The Development of Outbound Technical Counseling Module for Group Counseling to Increase Student Confidence

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Abstract. Confidence is an attitude of trust and confidence in one's ability to be able to socialize well and help oneself to see positively and realistically about oneself. Based on the results of an initial survey conducted by researchers on 392 students, as many as 77.7% of students stated that they felt less confident. To increase self-confidence, learning that involves knowledge and experience or experiential learning is needed. Non-formal experiential learning activities are learning that takes place outside of formal education. Non-formal activities that can be carried out and are interesting to increase self-confidence are outbound activities because they involve environmental factors that shape positive self-understanding and build self- confidence. Researchers developed an outbound guidance service module that contains several reflective games to increase self-confidence. This research and development uses the Borg & Gall model which is adjusted. The outbound technique group guidance service module developed by the researcher was carried out with media validation and material validation. Module products that are feasible to continue with the assessment of 3 guidance and counseling teachers in Kulon Progo Regency. To calculate the feasibility of the media, the researcher conducted a descriptive statistical analysis using a Likert scale questionnaire. Decent outbound technique group guidance service module products can be used to increase student self- confidence.

Keywords: Outbond, Student Confidence, Development

1 Introduction

School, as an educational institution, is a place where students learn to get a formal education as well as the teaching and learning process in the classroom, together with teachers who produce academic knowledge for students. In addition, there are various non-formal education activities within the scope of the school, such as extracurriculars, that develop students' non-academic abilities. Through non- formal education, various activities are carried out, including self- and character-development. Forming self-confidence is one of the non-formal activities that can be carried out using various methods. With regard to the formation of self-confidence, which is influenced by environmental factors and student experience, methods for building student self-confidence will be

more internalized when they involve environmental factors that have been structured with certain models and involve activities that use experience as a means to form students' positive understanding of themselves.

One method that uses environmental settings and experiences as a means of learning is the outbound technique. Based on previous studies conducted by various researchers, the outbound method has a positive impact on building one's self-confidence. Learning using the outbound technique will involve activities related to student experiences, and then students will be invited to reflect on these activities, make new conclusions based on the experiences that have been obtained, and plan or restructure old negative thoughts about themselves and their abilities into positive thoughts that will shape their self- confidence. Non-formal learning models to build self-confidence are activities with outbound techniques. Based on the results of previous research, it was found that outbound techniques can build self-confidence, as found by Arachchige and Sathsara (2020). In addition, Astuti (2018) also found the same thing that outbound technique group guidance was effective in increasing student self-confidence. Outbound is an activity that contains elements of developing creativity, communication, effective listening, cooperation, self-motivation, competition, problem solving, and self-confidence (Harsanti,2018). Outbound activities are carried out in the form of games that have been arranged in such a way that not only the participants' psychomotor skills are trained but also affection (emotions) and cognition (ability to think) (Susanta, 2010). Outbound activities can describe and identify various strengths and weaknesses of students because participants can bring out all their expressions and potential in their own way so that they can make participants respect themselves and others (Indriana, 2011). Previous research entitled "The Impact Of Outbound Training" was conducted by Arachchige & Sathsara (2020) with research participants, namely students. The method used in this study was an experiment where there was an outbound program treatment for participants. Then an analysis and measurement of the most identifiable aspects of the program were carried out, and the result was that the outbound program had the most influence on the formation of self-confidence and team building.

Then research conducted by Suryawan & Widyastuti (2020) shows that through outbound activities, positive behavior can be formed as well as soft skills, one of which is self-confidence. The relevance of this research is that there are results indicating that outbound activities can have a positive impact on character, and self-confidence is one of the positive characteristics that will be the focus of this research. The difference with research lies in the participants and the methods used. The same thing was also found in the research of Sayekti et al (2019), which identified the development of character education through outbound learning activities with a qualitative descriptive method where data collection was carried out by observation, interviews, and documentation. The results of this study showed that character values, namely religiosity, nationalism, cooperation, integrity, and independence, can be developed through outbound. These values have relevance to the principle of building self-confidence, which requires independent thinking and being able to place oneself well in social situations without feeling inferior. The difference in research lies in the methods and participants.

