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GROUP GUIDANCE WITH SCENARIO MATRIX ANALYSIS (SMAL) SELF-EFFICACY IN NON-FAVORITE JUNIOR HIGH SCHOOL STUDENTS

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Abstract

This study aims to test the effectiveness of Scenario Matrix Analysis for Learning (SMAL) on students of a non-favorite junior high school in North Kalimantan. Self-efficacy is an individual's belief in their ability to complete tasks and face challenges. Through a systematic group guidance approach, students are trained to identify problems, analyze causal factors, formulate solutions, and reflect on the results in a structured manner. The research method used was a pre-experiment with a one-group pretest-posttest design. The results showed a significant increase in self-efficacy scores after participating in the intervention. These findings indicate that Group Guidance with SMAL is effective in improving the self-efficacy of non-favorite junior high school students.

Keywords: : *group guidance, SMAL, self-efficacy, Non-Favorite Junior High School students* .

Introduction

Self-efficacy is a fundamental psychological construct that plays a critical role in shaping students' academic behavior, personality development, and learning achievement. According to Bandura (Garrido, 2025), self-efficacy influences how individuals think, feel, motivate themselves, and act when encountering challenges. Students with strong self-efficacy tend to demonstrate perseverance, confidence, and active engagement in learning tasks, whereas students with low self-efficacy often show avoidance behavior, low persistence, and fear of failure.

Preliminary observations conducted at Muhammadiyah 1 Middle School in Tarakan revealed that a considerable number of eighth-grade students exhibited low self-efficacy, as indicated by lack of self-confidence, a tendency to give up easily, and avoidance of academically challenging tasks. These conditions potentially hinder students' academic development and limit their ability to cope adaptively with learning demands, highlighting the need for effective intervention strategies within the school counseling context.

Bandura's social cognitive theory emphasizes that self-efficacy influences task selection, effort expenditure, and persistence (Bandura, as cited in Egele et. al, 2025). Individuals with low self-efficacy are more likely to avoid challenging tasks, while those with high self-efficacy tend to approach tasks enthusiastically and persist despite difficulties. Previous studies have identified several sources of self-efficacy, including mastery experiences, vicarious learning (modeling), verbal and non-verbal persuasion, and physiological and emotional states. Among these, mastery experiences—direct

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involvement in meaningful activities are considered the most influential source of self-efficacy development.

In the context of school counseling, group guidance has been recognized as a preventive and developmental service that facilitates interaction, experience sharing, and problem-solving among students. Aliyah (2023) describes group guidance as a structured process of providing assistance in a group setting, enabling students to actively participate, reflect on their experiences, and learn from others. Several studies have shown that group-based interventions can enhance students' self-efficacy through peer interaction and guided reflection.

However, despite the growing body of research on group guidance and self-efficacy, existing studies largely focus on conventional discussion-based or lecture-oriented group guidance models. There is limited empirical research examining the effectiveness of group guidance integrated with a scenario matrix analysis approach as a structured method to enhance students' self-efficacy, particularly at the junior secondary school level. This indicates a clear research gap regarding the use of scenario-based analytical frameworks within group guidance services to systematically strengthen students' self-efficacy.

Scenario matrix analysis is an approach that guides students to analyze themselves and their situations based on internal and external factors through four quadrants (Quadrant I, II, III, and IV). Each quadrant encourages students to identify current conditions, predict future possibilities, evaluate potential risks and opportunities, and take responsibility for decision-making. This approach is expected to promote deeper self-reflection, problem identification, cause–effect analysis, solution formulation, and reflective evaluation.

Therefore, this study aims to examine the effectiveness of group guidance using a scenario matrix analysis approach in improving the self-efficacy of eighth-grade students at Muhammadiyah 1 Middle School in Tarakan. The significance of this study lies in its contribution to counseling practice by offering an innovative, structured, and contextual group guidance model that can be utilized by school counselors to foster students' self-efficacy more effectively.

