Urwatul Wutsqo: Jurnal Studi Kependidikan dan Keislaman
Vol. 15 No. 3, November 2026
P-ISSN: 2252-6099; E-ISSN: 2721-2483
DOI: https://doi.org/10.54437/urwatulwutsqo.v15i3.3874

The Use of Media in Group Counseling to Boost High School Students' Self-Confidence: A Systematic Literature Review

Raisya Presiri[1], Denok Setiawati[2]
Universitas Negeri Surabaya, Indonesia[1,2]
raisya.23143@mhs.unesa.ac.id[1], denoksetiawati@unesa.ac.id[2]

Received: October 09, 2026 Revised: October 21, 2026 Accepted: November 7, 2026 Online: November 11, 2026

Keywords:
group guidance; guidance media; self-confidence; senior high school students.

Abstract

Self-confidence is an important aspect of the personal and social development of senior high school students, yet research on the use of media in group guidance remains scattered and rarely examines the psychological processes behind its effects. This study aimed to synthesize the types and applications of media, their outcomes on students' self-confidence, and the strengths and limitations of their implementation, and to interpret the findings using social cognitive and group dynamics theory. A Systematic Literature Review (SLR) was conducted following PRISMA 2020. Literature published between 2017 and 2026 was searched through Google Scholar and Garuda using the SPIDER framework. Of 1,994 records identified, 1,990 were screened after removing duplicates, 35 full-text articles were assessed, and 10 studies were included. Methodological quality was appraised using the JBI checklist for quasi-experimental studies, and data were analyzed using descriptive-narrative synthesis. Four media groups were identified: board/card games, affirmation cards, audiovisual media, and a combination of games and film. All studies reported positive changes in self-confidence; however, the evidence is limited by small samples, the absence of control groups, and varied methodological quality (1/6 to 5/6 JBI items met). Interpretively, media appear to act as stimuli whose influence depends on facilitation, peer interaction, and reflection, although the contribution of each component could not be separated. Limitations include the use of two databases, narrative synthesis without pooled effect sizes, and the interpretive nature of the proposed mechanisms.

Kata kunci:
bimbingan kelompok; kepercayaan diri; media bimbingan; siswa SMA.

Abstrak

Kepercayaan diri merupakan aspek penting dalam perkembangan pribadi dan sosial siswa SMA, sementara penelitian mengenai penggunaan media dalam bimbingan kelompok masih tersebar dan jarang menelaah proses psikologis di balik pengaruhnya. Penelitian ini bertujuan mensintesis jenis dan penerapan media, hasil penerapan terhadap kepercayaan diri, serta kelebihan dan keterbatasannya, sekaligus menafsirkan temuan dengan teori kognitif sosial dan dinamika kelompok. Penelitian menggunakan Systematic Literature Review (SLR) dengan pedoman PRISMA 2020. Literatur tahun 2017–2026 ditelusuri melalui Google Scholar dan Garuda menggunakan kerangka SPIDER. Dari 1.994 rekaman yang teridentifikasi, 1.990 disaring setelah duplikat dihapus, 35 artikel teks lengkap dinilai, dan 10 studi dimasukkan. Kualitas metodologis dinilai dengan JBI checklist untuk studi kuasi-eksperimen, dan data dianalisis dengan sintesis deskriptif-naratif. Hasil menunjukkan empat kelompok media, yaitu permainan papan/kartu, kartu afirmasi, audiovisual, dan campuran permainan dan film. Seluruh studi melaporkan perubahan positif pada kepercayaan diri, tetapi bukti terbatas oleh ukuran sampel yang kecil, tidak adanya kelompok kontrol, dan kualitas metodologis yang beragam (1/6 hingga 5/6 butir JBI terpenuhi). Secara interpretatif, media tampak berperan sebagai stimulus yang pengaruhnya bergantung pada fasilitasi, interaksi antarsiswa, dan refleksi, meskipun kontribusi tiap komponen belum dapat dipisahkan. Keterbatasan kajian meliputi penggunaan dua basis data, sintesis naratif tanpa ukuran efek gabungan, dan sifat interpretatif dari mekanisme yang diusulkan.

This is an open-access article under the CC BY-SA license.

Copyright:
© 2026 by the authors.
Licensee: LP3M Al-Urwatul Wutsqo Jombang, Indonesia. This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution-ShareAlike (CC BY-SA) license (https://creativecommons.org/licenses/by-sa/4.0/)

Corresponding Author:
Raisya Presiri
Universitas Negeri Surabaya, Indonesia; raisya.23143@mhs.unesa.ac.id

Introduction

High school students face various personal, social, and academic demands that require confidence in their own abilities. In this context, self-confidence is a crucial factor because it relates to students' ability to recognize and explore their potential and to navigate various situations in the school environment. Sari & Samudera (2025) explains that a lack of self-confidence can prevent students from recognizing their own potential and abilities. The level of self-confidence among high school students also still requires attention. Azzahra, Suhendri, & Iffah (2024) found that 74%, or 46 out of 62 tenth-grade students at Semarang State High School No. 5, fell into the "moderate" self-confidence category. In addition to being related to the development of personal potential, self-confidence is also linked to students' social lives. Christanto, Susilo, & Windrawanto (2018) A study of 120 10th-grade students at SMA Kristen 1 Salatiga found a positive and significant effect of self-confidence on social adjustment, with self-confidence accounting for 26.40% of the variation in students' social adjustment.

Students' self-confidence does not develop in isolation from their social environment. Fatchurahman (2012) indicates that students' self-confidence is related to their environment and social relationships. An environment that offers acceptance, appreciation, and support can provide a context that fosters the development of self-confidence. In the school setting, students' experiences interacting with others, expressing their opinions, and receiving feedback from their environment play a crucial role in their personal development. Therefore, efforts to build students' self-confidence should not only focus on internal changes within the students themselves but also on providing experiences that offer opportunities to interact and develop courage in social situations.

In the context of education, guidance and counseling services play a role in helping students achieve personal and social development optimally. One service that is relevant to these needs is group guidance. Prayitno (1995) explains that group counseling uses group dynamics, allowing members to interact with one another, express their opinions, and offer feedback and suggestions. These characteristics provide students with the opportunity to practice their communication skills, share experiences, express their opinions, and receive support from group members. Previous research has also shown that group counseling can be used to build self-confidence. Firdaus & Arifin (2019) for example, reported an increase in self-confidence following group counseling sessions that involved discussions, the expression of opinions, and interactions among participants. Meanwhile, Sunardi (2023) found that group discussions and the sharing of experiences can encourage students to become more open, more willing to speak up, and better able to communicate with greater self-confidence.