Based on the results of the student needs questionnaire analysis of 509 students in class X, 392 students, or 77.7%, stated that they lacked self-confidence. This was further clarified through interviews regarding what made students feel insecure. Based on the results of the interviews, students said that they were not confident in their abilities and felt inferior and embarrassed because they came from rural areas. This also affects their behavior when asked to take part in school activities during the teaching and learning process as well as inter-school competitions. One of the school's activities is to become a ceremonial official, and students admit that they feel embarrassed and afraid of being wrong, so they tremble when they have to become a ceremonial officer, and this makes their performance results not optimal. The same thing happened in activities such as competitions, both academic and non-academic. Students stated that the results of competitions were often far below the results during practice because they felt nervous and afraid when they met other school students who were considered to be from more advanced areas and felt other students were better. Likewise, during the learning process, they are afraid to ask the teacher or their friends questions because they are embarrassed if their friends laugh at them or because they are afraid of being wrong when asking questions.

Likewise, based on interviews with several guidance and counseling teachers at Madrasah Aliyah Negeri 2 and Madrasah Aliyah Negeri 3, Kulon Progo, who conducted a survey, found that many students felt less confident about their abilities. The limitations of guidance and counseling teachers who do not have teaching hours or attend classes result in a lack of maximum performance in providing guidance and counseling services at school. The lack of information related to self-confidence resulted in many students not understanding how to increase their self-confidence.

The use of media modules in guidance and counseling services as support services will make them easier and more effective to provide (Wahyuningrum, 2017). The material for this module will contain outbound activities that have been packaged in such a way that guidance and counseling teachers or counselors can use them as handles or guides in carrying out outbound activities as trainers. Nursalim (2015) argues that in guidance and counseling, modules can be used to expedite the implementation of service delivery, including personal, social, study, and career guidance. The purpose of using the Module as a guide material for guidance and counseling teachers in carrying out Outbound activities that aim to increase student confidence. The activities contained in the module are intended to equip students with knowledge about the areas of personal and social development so that they can adapt to their environment and plan their lives independently (Sulkifly & Nurkia, 2020).

It is necessary to develop modules containing outbound activity material to increase students' self- confidence and improve guidance and counseling services. The module developed in this study is divided into several chapters, each representing student problems. With this module's guidance and counseling, teachers can be assisted in increasing student self-confidence and training students' independence in increasing self-capacity, especially self-confidence.

2   Methods

This research is a type of research and development (R&D) that aims to produce media products for guidance and counseling services to be able to increase students' self-confidence. The model used in this research and development uses the Borg & Gall model, which is divided into 10 stages, but due to time constraints, researchers will only conduct research up to the media feasibility stage or only up to the sixth stage. The following is the flow of research methods used by researchers in developing outbound module media products to increase students' self-confidence:
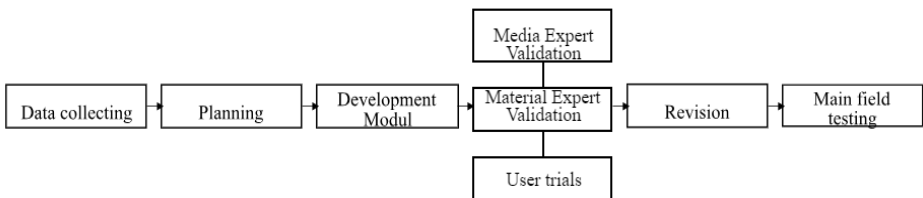
Fig. 1. Research flow

Data collection is done to find problems that exist among students and find solutions to overcome them. The researcher then compiled and planned the design of the media module to overcome the problem of low self-confidence in students. Then, the researcher developed a module containing games that can help students increase their self-confidence. The modules that have been developed were tested for validation by media and material experts as well as user trials with guidance and counseling teachers. The researcher made revisions according to the direction of the validator, and after it was feasible to continue at the main field testing stage for guidance and counseling teachers.

3   Results and Discussion

The research and development phase carried out by the researcher followed the procedures from Borg & Gall with adjustments made due to time constraints, so that there were six steps carried out by the researcher to produce an outbound module to increase self-confidence in eligible high school students. The following are the stages of the procedure carried out by the researcher:

1. Data collecting stage

Researchers collected data by going directly to the field and distributing student needs questionnaires (AKPD) at MAN Kulon Progo Regency. There were 509 students in class X who were the subject of data collection. The result is that as many as 392 students, or 77.7%, stated a lack of confidence. The results of the needs questionnaire were then confirmed to the guidance and counseling teacher at the school, and the results were similar in that, according to the guidance and counseling teacher, the students at their school felt a lack of self-confidence.The results of the data collection became a reference for researchers to develop modules for guidance and counseling teachers using outbound in order to increase students' self-confidence. Outbound was chosen because it hones knowledge as well as skills in order to be able to act directly so that students are more confident, and outbound is an activity that is liked by students because it contains a variety of interesting and exciting games.