The hypothesis of this study is that group guidance services employing a scenario matrix analysis approach have a significant positive effect on students' self-efficacy. The independent variable in this study is group guidance using scenario matrix analysis, while the dependent variable is students' self-efficacy. The study employs a quantitative approach using a quasi-experimental design with pretest and posttest measurements to assess changes in students' self-efficacy levels.

In this study, self-efficacy refers to students' beliefs in their ability to successfully complete academic tasks and overcome learning challenges, while group guidance refers to a structured counseling service conducted in a group setting to facilitate personal and academic development.

Method

This study adopted a quantitative approach employing a pre-experimental one-group pretest–posttest design, which is commonly used in educational and counseling research to examine the effectiveness of interventions when randomization and control groups are not feasible. Recent methodological studies confirm that this design remains appropriate for preliminary intervention research, particularly in school-based counseling contexts where ethical and practical constraints limit experimental control (Capili & Anastasi., 2024).

The purpose of this design was to evaluate the effectiveness of group guidance using scenario matrix analysis in improving students' self-efficacy. Participants' self-efficacy

levels were measured prior to the intervention (pretest), followed by structured group guidance sessions, and subsequently reassessed after the intervention (posttest). This within-subject comparison enables direct observation of changes attributable to the intervention (Sagala &Daulay, 2025).

The research population consisted of students at Muhammadiyah 1 Junior High School, Tarakan. Based on an initial screening, 64 students were identified as having low self-efficacy. From this group, participants were selected using purposive sampling, a technique widely recommended in applied psychological and counseling research to ensure that participants meet specific intervention-related criteria (Hedo & Katmini, 2022).

The inclusion criteria were:

1. Students demonstrating low self-efficacy scores on the screening instrument, and
2. Students recommended by the school guidance and counseling teacher as requiring self-efficacy development.

Using these criteria, six students were selected as participants. Although the sample size was limited, recent statistical literature emphasizes that small-sample intervention studies remain methodologically sound when the analysis focuses on within-group change and employs appropriate statistical techniques (Lizandra et.al., 2025).

Self-efficacy was measured using a questionnaire developed in accordance with contemporary self-efficacy measurement guidelines, focusing on task engagement, effort, persistence, and coping with challenges. Instrument development followed current best practices in psychological scale construction and validation (Chao & Liang, 2025).

Content validity was ensured through expert judgment by two certified guidance and counseling professionals. Construct validity was strengthened by aligning questionnaire items with theoretically established dimensions of self-efficacy and by analyzing pretest–posttest score changes to confirm sensitivity to intervention effects.

Prior to implementation, the instrument was tested on 60 students outside the research sample. Item analysis using SPSS version 26 showed that 47 out of 50 items met validity criteria ($p > 0.05$). Instrument reliability testing using Cronbach's Alpha produced a coefficient of 0.922, indicating excellent internal consistency according to contemporary psychometric standards (Pratiwi et al., 2024).

The intervention was conducted in seven sessions, comprising one pretest session, five core group guidance sessions using scenario matrix analysis, and one posttest session. The scenario matrix analysis guided students to systematically examine internal strengths and weaknesses as well as external opportunities and challenges, formulate alternative future scenarios, and evaluate adaptive strategies.

Recent studies indicate that scenario-based and reflective learning interventions effectively enhance self-efficacy by promoting mastery experiences, self-regulation, and cognitive readiness in uncertain situations (Shi et al., 2025).

Data analysis followed a structured sequence. First, descriptive statistics were calculated to summarize students' self-efficacy levels before and after the intervention. Data normality was examined using the Shapiro–Wilk test, which is strongly recommended for small sample sizes in behavioral research (Purnomo et al., 2024).

Homogeneity of variance was tested using Levene's Test. After confirming that parametric assumptions were met, paired samples correlation was conducted to assess score consistency across measurements. Finally, the effectiveness of the intervention was tested using the Paired Sample t-Test, which is widely used to evaluate statistically significant differences between two related measurements in intervention research (Indrayanti et.al, 2025).

