



Classical guidance services think pair share method in increasing student self-confidence

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Article Information:

Received:
10 June 2025
Revised:
29 July 2025
Accepted:
30 July 2025

Keywords:

Think-pair share;
classical guidance; self-
confidence.

Abstract

Purpose – The purpose of this research is to find out how applying classical guidance services with the Think Pair Share method increases the confidence of students in class X TKP 1 at SMK Negeri 7 Semarang.

Method – This research used a quantitative approach and Guidance Action Research (PTBK) method. The research subjects were 36 class X TKP 1 students, and the research location was held at SMK Negeri 7 Semarang. The data analysis used a Paired T-Test.

Result – The results showed that the think-pair share method in classical guidance services effectively increased the self-confidence of students in class X TKP 1 at SMK Negeri 7 Semarang. This improvement can be seen from various indicators, such as confidence in self-ability, courage to express opinions, and ability to socialise.

Implication – The result of this research is expected to provide a new variation for counselling teachers in conducting classical guidance learning with the think-pair share method, where this method can increase self-confidence in students.

Originality/Value – This research is a research that discusses the implementation of classical guidance services using the think-pair share method to increase self-confidence in students.

For citation: Prasetyasari, A., Dewi, W., Haksasi, B., Kibtyah, M., & Hidayat, R. (2025). Classical guidance services think pair share method in increasing student self-confidence. *Journal of Advanced Guidance and Counseling*. 6(1). 57-68. <https://doi.org/10.21580/jagc.2025.6.1.27073>

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Kata Kunci:

Berpikir bersama, berdiskusi berpasangan, dan berbagi hasil; bimbingan klasik; kepercayaan diri..

Abstract

Tujuan – Tujuan penelitian ini adalah untuk mengetahui bagaimana penerapan layanan bimbingan klasik dengan metode Think Pair Share dapat meningkatkan kepercayaan diri siswa kelas X TKP 1 di SMK Negeri 7 Semarang.

Metode – Penelitian ini menggunakan pendekatan kuantitatif dan metode Penelitian Tindakan Bimbingan (PTBK). Subjek penelitian adalah 36 siswa kelas X TKP 1, dan lokasi penelitian dilakukan di SMK Negeri 7 Semarang. Analisis data menggunakan uji t berpasangan.

Hasil – Hasil penelitian menunjukkan bahwa metode think-pair share dalam layanan bimbingan klasik secara efektif meningkatkan kepercayaan diri siswa kelas X TKP 1 di SMK Negeri 7 Semarang. Peningkatan ini dapat dilihat dari berbagai indikator, seperti kepercayaan diri dalam kemampuan diri, keberanian untuk mengemukakan pendapat, dan kemampuan bersosialisasi.

Implikasi – Hasil penelitian ini diharapkan dapat memberikan variasi baru bagi guru bimbingan konseling dalam melaksanakan pembelajaran bimbingan klasik dengan metode think-pair share, di mana metode ini dapat meningkatkan kepercayaan diri siswa.

Orisinalitas/Nilai – Penelitian ini merupakan penelitian yang membahas implementasi layanan bimbingan klasik menggunakan metode think-pair share untuk meningkatkan kepercayaan diri siswa.

Introduction

Self-confidence is an essential factor in an individual's life that affects various aspects, including academic achievement (Lolaria et al., 2024). Every student has strengths and weaknesses that can determine how they face challenges and adapt to the environment. Self-confidence is key in helping students optimise their potential (Rahayu, 2023). Students who have high self-confidence tend to be more active in learning (Pangestu & Sutirna, 2021), able to complete tasks well (Jelita & Sholehuddin, 2024), and interact positively with friends and teachers (Masyitoh & Safmi, 2024). In contrast, students with low self-confidence often experience difficulties in learning (Fardani et al., 2021), feel pressured, and lack the courage to express their opinions (Gori et al., 2023), which can potentially hinder their academic and social development (Masyitoh & Safmi, 2024).