2. Planning stage

Researchers plan the contents of the developed module so that it can be useful for increasing students' self-confidence. The module contains introductory words, module objectives, instructions for using the module, preparation phases, and games totaling 8.

3. Development stage

The development stage includes the module product design, which begins with preparing a product draft. The draft that has been prepared and consulted with the supervisor is then continued in the design stage so that it is more attractive for use by guidance and counseling teachers. This development stage takes about 2 weeks. Here is a glimpse of the outbound technique module to increase self-confidence in students:

Fig. 2. Technical Counseling Module

4. The validation test stage

The validation test phase is divided into three parts, namely the media expert validation test, the material expert validation test, and trials on guidance and counseling for teachers. The media expert validation test and material expert test were carried out by the lecturer, with the following results:

a. Media expert validation test

Media validation is carried out by lecturers from the educational technology study program to determine the feasibility of the module. The media validator is Dr. Ali Muhtadi, M.Pd who is an expert in the media field. The things that are assessed include text and image systematics, image relevance, letter clarity, cover design, and creativity. The results of the assessment were analyzed using a Likert scale with 5 answer choices. There are 10 statements with a minimum score (Smin): 10, a maximum score (Smax): 50, a number of classes of 5, and a length of interval (P): 8. The following are the results of the media expert's validation:

Table 1. Media expert's validation

Media expert assessment criteria		
Interval Score	Category	Score Range
(Smin+4P) ≤ S ≤ Smax	Very Feasible	42 ≤ S ≤ 50
(Smin+ 3P) ≤ S ≤ (Smin + 4P -1)	Feasible	34 ≤ S ≤ 41
(Smin+ 2P) ≤ S ≤ (Smin + 3P -1)	Netral	26 ≤ S ≤ 33
(Smin+ P) ≤ S ≤ (Smin +2P - 1)	Not Feasible	18 ≤ S ≤ 25
Smin ≤ S ≤ (Smin + P – 1)	Strongly Not Feasible	10 ≤ S ≤ 17

Based on the results of the assessment given by Dr. Ali Muhtadi, M.Pd as the media validator gave a score of 44. This score is in the "Very Decent" category because it is in the score range of 42 ≤ S ≤ 50. So, judging by the readability of media experts, the outbound technique module to increase students' self-confidence is considered feasible from a media standpoint.

b. Material expert validation test

Material validation is carried out by lecturers from the faculties of educational and psychological sciences to determine the feasibility of the module. The media validator is Dr. Aprilia Tina Lidyasari, M.Pd. who is an expert in the field of extracurricular learning. The things that are assessed include the suitability of the theory, the relevance of the material, the ease of use of the module, the communicative and effective language, and the benefits of the module. The results of the assessment were analyzed using a Likert scale with 5 answer choices. There

are 15 statements with a minimum score (Smin): 15, a maximum score (Smax): 75, a number of classes of 5, and an interval length (P): 12. The following is the result of the material expert's validation:

Table 2. Material expert's validation

Material expert assessment criteria		
Interval Score	Category	Score Range
(Smin+4P) ≤ S ≤ Smax	Very Feasible	63 ≤ S ≤ 75
(Smin+ 3P) ≤ S ≤ (Smin + 4P -1)	Feasible	51 ≤ S ≤ 62
(Smin+ 2P) ≤ S ≤ (Smin + 3P -1)	Netral	39 ≤ S ≤ 50
(Smin+ P) ≤ S ≤ (Smin +2P - 1)	Not Feasible	27 ≤ S ≤ 38
Smin ≤ S ≤ (Smin + P – 1)	Strongly Not Feasible	15 ≤ S ≤ 26

Based on the assessment given by the expert validator, namely Dr. Aprilia Tina Lidyasari, M.Pd. the score is 70. The score is included in the "Very Eligible" category because it is in the range of scores 63 ≤ S ≤ 75. So, judging from the readability of the material expert, the outbound technique module to increase students' self-confidence is considered feasible in terms of the material.

