



RAISE THE SPIRIT OF CONFIDENCE IN STUDENTS WHO HAVE MENTALLY WEAK DUE TO INTERNAL FAMILY PROBLEMS

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ABSTRAK

Within the school environment, we encounter various problems faced by students and this becomes a challenge in itself for a teacher, when students have problems that may be faced at home or in the family environment, it really influences the learning process so that there is a decrease in the student's learning outcomes. There are many factors that can influence a student's enthusiasm and self-confidence, problems that arise in them, such as family, economics, parental support, and the incompleteness of one of the student's parents are very influential factors. This research uses a qualitative approach involving students who have experience of internal family problems. In-depth interview techniques were used to understand their perspectives and experiences in more detail. This approach of listening and providing active attention to students has proven effective in helping them feel heard and understood. The emotional support provided by teachers and school staff also has a positive influence in rebuilding students' self-confidence. Interventions involving counseling, social support from teachers, social skills development programs, and building self-identity, have been proven to have a positive impact in increasing students' self-confidence. This research provides valuable insight in raising the spirit of self-confidence in students who experience internal family problems. Strategies such as listening, providing emotional support, establishing positive relationships, engaging in extracurricular activities, and facilitating the development of clear goals can help students

strengthen their self-confidence and overcome the negative impact of internal family problems.

Keywords : *Passion, Confidence, Strategy*

INTRODUCTION

According to the Big Indonesian Dictionary, spirit is the spirit that exists in all creatures or the feelings of the heart, soul and the will to do something. Passion can also refer to a person's strong or strong desire that encourages him to try or do something with the aim of achieving success. Enthusiasm can also mean something that makes or encourages someone to try or do something with full interest (Sari, Amelia, et al., 2019). Motivation from the environment, in this case the teacher, is very influential and is really needed by students (Sari, Surjono, et al., 2019). Motivation is a condition that exists in a person where there is an urge to do something to achieve a goal (Akmaluddin & Haqiqi, 2019), (Mayang Sari et al., 2022). Motivation is the driving force of a conscious effort to influence a person's behavior so that he or she becomes moved to take action to do something so as to achieve certain results or goals. (SYAPARUDDIN et al., 2020).

In the school environment, we encounter various problems faced by students and this becomes a challenge for a teacher, when students have problems that may be faced at home or in the family environment, it really influences the learning process so that there is a decrease in the student's learning outcomes (Musdiani, 2018). There are many factors that can influence a student's enthusiasm and self-confidence. Problems that arise in them, such as family, economics, parental support, and the incompleteness of one of the student's parents are very influential factors (Wisman, 2020). Families have a very important role in forming students' identity and well-being (Dhita Fitriani, Nurwidodo, 2019). However, not all students experience a stable and supportive family environment (Rati et al., 2017). Internal family problems such as interparental conflict, divorce, domestic violence, or difficult economic situations can have a negative impact on students' mental and emotional health. (Orang et al., 2015). One consequence that often occurs is a decrease in students' level of self-confidence.

A strong spirit of self-confidence is an important factor in achieving student academic, social, and emotional success (Anzar & Mardhatillah., 2017). Students who are mentally weak due to internal family problems tend to feel less valuable, less capable, and do not believe in their own abilities. This can hinder their personal development and achievement at school. That's why the role of teachers is very important in reviving students' enthusiasm and

confidence, especially in the school environment so that students can improve their learning outcomes and can even excel in the fields that students are interested in. (Hidayat et al., 2017). The role of the teacher is one of the important things and is in order to determine the future direction of students who have complex internal family problems and it is hoped that the teacher can be a place where these students look for talents or a place to express themselves and can be a place to vent students' disappointments so that teachers can direct students. that to do positive things that can restore the student's self-confidence and so that their academic grades increase and can even achieve achievements.

METHODS

In looking for ways to restore students' enthusiasm and self-confidence, there are many obstacles that teachers will face, including the circumstances or conditions of the environment where the students carry out their daily activities. This research took a sample at PKPU Aceh Besar Middle School, where this school has students who are older and lower middle class and also students who are orphans or orphans so that in daily activities we often encounter students who have problems in diary trust and students who have problems. family so that it influences the learning process and student achievement. This research uses a qualitative approach by involving students who have experience of internal family problems. In-depth interview techniques were used to understand their perspectives and experiences in more detail. Participatory observations were also carried out in the school environment to gain a more comprehensive understanding of social interactions and the influence of the environment on the development of students' self-confidence. It is hoped that this research will produce valuable insight into effective strategies in raising the spirit of self-confidence in students who are mentally weak due to internal family problems. These findings can be used by educators, counselors, and school staff to develop more holistic and targeted approaches to supporting the development of students who face these challenges.

