

### THE EFFECT OF GROUP COUNSELING LOGOTHERAPY APPROACH TO IMPROVE THE *SELF-ESTEEM OF BROKEN HOME* STUDENTS AT SMAN 1 RAMBATAN

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#### **Abstract**

*The problem in this thesis is the low self-esteem of broken home students at SMA N 1 Rambatan. The purpose of this study was to show the effectiveness of group counseling services using the Logo Therapy approach to improve the self-esteem of broken home students at SMA N 1 Rentang. The method used in this research is experimental. The type of design used in this study is a pre-experimental design with the type of one group pre-test-post-test design. The number of population in this study is 21 students with a sample of 7 people with a sampling technique that is propositional sampling. Questionnaire techniques are used to collect the data. Data analysis was carried out by using t-test and N-gain. Based on the results of the t-test analysis, it was found that the alternative hypothesis (aH) was accepted and (oH) was rejected, this means that group counseling with a Logo Therapy approach is effective in increasing the self-esteem of broken home students. However, based on the results of the influence test using N-gain, it was found that the effect of group counseling with the Logo Therapy approach was in the moderate criteria.*

**Keyword : Logo Therapy , Self-Esteem**

#### **I. INTRODUCTION**

*Self-esteem* is a basic need in adolescents, Daradjat (1976 , p.19 ). From every teenager wants to feel the need for his existence which can give a feeling that teenagers are useful, successful, and capable. *Self-esteem* can develop well when a person gets acceptance for himself, attention and a fair amount of appreciation from those closest to him. Students who have high *self - esteem* tend to see themselves as more positive individuals and this will certainly affect not only in academic achievement but also in good relations in the family, school and community environment.

From the explanation above it can be seen that adolescents who have high *self-esteem* can see themselves well , and are able to achieve. Not only that, students who have *high self-steem* are also able to accept themselves positively, students think that their presence is very useful.

To obtain maximum results in self-evaluating, there are several factors that can influence *self-assessment* . According to Ghufron and Risnawita (2016, p.42) there are five factors that can affect *self-esteem* , namely gender, intelligence, physical condition, family environment and social environment.

From the explanation above, there are many factors that can influence student *self-esteem* , one of which is the family environment. This cannot be separated from the role of parents. Parental involvement can have an adaptive function that provides a solid foundation where adolescents can explore and master the wider environment in a psychologically healthy way and buffer adolescents from anxiety and feelings of depression as a result of the transition from childhood to adulthood (Desmita, 2009 , p . 219). Therefore, positive and harmonious family conditions are needed for the development of adolescents, but in reality there are still many families that do not make a positive contribution to adolescent development. So that it causes children to have various kinds of problems that result in low adolescent *self-esteem* .

According to e journal: (Ikbal & Nurjannah 2016, p.39-40) Students with high *self-esteem* will look positively at something that happens. He can understand and accept himself as he is, can absorb all information about himself and none of this information is a threat to him. Conversely, students with low *self-esteem* cannot understand and accept themselves. He not only doesn't want to do something that they think he can't, but also in his mind always brings up negative or irrational information and feelings of fear to try it. The point is that new information about him is almost certainly a cause for anxiety or a sense of threat to him.

From the explanation above, it can be seen that students who have high *self-esteem* will be able to see things well. In contrast to students who have low *self-esteem* , students who have low *self-esteem* tend to be more introverted, they think more irrationally and express more anxiety and fear. e journal ( Fathonah, et al 2020, p.131) said that most students with broken home family backgrounds show low self-esteem from various aspects of self-esteem, such as having low motivation to learn, not confident associating with peers

From the description above, it can be seen that low *self-esteem* often occurs in students whose families experience problems or what is often called a *broken home family*. The results are known from visible symptoms such as studying, socializing and lack of confidence.

In order for *broken home* students to have high student *self-esteem* here, the role of the supervising teacher is demanded. There are many services that tutors can use. One way is to use group counseling services. According to e journal: (Yunita 2020 , p.1 ) , that the importance of group counseling on adolescent *self-esteem* . Group counseling service is a counseling process between a professional counselor and several counsees in a small group at the same time. There are counselors and clients, i.e. "group members"). In group counseling services, efforts are made to create the same atmosphere as in individual counseling, namely warm, permissive, full of openness and intimacy. Where counsees can express and understand each other the problems of group members, explore the causes of problems and efforts to solve problems.

Based on the explanation above, it can be seen that one of the services that can be used to increase *self-esteem* is to use counseling services, namely group counseling. In practice group counseling is expected to alleviate the problems that are in the group.