c. Guidance and counseling teacher trials

The trial was carried out on users, namely guidance and counseling teachers. Guidance and counseling teachers are asked to conduct trials using the module and provide an assessment of the outbound technique module to increase students' self-confidence. There is one guidance and counseling teacher from MAN 1 Kulon Progo, namely Dhian Wahyuningsih, S.Pd who was the subject of this small-scale trial. There are 20 statement items with a minimum score (Smin): 20, a maximum score (Smax): 100, a number of classes of 5, and an interval length (P): 16. The following are the results of validation for guidance and counseling teachers:

Table 3. Guidance and counseling validation

Guidance and counseling teacher assessment criteria		
Interval Score	Category	Score Range
(Smin+4P) ≤ S ≤ Smax	Very Feasible	84 ≤ S ≤ 100
(Smin+ 3P) ≤ S ≤ (Smin + 4P -1)	Feasible	68 ≤ S ≤ 83
(Smin+ 2P) ≤ S ≤ (Smin + 3P -1)	Netral	52 ≤ S ≤ 67
(Smin+ P) ≤ S ≤ (Smin +2P - 1)	Not Feasible	36 ≤ S ≤ 51
Smin ≤ S ≤ (Smin + P – 1)	Strongly Not Feasible	20 ≤ S ≤ 35

The guidance and counseling teacher gave a score of 95, which is in the "Very Eligible" category because it is in the range of scores of $84 \leq S \leq 100$. Therefore, the guidance and counseling teacher as a user stated that the outbound technique module to increase self-confidence in students was considered feasible and could be continued at a later stage.

5. Revision stage

The media validator and material validator provide several suggestions for improvement so that the outbound engineering module can be better in terms of media and material. Here are some notes from the validator:

Table 4. Validator revision

Validator revision	
Media expert	Material expert
Each of the steps described should be illustrated to make it more interesting.	The writing background is not only for Kulon Progo but can be generalized for all regions.
Each concept in each game is given an image symbol that can represent that concept.	Adjust the goals of the game with indicators of self-confidence in students.
In warm-up activities, it is necessary to provide illustrations of warm-up examples.	The concept of game theory with steps and evaluation can be checked again so that it is not upside down.

Based on suggestions for improvement from media experts and material experts, researchers have made improvements according to directions and input so that the outbound technique module to increase self-confidence is feasible to use.

6. Field test stage

The field test phase was carried out on guidance and counseling teachers as in the fourth stage, but the number of subjects in this stage was higher, involving four guidance and counseling teachers. The categorization and range of values are the same as the assessment of the guidance and counseling teacher in the fourth stage of the guidance and counseling teacher trial section. The following are the results of the field test:

Table 5. Guidance and counseling validation

No	Name	Score	Category

1	Indarti, S.Pd	90	Very Feasible
2	Widianto, S.Pd	87	Very Feasible
3	Hening Handayani, S.Pd	93	Very Feasible
4	Suwata, S.Pd	96	Very Feasible

Based on the results of field trials with four guidance and counseling teachers, all subjects gave scores in the range of $84 \leq S \leq 100$ which fall into the "Very Eligible" category. Therefore, it can be concluded that the outbound technique module to increase self-confidence in students is appropriate to be used as a medium in guidance and counseling services.

Confidence is a very important factor for students because self-confidence will make individuals feel optimistic and able to make adjustments to their social environment. Confidence is defined differently in the psychology literature. A simple understanding can be said to be a person's belief in the symptoms of the advantages possessed by the individual, and this belief makes him feel capable of being able to achieve various goals in his life (Fitri et al, 2018). Adler stated that the most important human needs are self-confidence and a sense of superiority. Confidence can also be interpreted as a belief in oneself that everyone has in life and how that person sees himself as a whole by referring to his self-concept (Hidayati & Farid, 2016). To be able to achieve success in life, self-confidence is very important so that we can maximize the potential that exists within us, as well as in social interactions, because in principle, natural self-confidence can give us work effectiveness, inner and outer health, intelligence, courage, vitality, creative power, an adventurous spirit, the ability to make the right decisions, self-control, ethical maturity, humility, tolerance, self-satisfaction, soul satisfaction, and peace of mind.