However, group guidance sessions are not limited to conventional discussions. The use of media can provide more concrete stimuli so that students not only receive information but also engage in activities such as observing, responding, expressing themselves, and taking on specific challenges. For example, playing Monopoly combined with a "truth or dare" activity can encourage students to speak up, share experiences, and take on challenges in front of their peers. Marsela, Wahdani, Nurhasanah, Bahri, & Rosita (2023). The types of media used can also be varied, such as games, cards, or movies. These differences in media formats give rise to different types of activities and experiences within group dynamics. Therefore, research on media in group counseling is important not only for identifying the types of media used but also for understanding how these media are integrated into the group process and dynamics to support the development of students' self-confidence.

Some Systematic Literature Reviews have summarized the evidence regarding group guidance and counseling for students' self-confidence Ardila et al (2024) synthesized group counseling services provided by school counselors, while Sanjaya & Fitri (2025) reviewed 10 articles on group guidance using various techniques, such as modeling, sociodrama, and brainstorming; both reported that students' self-confidence increased following the interventions. Both reviews focused on group services or techniques in general. A small portion of the reviewed studies did involve games or media, such as play therapy and educational videos, but media was not the focus of the analysis. The findings in both reviews were also presented primarily as summaries per article across diverse student levels. Meanwhile, primary research on the use of media in group guidance for high school students is scattered across various media formats and tends to discuss a single medium separately. This situation leaves unanswered questions. Conceptually, there is no clear overview of which media are used and how they are applied in group counseling services for high school students. Practically, there is no summary of how the reported outcomes regarding self-confidence relate to the specific forms of media application, nor of the strengths and limitations encountered in their implementation.

The types and ways media are applied, the reported results, as well as the advantages and limitations of implementation need to be reviewed together because the three complement each other in providing a picture that counselors can use. Information about the type of media without its application method doesn't explain how the media is used in services. Reported results without the context of application make it hard for readers to understand in what kind of service the changes in self-confidence were reported. Meanwhile, the advantages and limitations of implementation provide practical considerations about whether the media fits the needs, time, and conditions at school. If the three are examined separately, school counselors don't yet have a complete picture to choose and use media according to service goals. This issue is hard to answer with a single primary study because generally, studies test one media in one context, while patterns of use, outcomes, as well as advantages and limitations can only be seen when many studies are synthesized.

Therefore, a Systematic Literature Review (SLR) with procedures for searching, selecting, assessing study quality, and transparent and replicable synthesis is considered suitable for examining this issue (Page et al., 2021; Xiao & Watson, 2019). Based on these needs, this study uses SLR to identify the types of media used in group guidance to develop high school students' self-confidence, along with how they are applied in the services, review the reported effects on self-confidence, and examine the strengths and limitations of their implementation. This study is expected to contribute conceptually by mapping the types and

forms of media used in group guidance, and practically as a reference for school counselors in choosing and implementing media-assisted group guidance services at school, while also serving as a direction for further research.

Method

This study uses the Systematic Literature Review (SLR) method to identify and synthesize research on the use of media in group guidance for developing high school students' self-confidence. The review process refers to PRISMA 2020, which includes the identification, screening, and included stages (Page et al., 2021) with an SLR procedure that includes formulating research questions, searching, selecting, and synthesizing literature (Xiao & Watson, 2019).

This study is aimed at answering three research questions (RQ), namely:

1. RQ 1: What media are used and how are they applied in group guidance to boost high school students' self-confidence?
2. RQ 2: What are the results of implementing media-assisted group guidance services on high school students' self-confidence based on previous studies?
3. RQ 3: What are the strengths and limitations found in the implementation of media-assisted group guidance services for enhancing high school students' self-confidence based on previous research?Ketiga RQ tersebut menjadi dasar dalam menentukan strategi pencarian, kriteria seleksi, dan informasi yang dianalisis.

The literature was obtained through Google Scholar and Garuda using a combination of keywords related to high school students, group counseling, media, and self-confidence. The search strategy was structured using the SPIDER framework (Sample, Phenomenon of Interest, Design, Evaluation, Research Type) (Cooke, Smith, & Booth, 2012). As presented in Table 1.

Table 1.
SPIDER Components in Literature Search Strategy

Component	Research Focus
S *(sample)*	High school students
Pi *(Phenomenon of interest)*	Group guidance using media
D *(design)*	R&D that includes media implementation/trial on students, quasi-experiment, experiment, pretest-posttest, Classroom Action Research in Guidance and Counseling (PTBK), and other relevant empirical designs
E *(Evaluation)*	Changes in students' self-confidence shown through scores, categories, statistical test results, or relevant behavioral indicators

R *(Research type)*	Experiments, R&D, PTBK, and other empirical research suitable for the research focus

The literature is limited to publications from 2017–2026, in Indonesian or English, and available in full text. Inclusion and exclusion criteria were set to ensure the articles were relevant to the study focus and are presented in Table 2.

Table 2. Inclusion and Exclusion Criteria

Aspects	Inclusion	Exclusion
Publication year	2017-2026	Before 2017
Sample	High School Students	Not high school students
Service	Group guidance using media	Group guidance without media
Media	Media used in group guidance services and already implemented.	Media used in services outside of group guidance, media developed only for group guidance services.
Focus	Student self-confidence	Not related to self-confidence
Document type	Journal articles, proceedings	Books, opinions, blogs, theses.
Text access	Full-text articles	Only abstracts
Language	Indonesian and English	Other than Indonesian and English
Method	R&D that implements media, all types of experimental research, Classroom Action Research in Guidance and Counseling (PTBK)	Literature Review, Systematic Literature Review (SLR), Conceptual.

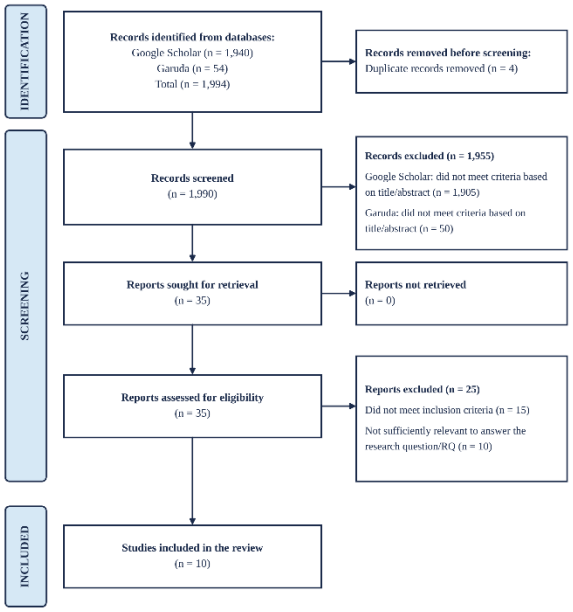
The main literature search was conducted via Google Scholar from September 25–29, 2026 using the keywords "group guidance," "media," "self-confidence," and "high school," with a filter for articles published between 2017 and 2026. To broaden the search, an additional search was done through Garuda on October 19, 2026 using the abstract field, publication years 2017–2026, and the keywords "group guidance," "media" OR "games," and "self-confidence". A search through Garuda resulted in 54 article records, with four records identified as duplicate articles also found on Google Scholar. Of the remaining 50 records, all were excluded after checking the titles and abstracts because they didn't meet the inclusion criteria, such as not involving high school students, not implementing group counseling services, not using media, or

not examining self-confidence. Therefore, the additional search through Garuda didn't yield any extra studies that met the inclusion criteria.

