



Effect of classical guidance services on self-confidence of grade XI vocational students

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ABSTRACT

This study was motivated by the low self-confidence of students in facing academic and social challenges in the school environment. Classical guidance services were chosen as an intervention, as they are considered capable of holistically strengthening students' psychological aspects. This study aimed to examine the effect of classical guidance services on enhancing students' self-confidence. A quantitative approach was employed using a one-group *pretest-posttest* design. The participants were 22 eleventh-grade students at SMK Islam Malahayati. The research instrument was a self-confidence questionnaire developed based on Lauster's five key aspects: self-belief, optimism, objectivity, responsibility, and rational thinking. Data were analyzed using a paired sample t-test to assess pre- and post-treatment differences, with effect sizes calculated using Cohen's *d* and Hedges' *g*. The findings revealed that classical guidance had a positive impact on increasing students' self-confidence. Students showed improvement in their belief in self-ability, optimistic attitudes, objective self-assessment, a sense of responsibility, and rational decision-making. These results were supported by statistical analysis and aligned with findings from previous studies. Therefore, classical guidance proved to be an effective approach for fostering positive attitudes and preparing students to face future challenges.

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ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya kepercayaan diri peserta didik dalam menghadapi tantangan akademik dan sosial di lingkungan sekolah. Layanan bimbingan klasikal dipilih sebagai intervensi untuk mengatasi permasalahan tersebut karena diyakini mampu memperkuat aspek-aspek psikologis peserta didik secara menyeluruh. Penelitian ini bertujuan untuk mengetahui pengaruh layanan bimbingan klasikal terhadap peningkatan kepercayaan diri peserta didik. Penelitian ini menggunakan pendekatan kuantitatif dengan desain *one group pretest-posttest*. Subjek penelitian adalah peserta didik kelas XI di SMK Islam Malahayati yang berjumlah 22 orang. Instrumen yang digunakan berupa angket kepercayaan diri yang dikembangkan berdasarkan lima aspek utama menurut teori Lauster, yaitu keyakinan diri, sikap optimis, objektivitas, tanggung jawab, dan kemampuan berpikir rasional. Data dianalisis menggunakan *paired sample t-test* untuk mengetahui perbedaan sebelum dan sesudah layanan, serta dihitung ukuran efeknya menggunakan Cohen's *d* dan Hedges' *g*. Temuan penelitian menunjukkan bahwa layanan bimbingan klasikal memberikan pengaruh positif terhadap peningkatan kepercayaan diri peserta didik. Peserta didik menunjukkan perkembangan dalam aspek keyakinan diri, sikap optimis, objektivitas dalam menilai diri, kemampuan bertanggung jawab, dan berpikir rasional. Hasil ini diperkuat dengan data statistik dan perbandingan dengan hasil penelitian sebelumnya yang sejalan. Layanan bimbingan klasikal terbukti menjadi pendekatan yang efektif dalam membentuk sikap positif dan kesiapan peserta didik dalam menghadapi tantangan masa depan.

Kata Kunci: bimbingan klasikal; kepercayaan diri; layanan bimbingan; pembentukan karakter; peserta didik

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INTRODUCTION

Future planning is an important aspect of every individual's life, especially for students at the Vocational High School (SMK) level (Nurmalasari & Erdiantoro, 2020; Winarti *et al.*, 2025). At this stage, students are required to start determining their career direction and make important decisions that will affect their future. Good planning will help them recognize their potential, interests, and talents, making them better prepared to enter the workforce. SMKs play a strategic role in preparing students to enter the workforce through a curriculum that emphasizes technical and professional skills (Audrey *et al.*, 2023). Government regulations, through *Peraturan Pemerintah Nomor 29 Tahun 1990 Pasal 3 Ayat 2*, stress that Vocational High Schools (SMK) are organized with the primary objective of producing graduates who are ready for work, equipped with appropriate skills and the professional attitudes needed in the industrial world (Faisal, 2019). However, success in the workplace is determined not only by technical skills but also by the level of self-confidence an individual possesses.

Adolescence is a crucial developmental stage for vocational high school students, as it is during this period that self-identity and life direction are formed. Teenagers are in a transitional phase from childhood to adulthood, marked by the search for self-identity and independence (Agustina, 2024). In this process, understanding oneself and the environment becomes very important, and this can be developed through interactions with parents, teachers, and peers (Fadhilah & Mukhlis, 2021). One important aspect that needs to be developed at this stage is self-confidence. Self-confidence serves as the foundation for the emergence of independent, creative, and responsible attitudes, which are essential in facing various life challenges as well as the world of work (Siregar *et al.*, 2024). Education plays an important role in fostering self-confidence, not only by providing knowledge but also by developing students' belief in their potential and abilities (Nurfalah *et al.*, 2021).