The existence of a low level of self-confidence in class X majoring in Development Construction Engineering (TKP) 1 at SMK Negeri 7 Semarang is a concern in this study. Based on observation and the results of the Learner Needs Questionnaire (LNQ), many students expressed difficulty performing in front of the class or speaking in front of their peers. This inability not only affects their engagement in academic activities but also limits their social development. If not addressed properly, low self-confidence can lead to feelings of anxiety, stress, and difficulty in facing academic and social challenges (Yulianti et al., 2024). Therefore, appropriate interventions are needed to help students overcome this obstacle.

Self-confidence is an important factor in students' social, emotional, and academic development, as low self-confidence is often associated with low emotional intelligence and decreased learning achievement (S. Harahap et al., 2022). In the era of learning that emphasises students being collaborative and actively participatory, students are required to actively argue, work together, and make decisions (Kasi, 2022). This condition requires adequate self-confidence in order to be able to meet the demands that exist in the learning process (Alkadri et al., 2021). So that efforts to increase self-confidence in students must be one of the important issues that teachers must pay attention to.

Self-confidence is important in students' psychological and academic development (Khairunisa, 2024). It influences how students understand themselves, respond to pressure, and develop interpersonal skills that support their success in school (Pramuningtyas, 2007). Students with high self-confidence find it easier to develop effective communication (Utomo & Harmiyanto, 2024) and can participate in discussions and work well in groups (Januaripin, 2024; Mubarak & Karim, 2022). Meanwhile, students with low self-confidence tend to avoid situations that require social interaction, thus inhibiting the development of their potential (Pramuningtyas, 2007).

The above findings are in line with research conducted by Sulastris et al., (2025) states that there are still many students who experience obstacles related to self-confidence such as insecurity, fear of being wrong, or reluctance to speak in public, which has an impact on low public speaking skills and public speaking anxiety (Mashudi et al., 2020). This condition affects students' engagement in the learning process as well as their academic achievement, as the results of research conducted by Fatmala et al. (2018) also show that self-confidence has a positive and significant relationship with learning achievement at various levels, including junior high school, high school, and vocational school.

One approach that can be used to increase students' self-confidence is classical guidance services. This service aims to support students in understanding themselves, overcoming anxiety, and strengthening self-confidence through group interaction. Classical guidance allows students to share experiences, gain motivation, and find strategies to face various academic and social challenges (Fahrurrozi et al., 2024). With the right approach, this service can help students increase their courage in communicating and participating in learning activities. Classical guidance services offer a systematic and structured approach that allows the delivery of guidance materials to groups of students simultaneously (Rahim et al., 2025). However, the challenge is making the classical service interactive and empowering, especially in addressing personal issues such as self-confidence. This is where the *think-pair-share* method becomes a strategic alternative that can be integrated into the design of classical services.

To increase the effectiveness of classical guidance services, the *think-pair-share* method can be applied to encourage active student involvement (Lofha & Rondli, 2025). The *think-pair-share* method allows students to think independently first, then discuss with a partner before finally sharing the results of their thinking with a larger group (Ramadhani & Umam, 2025). With this approach, students can feel more comfortable and confident in expressing their opinions, overcoming anxiety when speaking in public, and developing their courage in communication.

Research conducted by Febrianti et al. (2022) states that the *think-pair-share* method can effectively increase self-confidence in students. This is in line with research conducted by Handayani (2020), with research results showing that through the cooperative learning model of *think-pair-share* type on mathematical logic material, there is an increase in the value of student confidence at each meeting, both in Cycle I and Cycle II. In addition to increasing self-confidence, this method can help students build more positive social relationships (Ramadhani & Umam, 2025). By applying think pair share in learning, students will be trained to be more confident in expressing their ideas and opinions, and students can be more open in discussing and collaborating with their group mates (Lofha & Rondli, 2025). This ability is an important asset in education and everyday life, because communication skills and social interaction are part of students' readiness to face future challenges (Ramadhani & Umam, 2025).

