. With this belief, students also tend to think that all the assignments given are difficult and cannot be faced with this low efficacy.

Individuals who have high self-confidence in academic abilities will feel that they can master a skill or carry out a task, will be better prepared to participate, work hard, be more tenacious in facing difficulties and reach higher levels (Santrock, 2010). Students who have had a failure experience tend to think of it as a failure, for example if they ever got bad grades in a course, the experience prevented students from achieving success in the next course.

Based on the research results, the researchers found several findings related to academic self-efficacy and the use of live modeling techniques. Academic self-efficacy is influenced by several factors that exist in individuals and everyone has different self-efficacy factors. The results of the study indicate that there is a positive effect of giving live modeling with group counseling on student academic self-efficacy. This is in line with research by Ragil et al (2019) that educational cinema-based modeling techniques have proven effective in increasing students' self-efficacy. Furthermore, research by Sari and Noviandari (2018) states that group counseling with modeling techniques can be used to increase the self-efficacy of high school students. Based on the results of this study, researchers found various obstacles including the limited time allotted for the counseling process so that each counseling session was not maximized. It is hoped that this research can make a significant contribution to guidance and counseling students, especially those who have low academic self-efficacy to be able to apply modeling techniques as an alternative problem solving.

## CONCLUSION

Based on the results of this study, researchers found various obstacles including the limited time allotted for the counseling process so that each counseling session was not maximized. It is hoped that this research can make a significant contribution to guidance and counseling students, especially those who have low academic self-efficacy to be able to apply modeling techniques as an alternative problem solving.

## AUTHOR'S CONTRIBUTION

In this experimental research, the researcher contributes by proving the effectiveness of the live modeling technique and has a positive impact on Guidance and Counseling students. Students

who are members of the group are positively affected by this research, with the detection of low academic self-efficacy and the provision of group counseling with live modeling techniques, increasing student self-efficacy, especially in the academic field, so that students become more interested in academics. In addition, group members also benefit from self-understanding and strategies to overcome negative feelings that arise that cause students' academic self-efficacy to be low. The formation of this dynamic also motivates all students and researchers can become one of the external incentives for students.

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