In the Google Scholar search, a total of 35 articles that passed the title and abstract selection were reviewed through full-text reading. Fifteen articles were excluded for not meeting the inclusion criteria. Then, the remaining 20 articles were assessed based on their relevance in answering the research questions. Based on this assessment, 10 articles were excluded for being less relevant or insufficient to answer the research questions, leaving 10 studies that were retained for analysis in this literature review. The flow of the search and study selection is shown in Figure 1.

Figure 1. PRISMA 2020 Flow Diagram

The quality assessment of study methodologies was done holistically using the JBI Critical Appraisal Checklist for Quasi-Experimental Studies (Barker et al., 2024). Since all the studies that passed the selection used single-group interventions without a comparison group, items 2, 3, and 4 were consistently rated as Not Applicable (NA) because they relate to control groups, while all studies reported not using a control group. All studies were still included in the data synthesis to get an overview of the current scientific evidence



Data from the included articles were extracted based on the research identity, subject characteristics, media and its applications, research design, results related to self-confidence, as well as the advantages and limitations of the application. The data were analyzed using a descriptive-narrative synthesis to identify patterns and trends in findings across studies with diverse methodological characteristics and interventions. (Siddaway, Wood, & Hedges, 2019).

Results And Discussion
Results

Based on the literature selection process carried out according to the inclusion and exclusion criteria, 10 articles were obtained that met the criteria for further analysis. Before extraction, the methodological quality of each article was assessed using the JBI Critical Appraisal Checklist for Quasi-Experimental Studies. (Barker et al., 2024). The assessment results are shown in Table 3.

Table 3. Results of Methodological Quality Assessment of the Study using the JBI Critical Appraisal Checklist for Quasi-Experimental Studies

No	Studi	B1	B2	B3	B4	B5	B6	B7	B8	B9	Total	Description
1	(Br Kembaren, Harfiani, & Rkt, 2025)	Y	NA	NA	NA	U	U	U	U	N	1/6	Only B1 is met. B5, B6, B7, and B8 are unclear: pre-post scores per cycle are not reported, the number of subjects is inconsistent (6 subjects, but percentages correspond to 7 subjects), the outcome measurement tool is unclear, and there is no information on validity or reliability. B9 is not met because a paired t-test is mentioned but the results are not reported.
2	(Masitoh, Ratnawati, & Setyaputri, 2026)	Y	NA	NA	NA	N	Y	Y	U	Y	4/6	B5 is not met because there is only one pre-test and one post-test. B8 is unclear because the instrument is said to be valid and reliable without including the numbers.
3	(Prasetyoaji, Zaky, & Nurdiyansyah, 2024)	Y	NA	NA	NA	N	Y	Y	U	U	3/6	B5 is not met (only pre and post). B8 is unclear because validity and reliability values are not reported. B9 is unclear: the Wilcoxon test is appropriate, but the reporting is inconsistent (Z table values, notes on ties, and claims of effectiveness without calculation basis).
4	(Kirana, Sancaya, Setyaputri, & Khususiyah, 2023)	Y	NA	NA	NA	N	Y	Y	Y	Y	5/6	Only B5 wasn't met because measurements were only done once before and once after the intervention.
5	(Devi, Ardiansyah, Ramadhana, & Andriana, 2025)	Y	NA	NA	NA	N	Y	Y	Y	Y	5/6	Only B5 wasn't met because measurements were only done once before and once after the intervention
6	(Trisniati, Sukainah, & Putri, 2025)	Y	NA	NA	NA	Y	Y	Y	U	N	4/6	Only B5 wasn't met because measurements were only done once before and once after the intervention.
7	(Eka, 2020)	Y	NA	NA	NA	Y	U	Y	U	N	3/6	B5 was met (three measurement points). B8 is unclear because the validity and reliability of the questionnaire weren't reported. B9 wasn't met because there were only category percentages without statistical tests and raw scores.

No	Studi	B1	B2	B3	B4	B5	B6	B7	B8	B9	Total	Description
8	(Suwardika & Suastini, 2026)	Y	NA	NA	NA	N	U	Y	U	N	2/6	B5 wasn't met (only pre and post). B6 is unclear because the number of trial subjects wasn't reported. B8 is unclear because the instrument's reliability values weren't reported. B9 wasn't met because there was only N-Gain without raw data and inferential tests
9	(Susilaningsih, 2018)	Y	NA	NA	NA	N	Y	Y	U	N	3/6	B5 wasn't met (only pre and post). B8 is unclear because the validity and reliability test results weren't reported. B9 wasn't met because the independent sample t-test formula was used on paired data, and the calculation numbers don't match up.
10	(Ilyas, Galugu, & Pribadi, 2026)	Y	NA	NA	NA	N	Y	Y	Y	Y	5/6	Only B5 wasn't met because the measurement was done just once before and once after the intervention.

All ten studies used a one-group design without a comparison group, so items B2, B3, and B4 were considered not applicable, and the total was calculated from six items. All studies met item B1, which means they clearly stated the intervention given and the outcomes measured. The total number of items met ranged from 1/6 to 5/6, and no study met all six items.

Three studies (Devi et al., 2025; Ilyas et al., 2026; Kirana et al., 2023) meeting five out of six items. All three reported the reliability values of the instruments, used the same instruments for each measurement, and applied appropriate statistical analysis. The only item not met was B5 because the measurement was only done once before and once after the intervention. Two studies (Masitoh et al., 2026; Trisniati et al., 2025) fulfilling four items, and three studies (Eka, 2020; Prasetyoaji et al., 2024; Susilaningsih, 2018) meeting three points. The weaknesses in these five studies mainly relate to the evidence of validity and reliability of the instruments (B8) as well as the reporting of statistical analysis (B9). Two studies (Br Kembaren et al., 2025; Suwardika & Suastini, 2026) fills in one to two items because the number of subjects, measurement scores, or test results are not clearly reported.