Result and Discussion

The results of this study examined the effect of the intervention on improving students' self-efficacy. The analysis was conducted by comparing pretest and posttest scores to determine the extent to which the intervention increased students' confidence in completing academic tasks. The data obtained were then analyzed using a t-test to determine the significance of the changes before and after the treatment.
The results of the data analysis can be seen in the table below:

Table 1. Comparative result of Pre-Test and Post-Test Score

	Pre-test		***Post-test***		
Subject	**Score**	**Category**	**Score**	**Category**	**Improvement**
1	78	Low	156	High	78
2	64	Low	168	High	104
3	63	Low	137	Mediun	74
4	95	Mediun	165	High	70
5	97	Mediun	171	High	74
6	81	Low	148	High	67
Average	**79,67**	Low	**157,50**	High	**77,83**

Based on Table 1, the analysis results show a difference between the pre-test and post-test scores. The average pre-test score was 79.67, while the average post-test score was 157.50, with an average increase of 77.83. This indicates an increase in scores from the pre-test to the post-test. The bar chart in the following figure is presented to clarify these results:

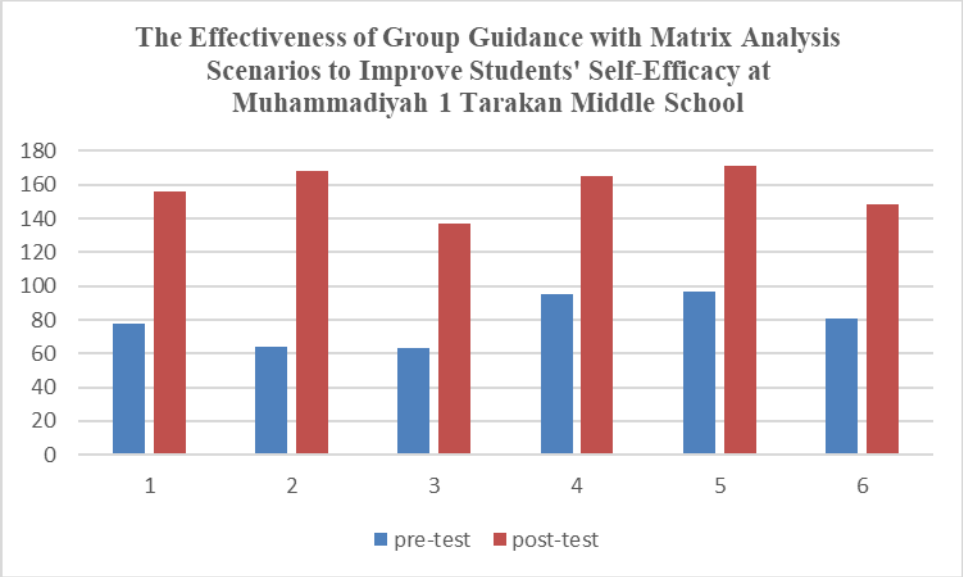

Figure 1. Comparison of pre-test and post-test

Figure 1 shows an increase in students' self-efficacy scores from low and medium to high, indicating the effectiveness of matrix analysis scenario-based group guidance for students at SMP Muhammadiyah 1 Tarakan. Data normality tests were conducted using Shapiro–Wilk through SPSS version 26, which is suitable for a small sample size of six students. Based on the decision-making criteria with a significance level of 0.05, the data were categorized as normally distributed if the significance value was > 0.05, and abnormal if the significance value was < 0.05. The results of the normality test showed that the pre-test and post-test data were normally distributed, thus fulfilling the assumptions for parametric analysis..The results of the normality test conducted by the researcher are presented as follows:

Table 2 Normality test results

Tests of Normality			
	Shapiro-Wilk		
	Statistic	Df	Sig.
Pretest	.894	6	.338
Postest	.928	6	.562
*. This is a lower bound of the true significance.			
a. Lilliefors Significance Correction			