One of the main assets to being able to become someone with a confident personality is to have certain advantages that are meaningful to oneself and others. Confidence will become more stable if someone has an advantage that makes other people feel amazed (Fitria, 2022). Ability or skill in certain fields can be obtained through non-formal education, one of which is outbound activities. Outbound training is a fun and challenging outdoor training activity. The form of activity is life simulation through creative, recreational, and educational games, both individually and in groups (Ali, 2018). Outbound is not just playing around in the open, it is an activity in the open to meet the needs of an institution for certain targets (Agusta, 2018).The outbound learning model uses the learning model from David Kolb (Damanik et al, 2021), which involves, among others; 1) Concrete experience, which is a new experience or situation that is encountered or a re-interpretation of existing experience, 2) Reflective Observation of The New Experience is the stage of reflecting on or reviewing the experience that has just been experienced. 3) Abstract Conceptualization is the stage in making conclusions from experience and the results of reflection where, at this stage, individuals have learned something new from their experience, and 4) Active Experimentation is the

stage where there is planning for what to do based on the results of the experience that has been obtained.

The purpose of using outbound as a learning medium is as follows (Annisa & Zuliani, 2023); 1) outbound media can describe or identify various strengths and weaknesses of students, 2) students who take part in outbound activities can express all their expressions and potentials in their own way. Therefore, outbound can lead students to be free to be creative but still obey the rules of the game that apply, 3) can make students respect and respect themselves and others, 4) students can learn in a fun way, thus they will be motivated and eager to take part in learning, 5) can foster a spirit of independence in students so that their potential will be explored to solve existing problems, 6) can foster empathy and sensitivity to others. Because in outbound activities there is a form of teamwork that requires interaction between one another, it can give birth to learning to be able to understand the feelings and attitudes of empathy for other people, 7) can train students' social skills because outbound learning teaches students to be able to communicate well with themselves, others, and the surrounding environment, 8) allows students to know how to learn effectively and creatively. This is because in their activities, students directly apply effective and creative learning methods to achieve goals and maximum results, 9) as an appropriate means for developing the character or personality of students, 10) students can understand various positive values through various concrete examples in the activities carried out.

Outbound is classified into two categories, namely real Outbound and fun Outbound. Real outbound refers to outbound activities that require great physical endurance and challenges. Fun outbound refers to activities in the open that do not emphasize physical elements as much. In a fun outbound, the participants are involved in games that are light but very fun and low-risk. In addition, the place of implementation and the tools needed are not complicated. Meanwhile, real outbound activities require a special place for their implementation. Likewise, the tools needed are also relatively more complicated. In fact, the implementation must be accompanied by instructors who are experts in their fields because this type of outbound activity is included in the high-risk type of outbound (Handini & Hasanah, 2016). In the outbound technique, learning will involve activities related to student experiences, then students will be invited to reflect on these activities, make new conclusions based on the experiences they have gained, and then plan, or in this case, restructure, old negative thoughts about themselves and their abilities into positive thoughts that will shape student self-confidence.

Student participation in outbound activities has a psychological impact on them. Various types of games that are followed in fun games will have a positive influence on growing self-confidence among themselves. The game concepts contained in outbound activities have their respective impacts on the problems that are the cause of low self-confidence. The various types of games that are made certainly have specific goals for changing the mindset of students, both in terms of the courage to appear, the confidence to do something, promoting cooperation and the growth of communication for the growth of interaction, and the occurrence of reciprocal relationships with other students. The ultimate goal is to emphasize the self-confidence that students can develop with the abilities they have.

4   Conslusion

One method that can be used to increase self-confidence is through outbound. Outbound is an activity that is carried out outdoors that is fun and full of challenges. Outbound learning is one of the non-formal learning methods that can have an impact on the cognitive, affective, and psychomotor aspects of students. Increasing self-confidence in students using outbound techniques is very useful so that students no longer feel inferior, feel doubtful about themselves, and eliminate feelings of inferiority that can make students not develop.

The development of outbound technique modules to increase self-confidence was validated by media experts and material experts. As a result, the two validators gave an assessment in the "Very Eligible" category. The same thing happened in the trial of one guidance and counseling teacher who gave a score in the "Very Eligible" category. Some of the input provided by the validator becomes important suggestions for the feasibility of the module. The trial was again carried out by involving four guidance and counseling teachers with scores in the "Very Eligible" category given by four guidance and counseling teachers. Therefore, it can be concluded that the development of an outbound technique module to increase self-confidence in students at MAN Kulon Progo is feasible. Researchers hope that there will be further research to conduct effectiveness trials so that the module can be used by other guidance and counseling teachers to provide material related to increasing students' self-confidence.

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