Looking at item by item, B7 is the item that is most often met (nine studies), followed by B6 (seven studies). On the other hand, B5 is only met by two studies (Eka, 2020; Trisniati et al., 2025), both of which are action research with several measurement points. B8 is only met by three studies because most studies stated that the instruments had been tested but did not report the values. For B9, four studies used the appropriate analysis and reported it well, one study was unclear, and five studies did not meet the criteria due to no statistical test, an inappropriate test, or results that could not be verified.

So, all the studies reported an increase in confidence after the services, but the strength of the supporting evidence varies. Findings from studies that meet more than five points can be taken as a reference, while findings from studies with only one or two points are treated as supportive. All the studies lacked a control group, so this doesn't differentiate between studies, but it does limit the claim that the increase was caused by the intervention. All studies are still included in the synthesis.

Based on the literature selection process carried out according to the inclusion and exclusion criteria, 10 articles were obtained that met the criteria for further analysis. These articles were then extracted based on research characteristics, including article identity, subject characteristics, types and application of media, research design, and results related to high school students' self-confidence. The extraction process is an important part of an SLR because

information from each study needs to be collected in a structured way before synthesis (Xiao & Watson, 2019). A summary of the extraction results for the 10 included articles is presented in Table 4.

Table 4.
Extraction and Synthesis Matrix of 10 Included Articles

Study	Media and intervention mechanisms	Design, number of subjects, and number of sessions	Instruments and indicators of self-confidence	Measurement results	Relative change	Statistical test	JBI	Methodological limitations
A. Board/card games (6 studies)								
Devi et al. (2025)	Snakes and Ladders (From Shy to Shine). Mastery experience, modeling, and social support (Bandura).	One-group pretest-posttest; n = 6; 1 session	4-point Likert, 21 items, α = 0.882. Indicators (Lauster): self-confidence, optimism, objectivity, responsibility, rationality, realism.	63,7 → 79,8	+25,4%	Wilcoxon, Z = −2,207; p = 0,027	5/6	n is very small; just one pre-post
Trisniati et al. (2025)	Truth or Dare cards (cycle II based on Wordwall). Supportive and non-judgmental environment (Rogers), simulations, mutual appreciation among members.	PTBK (Kemmis & McTaggart); n = 8; 2 cycles	Questionnaire with 29 statements; validity/reliability not reported; indicators not detailed.	Low category 100% → medium 88% and high 13%	Cannot be counted (category data)	Nothing	4/6	Without statistical tests; raw scores not shown; media changed in cycle II
Prasetyoaji et al. (2024)	Monopoly game (modified). Play, answer challenges, discussion with the counselor; theoretical mechanisms are not explained.	One-group pretest-posttest; n = 10 (isolated students); 3 meetings	Questionnaires, observations, sociometry; items and validity/reliability are not reported; indicators are not detailed.	45,2 → 57,8	+27,9%	Wilcoxon, p = 0,005	3/6	One pre-post; validity/reliability not reported; test reporting inconsistent
Ekasari (2020)	Monopede (Confidence Monopoly): Action cards, Self-Reveal cards, rewards. Experiential learning.	PTBK; n = 11; 2 cycles	Psychology scale; items and validity/reliability are not reported. Indicators: self-confidence, optimism, being objective, responsible, rational, realistic.	High category 74.5% → very high 90.9% (cycle I → II)	Cannot be counted (category data)	Nothing	3/6	Table data and percentages are inconsistent; no statistical test

Study	Media and intervention mechanisms	Design, number of subjects, and number of sessions	Instruments and indicators of self-confidence	Measurement results	Relative change	Statistical test	JBI	Methodological limitations
Suwardika et al. (2026)	Confidence Card (R&D product): reflective questions, positive statements, challenges; positive reinforcement through group dynamics.	R&D (ADDIE), pre-post testing; n not reported; sessions not mentioned	Questionnaire; the items and reliability scores are not reported; indicators are not detailed.	Raw scores were not reported; N-Gain 0.805	Cannot be counted (raw score not available)	No inferential test	2/6	n and raw data are not available; just one pre-post
Kembaren et al. (2025)	Wheel Spins: turns to speak, peer feedback, rewards; motivational video in cycle II.	PTBK; n = 6; 3 cycles	Likert questionnaire, AKPD, observation; items and validity/reliability not reported; indicators not detailed (participation, speaking courage, reflection).	Achievement 71.4% → 85.7% → 100% (cycle I–III)	Cannot be counted (achievement percentage)	Called a paired t-test; results not reported	1/6	No pre-post scores; inconsistent number of subjects; unclear measurement tools
B. Affirmation card (1 study)								
Masitoh et al. (2026)	Affirmation Card: positive statements strengthen your view of yourself (self-affirmation) and group support.	One-group pretest-posttest; n = 10; 5 sesion	Likert questionnaire; items not reported; validity/reliability stated without numbers; indicators not detailed.	118,60 → 167,00	+40,8% (N-Gain 0,6256)	Paired t-test, p = 0,000	4/6	One pre-post; validity/reliability not reported
C. Audiovisual/film (2 studies)								
Ilyas et al. (2026)	Cinema Therapy: the vicarious experience through character identification, reflection, and guided discussion.	One-group pretest-posttest (quasi-experiment); n = 9; 4 sessions (60–90 minutes)	4-choice Likert, 32 items, α = 0.881. Five indicators: self-confidence, courage to speak up, independence, optimism, self-acceptance, and positive interaction.	58,33 → 65,44	+12,2%	Paired t-test, p = 0,004	5/6	One pre-post; small n and selected from low scores (regression to the mean)
Susilaningsih (2018)	A film about self-confidence and group discussions to explore feelings and attitudes.	One-group pretest-posttest (experiment); n = 10; 2 meetings (60 minutes)	A 25-item Likert questionnaire; validity/reliability stated without numbers. Indicators: self-confidence, objectivity, responsibility, independence from others, optimism.	62 → 72	+16,1%	independent sample t-test formula; results are inconsistent	3/6	The test formula isn't suitable for paired data; numbers are inconsistent; just one pre-post
D. A mix of games and movies (1 study)								

Study	Media and intervention mechanisms	Design, number of subjects, and number of sessions	Instruments and indicators of self-confidence	Measurement results	Relative change	Statistical test	JBI	Methodological limitations
Kirana et al. (2023)	Antaboga game + Dhandanggulo video: answering question cards (experience of successfully giving opinions) and motivational video.	One-group pretest-posttest; n = 12; 3 games (4 players), video at the end	4-point Likert; 23 out of 40 items are valid; α = 0.875; indicators are not detailed.	52,1 → 78,5	+50,7%	Paired t-test, p = 0,000	5/6	One pre-post; the effects of games and movies can't be separated

Note: n = number of subjects; PTBK = guidance and counseling action research. Relative change = (final score − initial score) ÷ initial score, calculated from the reported average scores; each study uses a different scale, so comparisons are only indicative. The average score for Devi et al. (2025) is calculated from individual scores. JBI = number of items met out of 6 applicable items (see Table 6). None of the studies had a control group. Studies are grouped based on the type of media and sorted by total JBI within each group.