Implementation of group counseling can also use a variety of approaches. One of them is the logotherapy approach, which is a counseling approach that emphasizes more on freedom of will , the will to mean life and the meaning of life , so in providing counseling services it is more focused on guiding students. in interpreting the life lived. (Jacob, 2014.p 2).

From the description above, it can be concluded that logotherapy approach counseling is a counseling approach that places more emphasis on how an individual can find the true meaning of life. In this case, it's like freedom in doing something and being able to how someone is able to face life's challenges.



Based on the results of observations and interviews on the phenomenon that occurred at Rambatan 1 Public High School, it was found that there were broken home students who had low *self-esteem*. This can be seen from the inability to accept the reality of family conditions, such as divorce between parents, living with grandmother, uncle, other family, or stepparents, parents who often fight, parents who always blame their children and parents who don't care about children, there are even children who hate their parents. In the end, children take it all out by skipping class, often not doing assignments this is done as an escape from the problems they face, they feel that the family does not pay attention to students, so students feel pressured.

## II. RESEARCH METHODS

The method used in this study is a quantitative experimental method. (Suharsimi, 2013, p.207) Experimental research is research that aims to see whether or not there is an effect or impact of a given treatment on the subject. The research design used was Pre-experimental Designs *One-Group Pre-Test-Post-Test* Designs, in which an experimental group was measured for the dependent variable (*pre-test*), then given treatment/trial, treatment, then measurements were made again. The location of this research is SMA Negeri 1 Rbatan. Rambatan 1 Public High School with a total of 21 students in class X who are *Broken Home* with a sample of 7 students who have low *Self-Esteem* in the 2020/2021 academic year. The instrument used is a *self-esteem scale* with the Liker method with a score range of 5, namely always (SL), often (SR), sometimes (KD), rarely (JR), and never (TP). Technical data analysis in this study used a *paired sample t test*.

## III. RESEARCH RESULT

Based on the results of the research that was conducted on 7 students at SMA N 1 Rambatan, the results were obtained

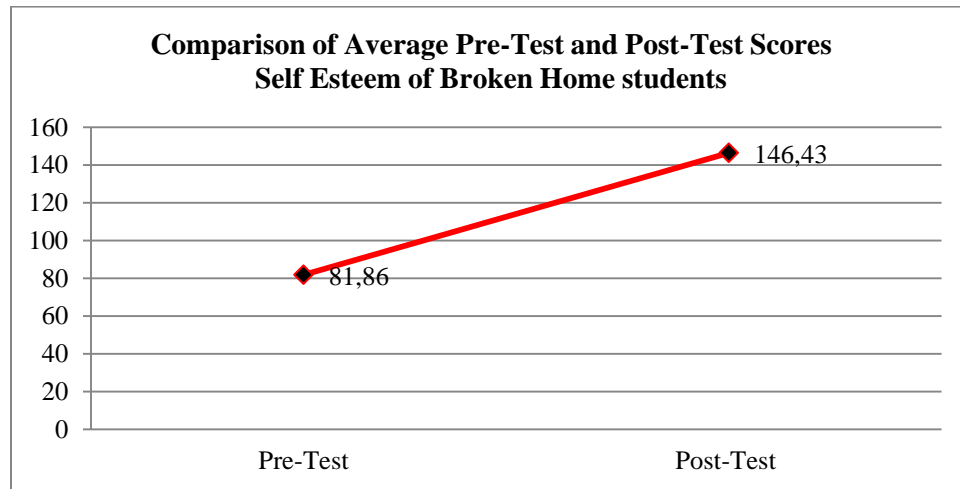
Table 1  
Comparison of Results  
*Pre-Test and Post-Test Broken home student self-esteem*

No	INITIALS	Gender	<i>Pre-Test Data</i>		<i>Post-Test Data</i>		Deficiency
			Score	Category	Score	Category	
1	ID	P	90	Low	160	Tall	70
2	RM	L	80	Low	145	Tall	65
3	SK	P	82	Low	149	Tall	63
4	FJ	L	77	Low	144	Tall	67
5	NR	P	79	Low	150	Tall	71
6	TM	P	76	Low	134	Currently	58
7	SK	P	89	Low	143	Tall	54
Total Score			573		1025		452
Average Score			81.86	Low	146.43	Tall	64.57

From table 1 it can be seen that the results of the comparison before and after being given counseling with the logotherapy approach group can be seen that the *pre-test* t value is 81.86 points in the low category while after the post-test the value is 146.43 points in the high category. It can be interpreted that there has been an increase in student *self-esteem* after being given group counseling with a logotherapy approach.