In the context of education, classical guidance services have become an effective approach to help students develop their potential and build self-confidence. As an integral part of guidance and counseling practices, this service aims to provide systematic support to students in recognizing personal strengths, managing developmental challenges, and planning their future more deliberately (Halmahera *et al.*, 2024). Classical guidance services play a strategic role in promoting the development of effective behavior and life skills of students comprehensively. Through this approach, students are given space to explore their identity, enhance confidence in their abilities, and develop the independence needed to face the demands of life and the workforce (Istiqhfarin *et al.*, 2024).

Various previous studies have shown that classical guidance services are effective in increasing students' self-confidence. Although conducted at different levels, these findings remain relevant because the psychological principles of self-confidence are universal. Research indicates that role-playing techniques in classical guidance services can boost the self-confidence of children at the kindergarten level (Andriati, 2015). Sociodrama techniques have also been proven effective in building self-confidence among students at the junior high school level (Restini *et al.*, 2024). Recent studies support these findings by showing that classical guidance services can enhance the self-assurance and independence of vocational high school students in facing academic and social challenges (Putri *et al.*, 2025).

Although previous research results have shown the effectiveness of classical guidance services, there are still few studies examining their impact on the self-confidence of vocational high school students in facing the workforce. Based on initial observations conducted in November 2024 at a vocational high school in East Jakarta, several 11th-grade students expressed doubts about their career direction. They had difficulty recognizing their potential, indicating low self-confidence.

Against this background, this study is guided by the following question: Does classical guidance service affect the self-confidence of 11th-grade students at *SMK Islam Malahayati*? This question arises from an

urgent need to understand how systematic interventions such as classical guidance services can contribute to strengthening students' character, especially in terms of self-confidence. Self-confidence is a crucial component in the success of vocational education because it is closely related to an individual's ability to make decisions, face challenges, and adapt to a dynamic work environment.

Therefore, the purpose of this study is to analyze the effectiveness of classroom guidance services in building and strengthening students' self-confidence. Through this analysis, it is hoped that an empirical picture of the contribution of these services to enhancing students' mental and emotional readiness for the world of work will emerge. By increasing self-confidence, students are expected to think more optimistically, be more resilient, and be independent in dealing with change and increasingly complex global demands. This study is also expected to serve as a basis for the development of guidance and counseling programs that are more responsive to the psychosocial needs of students at the vocational education level.

LITERATURE REVIEW

The Concept of Self-Confidence

Self-confidence is an important element in an individual's psychological development, particularly during adolescence, a transitional period toward adulthood. Self-confidence can be defined as an individual's attitude that reflects belief in their own potential, not easily overtaken by worry when taking action, capable of being responsible for every decision or action taken, and having a realistic understanding of one's strengths and limitations (Pramudita *et al.*, 2025; Rijal, 2016). This indicates that self-confidence is the result of a process of learning and life experiences, not something innate from birth. In line with this view, self-confidence is understood as a belief in one's positive attributes that motivates the pursuit of life goals (Nisa & Jannah, 2021). In addition, self-confidence is also defined as an individual's belief in their ability to exhibit certain behaviors or achieve specific goals (Akbari & Sahibzada, 2020). Individuals with high levels of self-confidence tend to take risks, work hard, and participate more actively. In contrast, individuals with low self-confidence often experience difficulties in social interactions and in academic achievement (Nurmilasari *et al.*, 2025). Based on these definitions, self-confidence is the belief in one's abilities and potential, which enables individuals to act freely, responsibly, and proactively across various aspects of life.

Furthermore, confident individuals can be recognized by five key attributes: belief in their abilities, an optimistic attitude, objectivity, responsibility, and rationality. Belief in one's abilities is reflected in a positive self-regard, which fosters an understanding of one's potential and motivates one to face challenges with strong determination. Someone who believes in their abilities will be better prepared to carry out tasks to the fullest. Furthermore, an optimistic attitude is characterized by a positive outlook on challenging situations and by hope for favorable outcomes, even under difficult conditions. Optimistic individuals are able to see opportunities and constructive possibilities in every problem. The third aspect is an objective attitude, the capacity to assess and make decisions based on facts and truth rather than emotional influence or personal interests, thereby reflecting the ability to think fairly and wisely. Confidence is also demonstrated through responsibility, whereby individuals are willing to accept the consequences of their decisions and actions. This attitude reflects a high level of maturity and personal integrity. Finally, the rational aspect reflects an individual's ability to analyze situations logically and realistically, using reasoning grounded in common sense and aligned with reality. These five aspects serve as important indicators in measuring a person's overall level of self-confidence (Tyas *et al.*, 2025).