In addition, according to Mufidah et al. (2025), the *think-pair-share* method is also designed to create a more inclusive learning atmosphere, where every student can participate without feeling pressured. This approach provides space for students to gradually express their opinions to build self-confidence (Ramadhani & Umam, 2025). With a more supportive environment, students can face their fears and increase their courage in speaking in front of the class (Pratiwi et al., 2025). In the context of guidance and counselling services, efforts to foster and strengthen self-confidence are becoming increasingly relevant, especially amid learning challenges that demand students' personal and social engagement.

The *think-pair-share* method emphasises independent thinking, paired discussion, and group sharing, creating a reflective and collaborative space for students (Harahap & Sidabutar, 2025). Through these steps, students can recognise their value, build opinions, and voice their thoughts in a supportive atmosphere. This process is believed to encourage the growth of self-confidence, because students not only receive information, but also become active subjects in forming perceptions and attitudes towards themselves.

The selection of the classical guidance theme "Perform Without Hesitation, I Dare to Advance" classical guidance service with the *think-pair-share* method is expected to help students increase their self-confidence in various academic and social situations. The material provided in this service focuses on strengthening communication skills, courage in public speaking, and strategies to overcome feelings of doubt and fear that often hinder academic achievement. With the right approach, students are expected to be more active in participating in learning and more confident in interacting with friends and teachers.

Based on the explanation above, this research aims to explore the effectiveness of classical guidance service implementation with *the think-pair-share* method in improving the self-confidence of grade X students at SMK Negeri 7 Semarang, especially in Development Construction Engineering (TKP 1). Through this research, it is hoped that the findings can serve as a foundation for developing more effective guidance programmes in helping students overcome anxiety and build their self-confidence to achieve academic and social success.

With the right intervention, students with low self-confidence can develop their ability to speak and participate actively in academic and social activities. Implementing the *think-pair-share* method in classical guidance allows students to gradually improve their communication skills, create a more inclusive learning environment, and encourage them to be more confident in expressing themselves. Thus, this approach becomes one of the effective strategies in supporting students' academic and psychological development.

Research Methods

This study applied the Guidance Action Research (PTBK) approach by involving 36 students of class X TKP 1 SMK Negeri 7 Semarang as research subjects, class X TKP 1 was chosen with consideration of the results of the Learner Needs Questionnaire (AKPD) which stated that class X TKP 1 is a class that gets a high percentage in needs related to self-confidence, The choice of SMK Negeri 7 Semarang was chosen because it is one of the vocational schools where graduates need aspects of confidence to be able to compete in the world of work later, this is in order to maximise the abilities they get at school when working later, considering that SMK Negeri 7 Semarang has many industrial partners (*SMK Negeri 7 Semarang, 2025*) who certainly want to get quality workers who are ready in all aspects. The instruments used include observations, interviews, and questionnaires of self-confidence with indicators of confidence in one's abilities, being able to adjust to communicate and socialise, having sufficient intelligence, daring to express opinions, being responsible, and being calm in doing something that is used as an instrument to measure the level of self-confidence of students. Data analysis in hypothesis testing was carried out using the Paired Sample T-Test to evaluate the effectiveness of the intervention applied. Paired sample T-Test is an appropriate analysis method for PTBK research with two cycles because of its nature. It can test the average difference of the same group before and after the intervention. In PTBK, the subjects under study do not change; they undergo treatment in the first and second cycles. Using a paired t-test, the researcher can identify whether there is a significant increase in the measured variable, such as self-confidence, after each cycle.

Results and Discussion

JAGC | 62 The effort to increase the self-confidence of students in class X TKP 1 of SMK Negeri 7 Semarang through classical guidance services with the *think-pair-share* method showed positive results. Based on the data obtained from the self-confidence questionnaire distributed at the pretest stage, post-test 1 cycle 1, and post-test 2 cycle 2, students' self-confidence increased. This development indicates that the *think-pair-share* method significantly impacts building students' confidence gradually through structured and supportive interactions.