The results of the normality test using the Shapiro–Wilk test showed that the pre-test significance value was 0.338 and the post-test significance value was 0.562, both greater than 0.05, indicating that the pre-test and post-test data were normally distributed. The homogeneity test using ANOVA showed a significance value > 0.05, indicating that the sample data were homogeneous. Thus, the data met the requirements for parametric analysis. (Prayitno, 2022)

Table 3 Homogeneity Test Results

Test of Homogeneity of Variances					
		Levene Statistic	**df1**	**df2**	**Sig.**
Self-Efficacy Result	Based on Mean	.042	1	10	.841
	Based on Median	.038	1	10	.849
	Based on Median and with adjusted df	.038	1	9.950	.849
	Based on trimmed mean	.042	1	10	.841

The homogeneity test results showed a significance value of 0.841 (>0.05), indicating that the research data were homogeneous. This homogeneity ensures that differences in pre-test and post-test results can be attributed to the intervention, not differences in the participants' initial characteristics. Hypothesis testing was conducted using a Paired Sample t-Test using SPSS version 26 on six participants who participated in the matrix analysis scenario-based group guidance. The pre-test was administered before the intervention to measure self-efficacy levels, and the post-test was administered after the intervention to evaluate the changes that occurred.

Tabel 4 Output "Paired Samples Statistics"

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	79,67	6	14,583	5,954
	Post Test	157,50	6	13,126	5,359

Based on table 4, the output results of the "paired samples statistics" above show that the pre-test value obtained an average self-efficacy result or mean of 79.67. Meanwhile, for the post-test value, the average self-efficacy result was 157.60. Meanwhile, for the post-test value, the average self-efficacy result was 157.60. For the Std. Deviation value (standard deviation) in the pre-test was 14.583 and the post-test was 13.126. Finally, the Std. Error Mean value for 5.954 and for the post-test was 5.359.

Tabel 5 Output "Paired Samples Correlations"

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pre Test & Post Test	6	0,539	0,270

Based on Table 5, the "paired samples correlations" output above shows the correlation test, or relationship, between the two data sets, or the relationship between the pre-test and post-test variables. The output above shows a correlation coefficient of 0.539 with a significance value (Sig.) of 0.270. Since a Sig. value of 0.270 is greater than the probability of 0.05, it can be concluded that there is no relationship between the pre-test and post-test variables.This is consistent with Rahmadhani et.al (2024) who stated that if a Sig. value is greater than 0.05, there is no significant relationship between the two variables.

Tabel 6 Output "Paired Samples Test"

Paired Samples Test									
		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre Test - Post Test	-77.833	13.363	5.455	-91.857	-63.810	-14.267	5	.000

The results of the Paired Samples Test indicate a statistically significant improvement in students' self-efficacy after participating in group guidance using scenario matrix analysis. The significance value (2-tailed) of 0.000 ($p < 0.05$) confirms that the null hypothesis was rejected, while the alternative hypothesis was accepted. This finding is further supported by a substantial increase in the mean self-efficacy score from 79.67 (pre-test) to 157.50 (post-test), as well as a large mean paired difference of -77.833. The obtained t-value ($t = 14.267$) exceeded the critical t-table value ($t = 2.571$), indicating a strong intervention effect. Collectively, these results demonstrate that group guidance employing scenario matrix analysis is effective in enhancing the self-efficacy of students at SMP Muhammadiyah 1 Tarakan.

From a theoretical perspective, these findings are consistent with Bandura's social cognitive theory, which posits that self-efficacy plays a central role in regulating human behavior, motivation, and perseverance when facing challenges. Self-efficacy beliefs influence individuals' choices of activities, level of effort, resilience in the face of difficulties, and capacity to recover from failure (Gebresilase et.al, 2025). Empirical studies have also shown that higher self-efficacy is associated with better academic engagement, adaptive coping strategies, and sustained learning motivation (Malik et.al, 2024).

