

Improving Self Confidence of Adolescence through Counseling Directive

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Abstract: *This study aims to see the picture of increased confidence in adolescents. The process of improving self-confidence in this study by using directive counseling. Directive counseling emphasizes self-understanding through the application of understanding in solving problems faced by individuals. Also discussed also about what factors that may affect confidence. The approach taken in this study is a qualitative approach that aims to obtain a thorough improvement of the existing cases. Data collection methods used were observations and in-depth interviews. Subjects in this study was a seventh grade high school student who was 17 years old. Based on the results obtained analysis shows that subjects have increased confidence after directive counseling.*

Keywords: Confidence, Adolescence, Counseling Directive

1. Introduction

Adolescence is characterized by major changes including the need to adapt to physical and psychological changes, identity search and form new relationships including expressing sexual feelings (Santrock, 1998). Hall (in Papalia, 1998) calls this period the "storm and stress" or "storm & stress" period of times when emotional tension increases as a result of physical changes and glands. One of the problems that occur in adolescents is confidence.

Confidence is an aspect of human personality that serves important to actualize the potential possessed by every individual including teenagers. Without confidence there will be many problems that will arise faced by humans. According Koentjaraningrat (1982), one of the weaknesses of the younger generation is the lack of self-confidence.

Teens who experience less confident problems can be helped by providing conducive support and training them to learn new behaviors of being confident. A conducive environment can provide an opportunity for teenagers to express their ideas and feelings, receive and give support and help others, and receive and provide feedback will foster a sense of meaning for himself so that he is able to find and have a positive self-concept. Teenagers who have high confidence will be able to actualize the potential possessed or have confidence.

Efforts to increase confidence for adolescents who experience barriers of confidence can be done with learning and training (Lauster 1978). According to Hurlock (1973) adolescents who experience less confident problems need help with self-improvement programs by counseling. Furthermore Corey (2003) states that with counseling can be helped to gain confidence because in counseling teenagers are expected to obtain feedback that is very meaningful and useful to improve confidence. One form of counseling that may be more appropriate for teenagers is with directive counseling.

Directive counseling can provide an opportunity for adolescents with low self-esteem to receive and give ideas, feelings, support or assistance to the adolescent itself. In counseling it can also provide an opportunity to practice and receive feedback to learn new behaviors and be responsible for self-defined choices. The atmosphere can foster a sense of meaning for teenagers who can then grow a positive self-concept and high self-esteem that fosters and improves self-confidence.

By following directive counseling, adolescents with low self-esteem will get a conducive and natural environment in accordance with the phase of development and the opportunity to see and practice behavior that is confident. Teenagers will also have the opportunity to gain support, assistance and feedback. It will provide a positive self-concept which will further foster self-esteem and increase confidence. So the purpose of this study is to determine whether or not the increase in adolescent self-confidence after following the directive counseling.

Based on the exposure of the above problems to improve confidence in adolescents, counseling directive is suitable for the case. So that researchers make a research design "Do Counseling Directive able to increase confidence in adolescents?".

2. Self Confidence of Adolescence

Self-Confidence is convincing in the ability and self-assessment of the task and has an effective approach (Lauster 1978). This includes a belief in its ability to cope with an increasingly challenging environment and trust in its decisions or opinions. While self-confidence is a positive attitude of the individual who enables himself or against the environment or situation he faces. This does not mean that the individual is capable or competent to do everything by himself. High self-esteem actually refers only to some aspect of the individual's own life in the sense that he or she has the competence, confidence, ability and trust that he / she can be

supported by actual experience, potential, achievement and realistic expectations of yourself.

Confidence is a person's belief in all aspects of one's own strengths and that belief makes him feel capable of achieving goals in his life (Walgito, 2001). Everyone has a problem with this term. There are some individuals who feel they have lost their confidence in almost all areas of their lives. Perhaps it is related to self-crisis, depression, loss of control, feeling helpless staring at the bright side of the future and others. There are also individuals who feel not confident with what it does.

Confidence can be interpreted as a person's negative beliefs about the deficiencies that exist in various aspects of his personality so that he felt unable to achieve various goals in his life. Confidence can occur through a long process that begins with education in the family (Lauster 1978). The beginning of the process is:

- The formation of deficiencies or weaknesses in various aspects of a person's personality that starts from the family life and includes aspects such as: mental, physical, social and economic aspects.
- A person's negative understanding of himself that tends to always think of deficiencies without ever believing that he also has advantages.
- A social life undertaken with a negative attitude, such as feeling inferior, aloof, running away from responsibility, isolating oneself from the group and other negative reactions that actually reinforces the sense of non-self-esteem.

Confidence is a very important factor for a student, because the confidence will make the individual feel optimistic and able to adjust himself with his social environment. Simple confidence can be said as a person's beliefs about the symptoms of the advantages possessed by the individual and the belief makes him feel able to achieve the goals and various goals of his life.

According to Maslow, one's self-confidence begins with self-concept. The concept of self is the idea of a person about himself, which gives a person an idea of himself. Confidence is an attitude or a belief in the ability of oneself so that in his actions not too anxious, feel free to do things according to desire and responsibility for his deeds, polite in interaction with others, have a boost of achievement and can recognize the advantages and lack of self. In addition, self-confidence has selfless characteristics, does not require the encouragement of others, optimistic and happy (Bastaman, 1996).