The total difference between the pre-test and post-test is as follows:



From the picture above it can be seen that the comparison of the scores between the pre-test and post-test of the self-esteem of broken home students, namely, the average result of the pre-test self-esteem score of broken home students is 81.86 points and the average result of the post-test score self-esteem test of broken home students is 146.43 points. So there is an increase in self-esteem of broken home students which is 64.48 after being given group counseling using the logotherapy approach.

Based on the results of data analysis using the paired sample t-test data analysis technique, the results show that the correlation value between the pre-test and post-test has a strong and positive relationship, this can be seen from the calculation results of the paired sample t-test analysis as follows:

**Table 2**  
**T test results**

		Paired Differences		t	df	Sig. (2-tailed)
		95% Confidence Interval of the Difference				
		Lower	Upper			
Pair 1	posttest – pretest	58.75011	70.39275	27,142	6	.000

From the results of table 4.8 above, there is a t test value, namely  $t_0 (27.142) > t_1 (1.943)$  at the 0.05 level. This means that it can be concluded that group counseling with the logotherapy approach is effective in increasing the self-esteem of broken home students. Judging from the significant value of  $0.00 < 0.05$ , which means there is no significant effect between the pre-test and post-test scores.



#### IV. DISCUSSION

Self-esteem is a very important self-evaluation for an individual. Especially when individuals experience family problems such as broken homes. In this case it can cause students to experience many problems in living their lives, especially how students find the meaning of their lives.

This also happened to the students of SMA N 1 Rambatan. Which at this time many students experience broken home families. It can be seen from how they seek their potential and how they interpret their life. Not a few of them found a lot of problems. So with the existence of group counseling research with this logotherapy approach, students can express an attitude of acceptance or rejection and show the extent to which they believe that they are capable, meaningful, successful and valuable.

The analysis in the study was carried out by t-test. From the results of the t test, namely  $t_0 (27.142) > t_t (1.943)$  at the 0.05 level. This means that it can be concluded that group counseling with the logotherapy approach is effective in increasing Broken Home students' self-esteem. The factors that influence the high and low self-esteem are gender, intelligence, physical condition, family environment and social environment.

It can be seen from the N-Gain Test that the highest N-Gain score classification is found in the initial ID with an N-Gain of 63% so that it can be categorized as a moderate level of success. While the lowest score is found in SK's initials with an N-Gain score of 37% so that it can also be categorized as a moderate level of success. These results also illustrate that there is not too much difference in the increase that occurred in each respondent.

As Jacob Daan Engel said in his research (2019: 521) differences in development and spiritual dimensions of the use of the counseling logo intervention program in the experimental group and without the use of the counseling logo intervention program in the control group. This indicates that the development of the counseling logo model is effective as an intervention program in improving women's spiritual low self-esteem.

By holding group counseling with a logotherapy approach, it is hoped that students can find the meaning of their lives, with various problems and problems that arise. Not only that, with group counseling, this logotherapy approach can make students able to accept the conditions that occur to them, so they can determine their life goals.

In line with Jayanti (2019: 4) in her research also found that logotherapy counseling can assist clients in setting their life goals, clients who face frightening difficulties or are in conditions that do not allow them to be active and creative are helped to find the meaning of their lives by how they deal with these conditions. and how he overcomes his suffering. Logotherapy counseling teaches clients to see the positive value of suffering and provides an opportunity to feel grateful for the suffering and problems that are being experienced by clients.

As stated in Erwin Erlangga's research (2017: 6) it can be concluded that group therapy with logotherapy techniques is effective in increasing the acceptance of broken home children in all indicators which include: showing an attitude of acceptance and giving positive feelings, maintaining communication, listening with a clear mind. open to a problem, sincere, accept existing limitations, support and love, love unconditionally.

In line with what Jacob Daan Engel & Lobby Loekmono said in 2018, his research shows that the counseling logo model can increase low spiritual self-esteem among college students

Based on the explanation above, it can be seen that there are many benefits of group counseling with the logotherapy approach, one of which can increase student self-esteem, so group counseling



with the logotherapy approach needs to be socialized to counseling teachers, counselors, psychologists or other social workers or related parties.

## V. CONCLUSION

Based on the results of research conducted at SMA N 1 Rambatan on *Broken Home students* regarding the effectiveness of Group Counseling Logotherapy approach to improve *the Self-Esteem of broken home students* , the results of the t-test analysis showed that the alternative hypothesis ( $H_a$ ) was accepted and ( $H_0$ ) was rejected , this means that group counseling with the logotherapy approach is effective in increasing *Broken Home students ' Self Esteem* . However, based on the results of the effect test using N-gain, it was found that the effect of group counseling with the logotherapy approach was in the moderate criteria.

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