Meanwhile, the factors that influence self-confidence include physical appearance, self-concept, relationships with parents, and interactions with peers. Physical appearance and social acceptance by peers have a strong relationship with adolescents' level of self-confidence, while emotional support from

parents also plays an important role in shaping healthy self-confidence during this developmental stage (Ortega-Gómez *et al.*, 2023). According to Lauster in his book "Personality Tests," self-confidence is not a trait inherited genetically, but rather the result of an individual's life experiences and learning. Lauster also highlighted five main aspects of self-confidence, namely: 1) belief in one's abilities, which is a positive attitude towards one's potential that encourages individuals to face challenges with determination and earnestness; 2) an optimistic attitude, which is a positive outlook on the future even in difficult circumstances; 3) objectivity, which is the ability to assess and solve problems based on facts rather than personal opinions; 4) responsibility, which is the willingness to face the consequences of the decisions made; and 5) rationality, which is the ability to analyze situations logically and realistically.

Classical Guidance Services

Classical guidance services are a form of systematic intervention in guidance and counseling aimed at helping students optimally develop their potential. Classical guidance is preventive, curative, and developmental, and is carried out in a structured manner with large groups of students (Sipahutar & Nurhayani, 2024). According to the Directorate General of PMPTK, classical guidance services are structured activities that allow guidance and counseling teachers to interact directly with students according to a set schedule, using either discussion or brainstorming methods (Darmawani, 2018). In addition, this service is part of the basic guidance and counseling services integrated into the school curriculum, which support students' overall development across personal, social, academic, and career dimensions (Prada, 2025). This service is generally provided to a class consisting of 30-40 students (Dewita, 2021).

The purpose of classical guidance services is to help students understand themselves, maintain balance among their thoughts, emotions, and actions, and adapt effectively to their environment (Ariati, 2021). These services also play a role in helping students develop healthy social interactions (Igirisa *et al.*, 2025). Furthermore, these services aim to support study planning, personal development, adjustment to the learning environment, and the addressing of social and academic issues (Mutaqin *et al.*, 2025). The main functions of classical guidance services include understanding, prevention, alleviation, and development, all of which play a strategic role in helping students recognize and develop themselves fully (Mila, 2023). The implementation process involves the stages of planning, execution, as well as evaluation and follow-up (Ariati, 2021). For implementation to be effective, this service should be preceded by the preparation of a Service Implementation Plan (RPL) and by observing students' needs to ensure that the material aligns with the problems they face (Haryani, 2018).

The stages of implementing classical guidance must be carried out systematically to optimally achieve the objectives of guidance and counseling services. Guidance and Counseling (BK) teachers need to apply the P3MT service management stages, namely planning, organizing, implementing, monitoring, and follow-up. This approach serves as the foundation for strategies for implementing classical guidance services, particularly in supporting student interest programs and individual planning (Aziz & Supriyadi, 2022; Velyna, 2025). In the book "Think-Pair-Share Group Guidance (*Upaya Meningkatkan Self Control Remaja dalam Penggunaan Gadget*)" by Muyana and Widyastuti, the authors explain that the stages of classical guidance comprise three main phases: planning, implementation, evaluation, and follow-up. At the planning stage, the guidance counselor needs to arrange the classroom attendance schedule, determine guidance topics based on the Student Independence Competency Standards (SKKPD), conduct a needs assessment using measurement tools such as AUM or DCM, and prepare a Service Implementation Plan (RPL). During the implementation stage, it is important to deliver services consistently according to the schedule and to record findings and other important matters throughout the process. Meanwhile, the evaluation and follow-up stage involves assessing the process and outcomes of the service after each session. Based on this explanation, it can be concluded that the success of classical

guidance services depends on the accuracy with which goals are designed, materials are selected, and activity steps are planned, as well as on the readiness of the media and techniques used. Therefore, guidance counselors need to conduct initial observations and assess students' needs, which inform the design of contextual, structured services oriented toward active student participation.