The effectiveness of the scenario matrix analysis in this study can be explained through its alignment with the primary sources of self-efficacy development, particularly mastery experiences and social persuasion. Through structured group discussions, students were guided to identify internal strengths and weaknesses as well as external opportunities and constraints. This analytical process enabled students to actively engage in problem identification, cause–effect analysis, and solution formulation. When students successfully generated realistic strategies and future-oriented scenarios, they experienced mastery experiences that reinforced their belief in their own capabilities.

In addition, the group guidance setting provided a supportive social environment that facilitated vicarious learning and verbal persuasion—two additional sources of self-

efficacy identified by Bandura. Observing peers who faced similar academic or personal challenges and successfully articulated solutions allowed students to model adaptive behaviors. Constructive feedback and encouragement from peers and the counselor further strengthened students' confidence in their ability to make decisions and cope with uncertainty. Previous research confirms that group-based interventions enhance self-efficacy by combining experiential learning with peer support and guided reflection (Purwati et.al., 2024).

The scenario matrix analysis approach itself contributes unique value to the group guidance process. By mapping internal and external factors into four quadrants, students were encouraged to anticipate favorable and unfavorable future conditions and to prepare adaptive responses accordingly. This structured anticipation of uncertainty fosters cognitive readiness, responsibility, and self-regulation—key components closely related to self-efficacy. Gordon (2020) emphasize that scenario matrix analysis enables participants to manage uncertainty and risk through systematic planning, while Aliyah and Adinda (2025) highlight its role in developing self-awareness, social awareness, and responsibility for personal decisions.

Furthermore, the interactive nature of group guidance enhanced group dynamics, which play a crucial role in psychological growth. According to Ting et.al (2022), effective group dynamics provide opportunities for individuals to learn from shared experiences, receive validation, and develop self-confidence in a safe and supportive environment. Rahmayanie & Makaria (2021) also note that group guidance empowers individuals to overcome psychological barriers, strengthen interpersonal skills, and develop confidence in problem-solving. These processes help explain why students in this study demonstrated marked improvements in self-efficacy after participating in the intervention.

Overall, the findings of this study extend previous research by demonstrating that integrating scenario matrix analysis into group guidance services offers a structured, reflective, and future-oriented approach to strengthening students' self-efficacy. Unlike conventional group guidance models that primarily rely on discussion, the scenario matrix analysis actively engages students in strategic thinking and decision-making under uncertainty. This novelty supports its potential application as an effective counseling intervention for junior secondary school students, particularly those experiencing low self-confidence and avoidance of academic challenges.

Conclusion

This study demonstrates that matrix analysis scenario-based group tutoring effectively improves the self-efficacy of students at SMP Muhammadiyah 1 Tarakan. Paired-sample t-test results showed a significant increase in self-efficacy scores, from an average of 79.67 in the pre-test to 157.50 in the post-test ($p < 0.05$), with a mean difference of 77.83. The research data met the assumptions of normality and homogeneity, allowing for valid parametric analysis.

This significant increase in self-efficacy indicates that the tutoring group intervention encouraged students to think critically, recognize their own thought patterns, address logistical issues, and enhance self-awareness and decision-making skills. This process also fostered social interaction, group support, and learning from peer experiences, all of which contribute to stronger self-confidence.

This study is noteworthy because it provides empirical evidence that the use of matrix analysis scenarios in tutoring groups can be an effective strategy for enhancing students' psychological well-being, particularly self-efficacy. These findings have practical implications for teachers, counselors, and educational policymakers in designing

interventions that foster the sustainable development of students' critical thinking skills, self-awareness, and social competence.

Realistically, these findings can be applied to junior high school contexts with small or medium-sized student populations, particularly in group guidance programs that incorporate problem-solving, scenario planning, and psychological reinforcement. This research emphasizes that systematic, scenario-based interventions involving group dynamics can produce tangible changes in students' self-efficacy, positively impacting their academic achievement, behavior, and ability to face future challenges.

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Author Contributions Statement

UA contributed to the research concept, research design, data collection, and analysis and interpretation of the results. LN A played a role in the development of research instruments, data processing, preparation of the research report, and writing of the manuscript. Both authors jointly approved the final version of the manuscript for publication.

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