Here are the characteristics of adolescents with low self-esteem (Walgito, 2001) are as follows:

- Easily anxious in dealing with issues with a certain degree of difficulty.
- Has a weakness or lack of self in terms of mental, physical, social or economic.
- It is difficult to neutralize the tension in a situation.
- Nervous and sometimes speaks to stutter.
- Having poor family education background.
- Have a poor development during childhood.

- Less have advantages in certain areas and do not know how to develop themselves to have certain advantages.
- Often aloof from groups that are considered more of him.
- Easy to despair.
- Tend to rely on others to solve problems.
- Have experienced trauma.
- Often react negatively in the face of problems, for example by avoiding responsibility or isolating oneself that causes confidence worse.

3. Counseling Directive

Williamson discloses that directive counseling is guidance conducted by counselors who are actively in touch with clients by utilizing diagnostic results and tests to solve problems faced by clients, especially with regard to education (Gunarsa, 2000). Directive counseling is also described as a counseling style that emphasizes self-understanding through psychological tests and the application of that understanding in solving the various problems faced by the individual. Meanwhile, according to Corey (2003) in the process of handling, directive counseling is categorized into a cognitive or rational dimension, where the counselor strives to emphasize the client's rational thinking process, related to the problems faced by the client, especially the psychological and emotional problems.

The counseling directive pioneered by Williamson (1950 in Gunarsa, 2000) assumes that the clients is unable to cope with the problems it faces. Therefore, the client needs help others person is counselor. Directive counseling can only be given to clients with the following criteria have no understanding the face of problems, can not create relationship with a therapist, and haven insufficient information to solve closed or closed problems to solve their own problem.

4. Research and Method

The method used in this research is qualitative method. One important goal in qualitative research is the acquisition of a thorough and complete understanding of the case under study (Poerwandari, 2013). The research method that researchers take is a case study method. The reason researchers use case study method refers to the topic of this research is to increase confidence in adolescents who experience low self-esteem. Through this method, researchers are expected to know the picture of self-confidence in adolescents and what factors that can affect confidence in adolescents.

Characteristics of subjects in this study are: 1) 18-year-old high school students, 2) Low self-confidence, 3) Often aloof from groups that are considered more than himself, 4) Have an easy behavior anxiety. Data technique collection in this study using observation, depth interview. The observation technique conducted in this research is observation type observer with recording observation checklist. While interview approach with general guidelines. The reason researchers use this type of interview is to minimize some things that should be asked on the subject of research. In-

depth interviews with flexible open-ended questions, and conducted using general guidelines for interviews to keep things from being missed and to keep interviews out of research objectives.

The time of this research started from 27 November 2017 - December 11, 2017. The meeting was held 5 times meeting and done until the required research data has been fulfilled. While the location of this research data is taken at SMAN 103 Jakarta.

Patton (in Poerwandari, 2013) explains that there is no absolute formula or rules regarding the form of analysis in qualitative research. Several stages in analyzing qualitative data according to Poerwandari (2013) are the first, data organization. The actual data processing and analysis begins with organizing the data. To facilitate the researcher to check the precision of the steps that have been or will be taken, each data should not put the data into one. Therefore, it is strongly recommended that researchers store data in different forms (eg, in the form of print-outs and on floppy disks), and when deemed necessary, have one backup copy. Second, coding and analysis. Coding is the writing of codes on the material obtained. It is intended to be able to organize data in a complete and detailed so that data can bring up a picture of the topics being studied. The third stage is a test of conjecture, then the fourth stage of the stages of interpretation, and the last stage is the writing of research reports. At this stage the researcher will analyze the things that happen to each subject and how it can happen. The analysis was performed on each subject based on the data obtained through interviews, and observation. In writing, the researchers will describe the analysis in the form of overviews of observations and interviews that are divided into two analyzes namely case analysis and case analysis which contains the description of the activities of the subject, the picture of life in general and the image of low self-confidence.

5. Result and Discussion

From the results of counseling conducted entirely on the subject can be concluded that the reaction during the counseling process seemed enthusiasm because of meeting new people, quite cooperative to the questions given and communicative. After the intervention from the first to the fifth can be described behavior changes to a better direction than ever.

Table 1

Behaviour	Counseling Process				
	1	2	3	4	5
1. Often aloof from groups that are considered more of him					√
2. Feeling nervous when dealing with the environment					√

Based on the counseling done can be concluded that in general counseling done on the subject can help him to change towards the better. Previously the subject did not believe in himself because he felt less capable and inferior compared with other friends have started to realize that each individual has the uniqueness and ability of each different

from each other. It's starting to open itself to start interacting with others.

6. Conclusion

Based on anamnesis, observation, psychological test results and theoretical basis, it can be concluded that his self-esteem is low because he feels that others will compare himself with his older siblings who have already succeeded first. He admits that he is anxious and feels afraid to interact with others first for fear of judgment of others against him. It makes him better to be alone than to gather with others because he feels himself less able to compete or feel the same with others.

Having done counseling, known enough to help the subject in improving confidence. He has started to get used to start communicating first with others and begin to realize that each individual has the uniqueness and ability of each different from each other.

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