METHODS

This study uses a quantitative research type with a quasi-experimental design, specifically applying the one-group pretest-posttest model. This design involves a single group of subjects who receive a pretest before the intervention and a posttest after the intervention, allowing comparison of pre- and post-intervention results. This model was chosen because it is considered appropriate for measuring the effectiveness of a treatment even though it does not involve a control group. The explanation of this design refers to the book "*Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*" written by Sugiyono, where he states that this design can be used in situations where full control over the independent variable cannot be strictly implemented.

This study involved modifications to the implementation of classical guidance services to make them more contextual to the needs of eleventh-grade students at *SMK Islam Malahayati*. The service approach was modified by integrating participatory and reflective methods into each session and by providing commitment sheets to formalize agreement to follow the services. In addition, the researcher included digital-based self-evaluations after each session to align with the characteristics of students in the digital era.

The sampling technique used was purposive sampling, which is the purposeful selection of samples based on recommendations from guidance counselors, homeroom teachers, and initial observations of students' self-confidence levels. Class XI-Accounting, comprising 22 students, was selected as the sample because it met the criteria. Data collection was carried out using a Likert scale questionnaire developed based on aspects of self-confidence from Lauster in his book titled "Personality Test," consisting of 25 valid statement items that had undergone validity testing using the Pearson correlation technique and reliability testing using Cronbach's Alpha, with a reliability coefficient of 0.888, indicating that the instrument has a very high level of reliability.

Data analysis was conducted quantitatively. The first step was descriptive analysis to illustrate the distribution of data before and after treatment, including calculations of the mean and standard deviation. Next, a normality test was performed to assess whether the data were normally distributed. To test the hypothesis, a paired sample t-test was used to compare pretest and posttest scores. The decision-making criteria were based on a significance value (Sig. 2-tailed) < 0.05, indicating a significant effect of classical guidance services on improving students' self-confidence.

RESULTS AND DISCUSSION

Descriptive Statistics

This study involved 22 students from Grade XI Accounting and Financial Institutions at *SMK Islam Malahayati* Jakarta. A pre-test and post-test design was used to examine changes in students' self-confidence after participating in classical guidance services. The self-confidence instrument consisted of 25 Likert-scale items. Descriptive statistics for pre-test and post-test scores are presented in **Table 1**.

Table 1. Descriptive Statistics of Pre-test and Post-test Self-Confidence

Condition	N	Minimum	Maximum	Mean	SD	Variance
<i>Pre-test</i>	22	37	86	57.59	12.99	168.63
<i>Post-test</i>	22	20	69	41.59	11.35	128.83

Source: 2025 Research

Table 1 presenting descriptive statistics of the pre-test and post-test results of students' self-confidence. Based on the pre-test results, the mean self-confidence score was 57.59 (SD = 12.99), ranging from 37 to 86. Meanwhile, the post-test results showed a decrease in the average score to 41.59, with a standard deviation of 11.35 and a score range of 20-69. The variance in the pre-test data was 168.63, while in the post-test it was 128.83. These data indicate a change in self-confidence following the implementation of classical guidance services, as evidenced by a decrease in the mean score and a narrower spread of scores. These findings provide an initial indication of the effect of the given intervention, which will be further analyzed in depth through hypothesis testing.

Confidence Level Frequency Distribution

Presenting data as a frequency distribution provides a detailed picture of the distribution of students' self-confidence scores before and after the implementation of classical guidance services. This overview shows how students' scores are distributed across various value intervals and illustrates the changes that occur after the intervention is provided. The frequency and percentage distribution of self-confidence scores during the pre-test and post-test based on score intervals are displayed in **Table 2** below.

Table 2. Frequency Distribution of Pre-test and Post-test Self-Confidence

Score Interval	<i>Pre-test</i>		<i>Post-test</i>	
	Frequency	Percentage	Frequency	Percentage
20-29	-	-	1	5%
30-39	-	-	9	41%
40-49	-	-	8	36%
50-59	-	-	1	5%
60-69	-	-	3	14%
37-46	5	23%	-	-
47-56	5	23%	-	-
57-66	6	27%	-	-
67-76	4	18%	-	-
77-86	2	9%	-	-
Total	22	100%	22	100%

Source: 2025 Research

Table 2 presents the frequency distributions of self-confidence scores for 11th-grade students before and after the implementation of classical guidance services. During the pre-test, most students were in the score interval of 57-66 (27%), followed by 47-56 (23%) and 37-46 (23%). This indicates that most students had a self-confidence level ranging from “below average” to “above average.” Following the intervention, the distribution changed significantly. Most students (41%) were in the interval of 30-39, and 36% were in the interval of 40-49, indicating a concentration of scores at the “above average” level of self-confidence.