Discussion

The ten articles reviewed consist of three guidance and counseling action research studies (PTBK), six one-group pretest-posttest studies, and one development study (R&D). In studies that reported the number of subjects, participants ranged from 6–12 students, and based on Table 3, no study used a control group. The methodological quality of the studies varied (1/6 to 5/6 JBI items met). These characteristics serve as a basis for interpreting all subsequent findings.

The discussion answers the three RQ based on patterns reported in the studies, then interprets them using three theoretical frameworks: social cognitive theory covering self-efficacy and social learning (Bandura, 1977), group dynamics and group therapeutic factors (Lewin, 1947; Prayitno, 1995; Yalom & Leszcz, 2005), and experiential learning (Kolb, 1984). These frameworks align with the Introduction, which views self-confidence as developing through social relationships and interactive experiences (Fatchurahman, 2012; Prayitno, 1995). Since all the studies used a single-group design and none directly measured psychological mechanisms, the explanation of the mechanisms is interpretative and considered a hypothesis that can be tested, not a causal finding.

RQ 1: the media used and its application in group guidance to boost high school students' self-confidence

The media used can be grouped into four categories (Table 4), namely (A) board/card games (Roda Berputar, Snakes and Ladders, Monopoli, Monopede, Truth or Dare, and Kartu Percaya Diri), (B) kartu afirmasi, (C) audiovisual (films and Cinema Therapy), and (D) a mix of games and films (Antaboga with video). This grouping is analytical because some media combine more than one form, for example, Wheel of Fortune, which added motivational videos in cycle II.

In group A, students were asked to take action. They shared their opinions one by one and received feedback on the "Roda Berputar" (Br Kembaren et al., 2025), answered speaking challenges on "Snakes and Ladders" (Devi et al., 2025), carried out Action and Express Yourself cards on "Monopede" (Eka, 2020), and responded to questions and challenges which were then discussed with the counselor in "Monopoly" (Prasetyoaji et al., 2024). The card format contained tasks and questions that could be adjusted, like in "Truth or Dare" (Trisniati et al., 2025) and "Kartu Percaya Diri" (Suwardika & Suastini, 2026). This pattern aligns with

simulation games and challenge cards that train students to speak in front of a group (Asmara, 2018; Hasibuan, Deliati, & Harahap, 2025). "Kartu Afirmasi" (group B) contain positive statements about oneself that students say with the support of the group (Masitoh et al., 2026).

In audiovisual media (group C), students first observe, then process it through discussion and reflection, both in films with themes of self-confidence and Cinema Therapy, which adds guided reflection and links the character's experiences with the students' experiences (Ilyas et al., 2026) This implementation aligns with (Maulidyah & Muwakhidah, 2024). Group D combines question cards about experiences of successfully expressing opinions with motivational videos (Kirana et al., 2023), so it includes both acting and observing activities in a single session. All four groups encourage students to participate, speak up, express themselves, and interact, making the media a trigger for activity and group dynamics, rather than just a means to deliver content.

According to (Bandura, 1977), self-belief is formed from four sources: mastery experiences, vicarious experiences, verbal persuasion, and affective states. Group A was given the opportunity to experience small successes in front of friends (Devi et al., 2025; Eka, 2020) along with verbal persuasion from friends (Br Kembaren et al., 2025; Trisniati et al., 2025). Group B was more focused on verbal persuasion (Masitoh et al., 2026), group C on vicarious experiences through a role model (Ilyas et al., 2026), and group D combined direct and vicarious experiences (Kirana et al., 2023). A pleasant atmosphere can be related to affective states, considering (Suwardika & Suastini, 2026) reported a decreased fear of interacting. This mapping is only a tendency because one medium can include more than one source. It should also be noted that some studies use a confidence indicator similar to Lauster's indicator (Table 4), which overlaps but is not identical to self-efficacy. Bandura's theory is therefore used as an interpretive framework, not as evidence that self-efficacy changes.

RQ 2: the results of implementing group counseling services assisted by media on high school students' self-confidence based on previous research

All studies reported positive changes in self-confidence with different types of evidence. In pre-post studies, scores increased, for example from 52.1 to 78.5 (Kirana et al., 2023) and from 118.60 to 167.00 (Masitoh et al., 2026), with significant Wilcoxon or paired t-test results in some studies (Table 4). In three action research studies, the evidence came in the form of category shifts across cycles (Br Kembaren et al., 2025; Eka, 2020; Trisniati et al., 2025), while development studies reported an N-Gain of 0.805 in a limited trial, which is more accurately understood as preliminary product evidence (Suwardika & Suastini, 2026). Changes were also seen in behavior, such as courage in speaking, making eye contact, and expressing opinions (Br Kembaren et al., 2025; Eka, 2020; Ilyas et al., 2026). The magnitude of changes cannot be compared because the instruments and scales were different. Services ranged from a single session (Devi et al., 2025) up to five sessions (Masitoh et al., 2026), and improvements were reported in all of these variations, but the relationship between the number of sessions and the size of the change could not be determined because the session content, instruments, subjects, and design were different.

Theoretically, gradual changes between cycles align with the accumulation of success experiences and the growth of group cohesion over meetings (Yalom & Leszcz, 2005). However, these changes can also come from improved facilitation, since cycle II in (Trisniati et al., 2025) included media modifications as well as ice-breaking activities and peer appreciation. Behavior change aligns with the idea that self-confidence is built through real actions, but the relationship is reciprocal, and pre-post data can't determine the direction.

Rapid change after one session (Devi et al., 2025) might reflect success experiences and peer support, but it could also be influenced by the novelty of the activities, the tendency to respond as expected (Orne, 1962), and regression toward the mean among low-scoring subjects (Ilyas et al., 2026).

The strength of the evidence needs to be read together with Table 3. Three studies with a JBI score of 5/6 (Devi et al., 2025; Ilyas et al., 2026; Kirana et al., 2023) can be considered more reliable, while studies with only one or two points (Br Kembaren et al., 2025; Suwardika & Suastini, 2026) are treated as supporting evidence. In (Susilaningsih, 2018), the test used wasn't appropriate for paired data, so its results weren't taken as a basis. With small groups, designs without control groups, and all studies reporting positive results (so publication bias needs to be considered), this SLR can only conclude that media-assisted group guidance is consistently reported to be related to increased self-confidence. The evidence isn't enough yet to determine the most effective media or number of sessions..