Table 1 Comparison of Cycle 1 Frequency Distribution Data

Category	Pretest		Posttest 1	
	F	%	F	%
Low	12	33.3	-	-
Medium	24	66.7	32	88.9
High	-	-	4	11.1

Table 1 shows an increase in self-confidence in cycle 1, where in the pretest, the results showed that 12 students fell into the low category, and 24 students fell into the medium category. Moreover, in the results of post-test one cycle 1, it was found that 32 students fell into the medium category and four students fell into the high category. This shows an increase where the initial, before the service was provided, there were still students who had low self-confidence to none after the service was provided.

After completing Cycle 1, the researcher evaluated the entire process of classical services using the *think-pair-share* method, including achievements, obstacles faced by participants, and coping strategies. This evaluation plays an important role in planning the next cycle. In general, the implementation of classical services with Think-Pair-Share in Cycle 1 went well, according to the action plan that had been prepared.

The next step is the implementation of Cycle 2, which is based on the results of the reflection carried out in Cycle 1, which aims to assess the effectiveness of the *think-pair-share* method in classical guidance to increase student confidence. With the experience gained from Cycle 1 and based on the results obtained, the researcher will compare the results of the Cycle 1 post-test with the Cycle 2 post-test after the service is provided in Cycle 2.

Table 3 Comparison of Posttest 1 and Posttest 2 Frequency Distribution Data

Category	Posttest 1		Posttest 2	
	F	%	F	%
Low	-	-	-	-
Medium	32	88.9	4	11.1
High	4	11.1	32	88.9

Based on the data in Table 3, it can be seen that in cycle two, there was an increase in students' self-confidence compared to the results of post-test 1 in cycle 1. Indications of increased services in cycle two can be seen from the results of post-test 1, where 32 out of 36 students were in the medium category, while four were in the high category. Meanwhile, the results of post-test 2 in cycle 2

showed significant changes, with 32 students moving to the high category, while four students were in the medium category.

Table 4 Test of Paired Sample T-Test Results Pretest-Pretest and Post-test 2

Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig
			Lower	Upper			
-53.944	13.524	2.254	-58.520	-49.368	-23.932	35	.000

In addition to the data from the frequency above, the paired T-Test can be seen in Table 4, as the data analysis shows the Sig value results. (2-tailed) is $0.000 < 0.05$, then H_0 is rejected and H_a is accepted. It can be concluded that. That is, there is an effect of the application of classical guidance services with the think pair share method can increase the confidence of students in class X TKP 1 at SMK Negeri 7 Semarang.

Fostering an attitude of self-confidence in students will help them in their developmental period. This is in line with research conducted by Rubio (2021), which states that low self-confidence can cause various psychological barriers, such as feelings of insecurity, fear, anxiety, and feelings of isolation from the social environment. These barriers can affect students during classroom learning and negatively impact individual performance. As a result, students may experience disruptions in the learning process. Perkins (2018), in Akbari & Sahibzada (2020), also stated that self-confidence plays an important role in various aspects of life, including success, academic achievement, peace, and personal well-being.

The *think-pair-share* method is believed to be one of the factors that can encourage increased student confidence. This approach allows students to think about answers independently, before discussing with a partner, and finally sharing thoughts with a larger group (Sholikah, 2010). This gradual process helps students overcome uncertainty and anxiety in expressing their opinions. With the space to practice speaking and discussing on a smaller scale before communicating more widely, students become more comfortable and confident in conveying their ideas.

The results of research conducted by Yana & Nurhaliza (2024) further reinforce these findings, which show that applying the *think-pair-share* method contributes to increasing student confidence. In line with the study, this method is proven to deepen academic understanding and strengthen students' psychological aspects in actively participating in the learning environment. The social interaction in each stage of *think-pair-share* allows students to feel more valued and heard, thus further strengthening their confidence in their abilities.