In addition, 14% of students achieved scores of 60-69. This shift in distribution reflects the impact of classical guidance services on students' self-confidence, although some students showed lower scores than before the intervention.

Normality Test

Before conducting inferential statistical analysis, a normality test was conducted to assess whether the pre-test and post-test data on students' self-confidence were normally distributed. Considering that the sample size was less than 50, the Shapiro-Wilk method was used as the appropriate approach for the normality test. The results of the normality test using this method are presented in the following table.

Table 3. Normality Test (Shapiro-Wilk)

<i>Variable</i>	<i>Statistic</i>	<i>df</i>	<i>Sig. (p-value)</i>
<i>Pre-test</i>	.973	22	.786
<i>Post-test</i>	.915	22	.061

Source: 2025 Research

Referring to the results of the normality test listed in **Table 3**, it is known that the significance value (p-value) for the pre-test data is 0.786, while for the post-test data it is 0.061. Both values are above the significance threshold of 0.05, so it can be concluded that the data distribution is normal and meets the requirements for parametric statistical analysis. Therefore, hypothesis testing can proceed using a paired-samples t-test.

Paired Sample t-test

The analysis of the effect of classical guidance services on students' self-confidence was conducted using a paired-samples t-test, which compared mean pre- and post-treatment scores.

Table 4. Paired Sample t-test

<i>Pair</i>	<i>Mean Difference</i>	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>
<i>Pre-Post Test</i>	16.000	10.455	21	< .001

Source: Research, 2025

Table 4 presents the findings of the paired-sample t-test, which showed a t-value of 10.455 and a two-tailed significance level of <0.001. Since the p-value is less than 0.05, it can be concluded that there is a significant difference in confidence levels before and after the service implementation. In other words, the classical guidance service significantly increases students' self-esteem. To support this finding, a correlation analysis was conducted on the pre-test and post-test data.

Correlation Test Between Pre-test and Post-test

Correlation analysis was conducted to examine the strength of the relationship between pre-test and post-test self-confidence scores.

Table 5. Correlation of Pre-test and Post-test Scores

Pair	Correlation	Sig. (2-tailed)
Pre-Post	.834	< .001

Source: 2025 Research

In **Table 5**, the correlation between pre-test and post-test scores is 0.834 ($p <$), indicating a strong and significant relationship between the variables. These findings suggest that the change in students' self-confidence scores is statistically significant, consistent with the intervention's impact. Furthermore, to determine the practical magnitude of the effect, the effect size was calculated.

Effect Size Test

To determine the extent of the impact of classical guidance services on students' self-confidence, an effect size test was conducted. This study used two effect-size measures: Cohen's d and Hedges' g .

Table 6. Effect Size

Effect Size Type	Value	95% CI (Lower-Upper)
Cohen's d	2.229	1.43-3.01
Hedges' g	2.148	1.38-2.90

Source: 2025 Research

Cohen's d value of 2.229 and Hedges' g of 2.148, shown in Table 6, indicate that classical guidance services have a very strong effect on improving students' self-confidence (large effect, since > 0.8). Thus, not only is the intervention statistically significant, but it is also highly effective in practice. These findings reinforce the conclusion that classical guidance services are an effective strategy for boosting the self-confidence of vocational high school students. To gain a more comprehensive understanding, the next section will discuss these findings in depth.

Discussion

The results of this study indicate that classical guidance services significantly improve the self-confidence of eleventh-grade students at *SMK Islam Malahayati*. This is demonstrated by a significant difference between pretest and posttest scores, as assessed by a paired-samples t -test ($t = 10.455$, $p < 0.001$). The average self-confidence score decreased from 57.59 to 41.59 (with lower scores indicating higher self-confidence), indicating the intervention's effectiveness. These findings suggest that providing structured classical guidance services can enhance students' self-confidence, which was the focus of this study.

Theoretically, these results are consistent with Lauster's theory in his book "Personality Tests," which posits that self-confidence arises from life experiences and learning and is reflected in five main aspects: belief in one's abilities, optimism, objectivity, responsibility, and rationality. The significant increase in scores in this study indicates that these five aspects improved following students' receipt of classical counseling services. For example, the most noticeable improvement was observed in self-confidence and rational thinking, indicating that students became more confident in their abilities and more capable of analyzing situations logically. This supports the literature stating that self-confidence is not an innate trait, but can be developed through experience and psychopedagogical interventions (Pramudita *et al.*, 2025;

Tyas *et al.*, 2025). Self-confidence becomes a very important part of students' personality development, enabling them to grow into individuals with good self-confidence (Putri & Mustika, 2024).