RQ 3: Advantages and Limitations of Implementing Group Guidance Assisted by Media

The main advantage of using media is increased student engagement. Media provides clear structure and tasks, like taking turns speaking (Br Kembaren et al., 2025), challenges in Monopoly (Prasetyoaji et al., 2024), and questions in Truth or Dare (Trisniati et al., 2025), giving students the chance to talk and interact. Media also links guidance material to direct or substitute experiences, such as modeling and social support in "ular tangga" (Devi et al., 2025), reflections through movie characters (Ilyas et al., 2026; Susilaningsih, 2018), and elements of local wisdom in Antaboga (Kirana et al., 2023). In addition, some studies report that media is engaging, easy to understand, and fun(Devi et al., 2025; Ilyas et al., 2026; Prasetyoaji et al., 2024; Suwardika & Suastini, 2026) , with Monopede even being considered more interesting than lectures (Eka, 2020). However, appeal alone isn't enough because engagement also depends on how the media is used.

The limitations of implementation are not reported consistently. Only Trisniati et al (2025), Susilaningsih (2018), and Ilyas et al (2026) explain them explicitly. The limitations can be grouped into three. First, media design: in Truth or Dare, some students were passive at the beginning, cards could repeat, and the language on the cards needed to be simplified, so media modification, ice breaking, and peer appreciation were done (Trisniati et al., 2025). Second, facilitation: the effectiveness of Cinema Therapy depends on the suitability of the film theme, the management of reflective discussion, and student engagement (Ilyas et al., 2026), so the media doesn't automatically lead to an effective guidance process. Third, design and reporting: one-group design, limited subjects, few sessions, and possible response bias restrict interpretation (Ilyas et al., 2026; Susilaningsih, 2018), while information about the process and implementation obstacles in many studies is not detailed.

Overall, the apparent characteristics that support implementation include clear instructions, stimuli that match the students and service goals, activities that encourage direct engagement, as well as facilitation through discussion and reflection. These characteristics are a synthesis of the reported patterns, not factors whose effectiveness have been directly tested. At the same time, these characteristics raise questions about the role of each service component, which are discussed below.

Psychological Mechanisms and the Separation of Roles of Media, Facilitators, Student Interactions, and Reflection

Media as a stimulus. In the social-cognitive framework, media is better understood as a trigger for situations rather than a direct cause of change. Its impact depends on the

experiences it sparks, such as successfully overcoming challenges, receiving positive responses, or having relevant models. Evidence that media alone is not enough can be seen in Truth or Dare, where some students remained passive during the initial stages (Trisniati et al., 2025). Kartu Afirmasi (Masitoh et al., 2026) are said to be based on self-affirmation, even though self-affirmation generally involves reinforcing values important to oneself (Cohen & Sherman, 2014; Steele, 1988), so their effect is more likely also influenced by verbal persuasion and group support.

Facilitator. A facilitator creates a safe and non-judgmental environment (Rogers, 1970; Trisniati et al., 2025), establishes group norms (Prayitno, 1995; Yalom & Leszcz, 2005), and turns stimuli into discussion through prompting questions and verbal reinforcement (Ilyas et al., 2026; Prasetyoaji et al., 2024). Rewards and motivational videos in the "Roda Berputar" (Br Kembaren et al., 2025) are also verbal persuasion from the service provider, not from the media. Since no study has altered facilitation with the same media, or vice versa, the influence of the facilitator cannot be separated from the media, and the counselor's attention remains an alternative explanation.

student interaction. From the perspective of group dynamics, cohesion, universality, interpersonal learning, and imitation behavior (Yalom & Leszcz, 2005) this can be seen in peer feedback, mutual appreciation among members, and social support. Seeing peers succeed can strengthen the belief that the same thing can be done (Bandura, 1977; Festinger, 1954), and the opportunity to be accepted by the group might be meaningful for isolated students (Prasetyoaji et al., 2024). However, challenges in front of peers can trigger feelings of being evaluated in shy students, and the quality of interaction wasn't measured in any of the studies.

Reflection process. Experiences need to be interpreted in order to influence self-confidence, because information from experiences is cognitively evaluated (Bandura, 1977) and learning from experiences happens through reflective observation, not just concrete experience (Kolb, 1984). This aligns with RQ 3, suggesting that media should be accompanied by discussion and reflection, as seen in guided reflection (Ilyas et al., 2026), discussions after films (Susilaningsih, 2018), and reflective questions (Suwardika & Suastini, 2026). However, reflection is integrated with discussion and facilitation, and its quality is not reported.

Connections between components. Media triggers activities that generate experiences. The quality of experiences is shaped by the climate created by the facilitator and peer feedback. Reflection interprets experiences into new evaluations of one's abilities, which shows up as confidence in speaking and generating new experiences. In this flow, the influence of media is hypothetically indirect and depends on three other components, in line with the pattern in Table 4 and RQ 3.

Previous research has reported that group guidance without media can boost self-confidence (Firdaus & Arifin, 2019; Sunardi, 2023), and the same goes for previous SLR (Ardila et al., 2024; Sanjaya & Fitri, 2025). Since no study has compared group guidance with and without media, this review cannot conclude that media adds value over the group process itself. A more cautious assumption is that media increases the chances of meaningful interaction and reflection, especially for students who find it hard to start speaking, and this assumption needs to be tested. For practice, the choice of media should be accompanied by planning the experiences you want to trigger, the facilitator's role, and reflection questions. For future research, a comparative design is needed that separates the components (media with reflection, without media with the same facilitator, and media without structured

reflection), measuring mediators like sources of self-efficacy, group cohesion, and, the quality of reflection, as well as reporting the facilitator's role and the reflection procedures.

This study has a few limitations. First, the main search was conducted through Google Scholar with additional searches via Garuda, which didn't yield any extra studies, so relevant articles from other databases might not have been identified. Second, methodological quality was assessed using the JBI Critical Appraisal Checklist for Quasi-Experimental Studies (Table 3), but all studies were still included, so the narrative synthesis didn't give different weight based on JBI scores. The scores were only used to distinguish findings that can be more relied on from those that are more supportive. Items B2, B3, and B4 also didn't apply to all studies since there were no comparison groups, so the quality assessment didn't cover those aspects. The synthesis was done narratively and didn't produce a combined effect size..

The next limitation is related to the heterogeneity of the studies reviewed. There are only 10 articles that meet the inclusion criteria, and the primary studies tend to have small sample sizes. In addition, the studies differ in research design, measurement instruments, types of media, and units of service delivery, such as sessions, meetings, or cycles. These differences make it impossible to directly compare the results between studies, including determining the most effective type of media or number of sessions.

In addition, the synthesis relies on the information reported in each article. Information about the number of sessions, the process of implementing the media, and the limitations during implementation is not reported consistently, which limits the depth of analysis regarding implementation characteristics and factors that might affect service outcomes. Therefore, the findings of this review are more accurately understood as mapping out the types of media, implementation patterns, outcome trends, as well as the strengths and limitations of their use, rather than serving as a basis for determining the relative effectiveness of a particular type of media or the optimal number of service sessions.