According to Waqiah (2023), the think-pair-share method helps students form more structured and supportive communication patterns, and students who were initially hesitant to speak in public become more confident in expressing their opinions. Arini (2019) in her research also stated that the *think-pair share* method not only serves as a pedagogical technique but also as a means of developing students' characters in building their confidence on an ongoing basis. In addition, the *Think Pair Share (TPS)* method is proven to be effective in increasing student confidence because it provides individual thinking time, pair discussions, and sharing results in turn (Fajrin et al.,

2024). They explained that students feel more comfortable conveying ideas because their partners have validated them.

JAGC | 64 Besides the right method, a supportive learning environment is crucial in building students' confidence (Khunafah et al., 2024). When the learning atmosphere allows them to voice their ideas without fear, they are more courageous in expressing their thoughts and defending their arguments. The *think-pair share* method plays an important role in this process because it allows students to develop ideas gradually, so they do not feel intimidated by the pressure of speaking directly in front of many people (Soimah, 2023).

According to research by Purwanto & Romadlon (2025), the interaction in the *think-pair share* method also contributes to reducing anxiety in students. When used to organising and presenting ideas on a small scale, they slowly build confidence to speak in a larger forum. This process allows them to refine their understanding, adjust their delivery, and get peer validation before speaking in a larger group (Lestari, 2023).

In addition, the *think-pair share* method can also create learning conditions that are more inclusive and adaptive to various levels of student confidence (Restalia et al., 2025). According to Nurkhasanah (2023), in her research, students who were initially hesitant or reluctant to speak get the opportunity to practice and adapt to more comfortable communication patterns. With support from peers and teachers, students are increasingly convinced that their opinions have value and deserve to be heard. An environment encouraging openness and respect for individual ideas is important in their psychological growth (Hafis, 2024; Restalia et al., 2025).

Self-confidence plays an important role in increasing students' learning motivation and significantly impacts their learning process. Low-confident students face various learning challenges (Akbari & Sahibzada, 2020). Amalia (2020) confirms that self-confidence is a major factor that supports a person's adjustment process in a new place, including in an educational context.

Rubio (2021), in his research, also explained that a lack of self-confidence can lead to various psychological barriers, such as insecurity, fear, anxiety, and isolation from the social environment. These barriers can disrupt students' concentration during the learning process, thus adversely affecting their academic achievement. Ultimately, the disruption can cause students to lose focus and have difficulty participating in learning optimally.

For Grade X students, the transition from junior high to vocational school is a significant change. They must face various new challenges, ranging from a different learning environment, more complex academic demands, to broader social dynamics. In situations like this, self-confidence is the main provision for students to adapt more easily. By having good self-confidence, they will be able to adjust to the new school environment and be more active in interacting with peers and teachers.

The *think-pair share* method is one of the strategies that can help students build their confidence. Providing opportunities for students to think independently, discuss with a partner, and finally share with the group creates a more supportive and safe learning atmosphere for them to voice their opinions (Mutia et al., 2020; Wulandari, 2024). When students feel heard and valued in

the learning process, they will naturally be more confident participating and conveying their ideas. (Amalia, 2020).

Ultimately, Haziratul (2024) states that the *think-pair share* method serves as a learning method and a means of character building. The confidence that develops through this gradual interaction provides long-term benefits in various aspects of students' lives, both in academic and social contexts. Thus, this approach becomes one of the effective ways to build their confidence naturally and sustainably (Lestari, 2023).

Conclusion

This research shows that the *think-pair share* method in classical guidance services effectively increases students' self-confidence in class X TKP 1 at SMK Negeri 7 Semarang. This increase can be seen from various indicators, such as confidence in one's ability, courage to express opinions, and ability to socialise. Quantitative data showed a gradual development in each research cycle, with a significant increase in self-confidence scores. This method strengthens academic understanding and contributes to students' psychological aspects, making it a conducive learning strategy for holistic self-development.

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