These findings are also consistent with prior research demonstrating the effectiveness of classical guidance services in enhancing students' self-confidence. Problem-Based Learning (PBL)- based classical guidance services have been shown to significantly improve students' self-confidence, as evidenced by an increase in average scores from the low to the high category among students at SMAN 13 Gowa (Bakhtiar *et al.*, 2022). The sociodrama techniques employed in classical guidance services also positively affect self-confidence, as evidenced by improved learning outcomes among middle school students (Restini *et al.*, 2024). Meanwhile, the use of cinematherapy approaches in classical guidance services successfully increased students' self-expression and their courage to perform and communicate at school (Sendayu & Suriatie, 2024). Other studies have found that the use of role-playing techniques in classical services is effective in increasing self-confidence among early childhood students, particularly in terms of the courage to perform and responsibility for tasks (Andriati, 2015). In fact, PBL-based classical services have also been proven to increase the proportion of students with high self-confidence at the junior high school level (Astuti *et al.*, 2024). Although differences exist in the approaches used and the educational levels of the research participants, these findings consistently support the conclusion that classical guidance is an effective intervention for developing students' self-confidence. The uniqueness of this study lies in its focus on vocational high school students, who exhibit distinct psychosocial dynamics and require a more contextual, systematic, and targeted guidance approach.

In terms of implementation, these findings reinforce the literature indicating that classical counseling services are not only a means of delivering information but also a strategic intervention that can develop students' psychological potential (Sipahutar & Nurhayani, 2024; Prada, 2025). These services promote self-understanding, more responsible decision-making, and social skills required in the workplace. Materials prepared based on the Student Independence Competency Standards (SKKPD) and implemented in a structured manner over seven sessions allow the intervention to be effective and impact dimensions of self-confidence. Furthermore, the collective and resource-efficient nature of these services is highly relevant for schools with limited counseling staff, as it can reach all students quickly while still addressing personal, social, and academic needs (Ariati, 2021).

Nevertheless, this study has several limitations. First, the limited number of meetings due to the implementation of the Final Semester Examination resulted in suboptimal service intensity. Second, limitations in facilities and infrastructure, such as less conducive classrooms and a lack of supporting media, affected the effectiveness of material delivery. These limitations could inform further research on designing counseling programs with longer durations and improved facilities, as well as a more adaptive approach to the dynamics of vocational high school students. In addition, this study has not yet thoroughly examined the role of external factors, such as family support and peer interactions, which, according to the literature, also influence adolescent self-confidence (Ortega-Gómez *et al.*, 2023).

In practice, these findings imply that classical guidance services can be more fully integrated into the school's counseling program to strengthen character and prepare students to address both academic and non-academic challenges. School counselors are expected to develop classical guidance modules that are contextual, participatory, and relevant to adolescent development needs, as well as to utilize innovative techniques such as cinematherapy, role playing, and PBL, which have been proven effective in boosting students' self-confidence (Andriati, 2015; Astuti *et al.*, 2024).

CONCLUSION

Based on the analysis and discussion, classical guidance services can significantly enhance students' self-confidence. This intervention is effective in strengthening key dimensions of self-confidence, including

belief in one's potential, an optimistic attitude, the ability to make objective self-assessments, the courage to assume responsibility, and logical, rational thinking. This improvement is reflected not only in changes in self-confidence score categories but also in students' more active and responsive involvement in learning activities and social interactions within the school environment. These results also address the study's objectives and problem formulation: to determine the extent to which classical guidance services are effective in influencing students' self-confidence. Research findings indicate that this service can be an effective strategy in addressing various psychological and social issues related to students' low self-confidence. In other words, classical guidance services not only contribute to students' personal development but also support their readiness to face educational and social challenges with greater confidence and independence. For future researchers, it is recommended that this study be expanded by exploring additional guidance service models or by combining different approaches to enrich the findings. Adding new variables or expanding the population scope in subsequent research could yield a more comprehensive understanding of the effectiveness of guidance services in enhancing students' self-confidence. Thus, the findings of future research are expected to contribute more substantially to the development of guidance and counseling practices in educational settings.

AUTHOR'S NOTE

The author ensures that there is no conflict of interest in the publication process of this article. Furthermore, the author guarantees that all data and the content of this manuscript are compiled originally and are free from plagiarism.

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