Conclusion

Based on a Systematic Literature Review of 10 articles, media used in group guidance to boost high school students' self-confidence can be categorized into four types: board/card games, affirmation cards, audiovisuals, and a mix of games and films. All of them are used as stimuli to encourage students to speak, express themselves, interact, and reflect on their experiences. All studies reported positive changes in self-confidence, whether through scores, statistical tests, categories, or behaviors, over one to five sessions, with no consistent pattern between the number of sessions and the amount of change. The most frequently reported advantages were increased student engagement, hands-on experiences, and media appeal, while the limitations included media design, the need for facilitation and reflection, and research design.

Interpretively, the influence of media seems to be indirect. Media trigger activities and experiences of success, observation, or verbal reinforcement, while facilitators, peer interactions, and reflection play a role in shaping and interpreting those experiences into self-confidence. Since all studies used a single-group design without a comparison, the contribution of each component can't be separated, and the added value of media over group guidance without media can't be concluded. So, the findings of this review show promising signs, but they're not strong enough yet to determine the most effective media or number of sessions.

In guidance and counseling practice, choosing the right media should be accompanied by planning the experiences you want to trigger, the facilitator's role, and reflection questions. Future research should use experimental or quasi-experimental designs with comparison groups that separate the media, facilitation, and reflection components, measure mediators like self-efficacy sources and group cohesion, and report the number of sessions and implementation processes in detail. The next reviews could also expand the search database so that the strength of evidence on the effectiveness of media in group guidance can be better understood.

Acknowledgments

The authors would like to express their appreciation to Universitas Negeri Surabaya for its academic environment and scholarly support. The authors also acknowledge the researchers whose published studies provided the empirical foundations for this systematic literature review.

Ethical Statement

Ethical approval was not required for this study because it was conducted exclusively through a systematic literature review of previously published research. The study did not involve direct recruitment of human participants, primary data collection, experimental interventions, or the collection of private personal information. The authors adhered to principles of academic integrity through transparent literature selection, methodological quality appraisal, accurate synthesis, and appropriate citation of the original sources.

Artificial Intelligence (AI) Use Statement

Artificial intelligence (AI) tools were used solely to assist with language editing, grammatical correction, and improving the clarity and readability of the manuscript. AI was not used to identify or select studies, extract research data, assess methodological quality using the JBI checklist, conduct descriptive-narrative synthesis, interpret the findings, or formulate research conclusions. All scholarly interpretations, references, and substantive content were reviewed and verified by the authors, who take full responsibility for the accuracy, originality, and integrity of the manuscript.

Author Contributions

Raisya Presiri contributed to the conceptualization, literature searching, study screening and selection, data extraction, methodological quality assessment, descriptive-narrative synthesis, interpretation of findings, and preparation of the original manuscript. Denok Setiawati contributed to the conceptualization, methodological guidance, research supervision, validation of the literature selection and synthesis, theoretical interpretation, and critical review and revision of the manuscript. Both authors reviewed and approved the final version of the manuscript.

Funding Statement

The authors declare that this research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Conflict of Interest Statement

The authors declare that they have no financial, professional, institutional, or personal conflicts of interest that could have influenced the conduct, analysis, interpretation, or publication of this research.

REFERENCES

Ardila, P., Sitanggang, I. A., Musthofa, M. A., Destriyanti, N., Tazkia, A. T., & Hamidah, S. (2024). *Systematic Literature Review: Layanan Konseling Kelompok Sebagai Upaya Meningkatkan Rasa Percaya Diri Siswa*. *2*.

Asmara, T. (2018). *Peningkatan Kepercayaan Diri Berbicara Melalui Layanan Bimbingan Kelom- pok Teknik Permainan Simulasi*.

Azzahra, I., Suhendri, S., & Iffah, L. (2024). Tingkat kepercayaan diri siswa kelas X di SMA Negeri 5 Semarang. *TERAPUTIK: Jurnal Bimbingan Dan Konseling*, *8*(1), 107–111. https://doi.org/10.26539/teraputik.812747

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, *84*(2), 191–215. https://doi.org/10.1037/0033-295X.84.2.191

Barker, T. H., Habibi, N., Aromataris, E., Stone, J. C., Leonardi-Bee, J., Sears, K., … Munn, Z. (2024). The revised JBI critical appraisal tool for the assessment of risk of bias for quasi-experimental studies. *JBI Evidence Synthesis*, *22*(3), 378–388. https://doi.org/10.11124/JBIES-23-00268

Br Kembaren, U. S., Harfiani, R., & Rkt, I. M. (2025). Meningkatkan Self-Confidence Melalui Bimbingan Kelompok Dengan Menggunakan Media Roda Berputar Di SMA Negeri 3 Medan. *Edu Society: Jurnal Pendidikan, Ilmu Sosial Dan Pengabdian Kepada Masyarakat*, *5*(2), 66–75. https://doi.org/10.56832/edu.v5i2.1017

Christanto, F. A., Susilo, T. D., & Windrawanto, Y. (2018). *Effect of self-confidence on high school student's social adjustment*.

Cohen, G. L., & Sherman, D. K. (2014). The Psychology of Change: Self-Affirmation and Social Psychological Intervention. *Annual Review of Psychology*, *65*(1), 333–371. https://doi.org/10.1146/annurev-psych-010213-115137

Cooke, A., Smith, D., & Booth, A. (2012). Beyond PICO: The SPIDER Tool for Qualitative Evidence Synthesis. *Qualitative Health Research*, *22*(10), 1435–1443. https://doi.org/10.1177/1049732312452938

Devi, M. M., Ardiansyah, M. N., Ramadhana, D. B., & Andriana, R. (2025). "*From Shy To Shine": Innovation Of Snakes And Ladders Media To Enhance Students' Self-Confidence*.

Eka, D. (2020). Bimbingan Kelompok Dengan Permainan Monopede Untuk Meningkatkan Percaya Diri Peserta Didik Di SMA Negeri 1 Brebes. *JCOSE Jurnal Bimbingan Dan Konseling*, *2*(02), 19–27. https://doi.org/10.24905/jcose.v2i02.56

Fatchurahman, M. (2012). Kepercayaan Diri, Kematangan Emosi, Pola Asuh Orang Tua Demokratis dan Kenakalan Remaja. *Persona:Jurnal Psikologi Indonesia*, *1*(2). https://doi.org/10.30996/persona.v1i2.27

Festinger, L. (1954). A Theory of Social Comparison Processes. *Human Relations*, *7*(2), 117–140. https://doi.org/10.1177/001872675400700202

Firdaus & Arifin. (2019). Upaya Meningkatkan Kepercayaan Diri Melalui Layanan Bimbingan Kelompok Pada Siswa Kelas Vii C Mts. Negeri 1 Banyuwangi. *Jurnal Bina Ilmu Cendekia*, *1*(2), 110–124. https://doi.org/10.46838/jbic.v1i2.57

Hasibuan, T. S., Deliati, D., & Harahap, M. F. (2025). Penerapan Bimbingan Kelompok Dengan Menggunakan Pendekatan Problem Solving Melalui Media Kantong Misteri Untuk Meningkatkan Keterampilan Berbicara Siswa Kelas X TKJ di SMK Negeri 4 Medan.

Edu Society: Jurnal Pendidikan, Ilmu Sosial Dan Pengabdian Kepada Masyarakat, *5*(2), 01–11. https://doi.org/10.56832/edu.v5i2.983

Ilyas, A. M., Galugu, N. S., & Pribadi, I. (2026). *Efektivitas Bimbingan Kelompok Berbasis Cinema Therapy dalam Meningkatkan Kepercayaan Diri Peserta Didik di SMA Negeri 1 Palopo*.

Kirana, Sancaya, Setyaputri, & Khususiyah. (2023). Efektivitas Penggunaan Permainan Antaboga Berbasis Sinema Edukasi Dhandanggulo Untuk Meningkatkan Self Confidence Siswa. *Helper : Jurnal Bimbingan Dan Konseling*, *40*(2), 77–90. https://doi.org/10.36456/helper.vol40.no2.a7608

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, N.J: Prentice-Hall.

Lewin, K. (1947). Frontiers in Group Dynamics: Concept, Method and Reality in Social Science; Social Equilibria and Social Change. *Human Relations*, *1*(1), 5–41. https://doi.org/10.1177/001872674700100103

Marsela, F., Wahdani, N., Nurhasanah, Bahri, S., & Rosita, D. (2023). Efektivitas Media Permainan Monopoli Dalam Terapi Bermain Untuk Meningkatkan Kepercayaan Diri Pada Siswa. *Visipena*, *14*(1), 1–13. https://doi.org/10.46244/visipena.v14i1.2155

Masitoh, D. I. A., Ratnawati, V., & Setyaputri, N. Y. (2026). *Meningkatan Rasa Percaya Diri Melalui Bimbingan Kelompok Menggunakan Media Kartu Afirmasi pada Siswa SMA*.

Maulidyah, F. E., & Muwakhidah, M. (2024). Efektivitas Teknik Cinema Therapy Dalam Konseling Kelompok Untuk Meningkatkan Kepercayaan Diri Siswa Sma. *Jurnal Pembelajaran, Bimbingan, Dan Pengelolaan Pendidikan*, *4*(12), 10. https://doi.org/10.17977/um065.v4.i12.2024.10

Orne, M. T. (1962). On the social psychology of the psychological experiment: With particular reference to demand characteristics and their implications. *American Psychologist*, *17*(11), 776–783. https://doi.org/10.1037/h0043424

Page, M. J., Moher, D., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., … McKenzie, J. E. (2021). PRISMA 2020 explanation and elaboration: Updated guidance and exemplars for reporting systematic reviews. *BMJ*, n160. https://doi.org/10.1136/bmj.n160

Prasetyoaji, A., Zaky, U., & Nurdiyansyah, D. (2024). *Efektifitas Bimbingan Kelompok Berbasis Game Monopoli dalam Peningkatan Rasa Percaya Diri Siswa*.

Prayitno. (1995). *Layanan bimbingan dan konseling kelompok: Dasar dan profil*. Jakarta: Ghalia Indonesia.

Rogers, C. R. (1970). *On becoming a person: A therapist's view of psychotherapy* (16. print). Boston: Mifflin.

Sanjaya, T. Y., & Fitri, D. (2025). *Systematic Literature Review: Bimbingan Kelompok Sebagai Upaya Meningkatkan Kepercayaan Diri Pada Peserta Didik*. *1*(2).

Sari, E. Y., & Samudera, A. (2025). Reliabilitas Dan Validitas Konstruk Skala Kepercayaan Diri Pada Siswa Sekolah Menengah Atas. *Jurnal RAP (Riset Aktual Psikologi Universitas Negeri Padang)*, *16*(1), 22. https://doi.org/10.24036/rapun.v16i1.127543

Siddaway, A. P., Wood, A. M., & Hedges, L. V. (2019). How to Do a Systematic Review: A Best Practice Guide for Conducting and Reporting Narrative Reviews, Meta-Analyses, and Meta-Syntheses. *Annual Review of Psychology*, *70*(1), 747–770. https://doi.org/10.1146/annurev-psych-010418-102803

Steele, C. M. (1988). The Psychology of Self-Affirmation: Sustaining the Integrity of the Self. In *Advances in Experimental Social Psychology*: *Vol. 21*. *Advances in Experimental Social Psychology Volume 21* (pp. 261–302). Elsevier. https://doi.org/10.1016/S0065-2601(08)60229-4

Sunardi, D. (2023). Upaya Meningkatkan Kepercayaan Diri Siswa dengan Melalui Layanan Bimbingan Kelompok pada Siswa Kelas VIII-C SMP Negeri 1 Greged Kabupaten Cirebon Tahun Pelajaran 2023/2024. *Edulead : Journal of Education Management*, *5*(2). https://doi.org/10.47453/edulead.v5i2.1620

Susilaningsih, C. Y. (2018). *Efektivitas Layanan Bimbingan Kelompok Berbantuan Media Film Untuk Meningkatkan Kepercayaan Diri Siswa Sman 2 Mejayan Kabupaten Madiun*.

Suwardika, I. P. W., & Suastini, N. (2026). *Pengembangan Model Layanan Bimbingan Kelompok Berbasis Permainan Edukatif Untuk Meningkatkan Kepercayaan Diri Siswa Pada Sma Negeri 2 Semarapura TAHUN 2026*. *18*(3).

Trisniati, M., Sukainah, & Putri, R. M. P. (2025). Upaya Meningkatkan Kepercayaan Diri Peserta DidikMelalui Layanan Bimbingan KelompokDengan Media Kartu TruthOr Dare. *Jurnal Ilmiah Wahana Pendidikan, Oktober 2025, 11 (10.D), 193-200*, *Vol 11 No 10.D (2025)*.

Xiao, Y., & Watson, M. (2019). Guidance on Conducting a Systematic Literature Review. *Journal of Planning Education and Research*, *39*(1), 93–112. https://doi.org/10.1177/0739456X17723971

Yalom, I. D., & Leszcz, M. (2005). *The theory and practice of group psychotherapy* (5th ed). New York: Basic Books.