RESULTS AND DISCUSSION

In the world of education, there are many obstacles and challenges for teachers in dealing with students, including students who are less able to receive lessons, bullying, introverts and students who have poor needs, as well as students who are at PKPU Middle School in Aceh Besar, PKPU Middle School is in the sub-district. Mesjid Raya, Aceh Regency is large, where students at this school are mostly in the lower middle class and the jobs of the parents of the students are manual laborers such as brick factory workers, fishermen, farmers, pond guards and only a small portion work as civil servants or civil servants. Private. Economic factors are one of the things that often trigger problems that arise so that they have an impact on students' mental health,

influence the student learning process and student learning outcomes and achievements.

From the sample of students interviewed, it shows that some students cannot express themselves and express the feelings they feel so that the problems faced by students do not have a solution and students are more likely to channel these problems into games or social media which is just an escape. Researchers also found that Some of the students in the sample experienced psychological disorders so they had high levels of allusions and the researchers even found that these students had a feeling of incompatibility with their friends. In this case the researcher took a persuasive approach by giving advice, changing mindsets, so that the student could return to a good social environment without feeling isolated or hurting the student's feelings.

Researchers also found that there were students who had problems so they were often absent from school and the principal called the students' parents but they didn't come, so the teacher, both homeroom teacher and guidance counselor, had to go to the student's house and found that the student was embarrassed to go to school because the student had problems at home. so that their families help parents to work so that teachers call students' parents and provide scholarships and cut administrative funds so that students do not feel embarrassed or afraid to go to school. In this case, the student's parents must coordinate the situation of the family and the student so that the school can make the best decision so that the student can restore the student's sense of self-confidence and not be embarrassed about returning to school on the condition that the student is given an understanding and agreement that the student must pursue the learning and assignments given. tell the teacher if he didn't come to school.

The research results show that there are several strategies that can be effective in raising the spirit of self-confidence in students who are mentally weak due to internal family problems. First, the approach of listening and providing active attention to students has proven effective in helping them feel heard and understood. The emotional support provided by teachers and school staff also has a positive influence in rebuilding students' self-confidence. Interventions involving counseling, social support from teachers, social skills development programs, and self-identity development have been proven to have a positive impact in increasing students' self-confidence.

Establishing positive relationships with students through open communication and mutual respect is also an important factor in strengthening their self-confidence. Involving students in extracurricular activities that match their interests has also proven effective in building their self-confidence and

developing their social skills. Apart from that, raising the spirit of self-confidence in students who are mentally weak due to internal family problems is very important in the context of education and student welfare. Some findings and strategies:

1. Emotional support and psychological assistance
Provide an emotionally supportive environment at school with the help of a school counselor or psychologist. Mentoring or guidance programs that allow students to talk about and understand the internal problems they face.
2. Early knowledge and social knowledge
Develop self-development programs that help students increase their self-confidence, such as social skills training, leadership training, and extracurricular activities that support personal development.
3. Family collaboration.
Involve students' families to understand the situations and challenges students face at home, and find solutions together to provide better support.
4. An open educational approach and support from teachers.
Teachers can play an important role in inspiring students' self-confidence by providing positive feedback, supporting their achievements, and creating an inclusive and supportive classroom environment.
5. Special skills development program.
Help students discover their interests and develop special skills that can increase their self-confidence, such as art, sports, music, or other activities they enjoy.
6. Education about mental health.
Promote a better understanding of mental health among students, teachers and school staff to reduce stigma and create a more inclusive environment for students facing internal family issues.
7. Continuous Research and Education.
Conduct further research to better understand the impact of the various strategies implemented, and continue to carry out evaluations to improve existing programs. In a given context, effective strategies may vary depending on individual student needs. Therefore, it is important to consider a holistic and sustainable approach in helping students who experience mental challenges due to internal family problems.

This research highlights the importance of developing clear and realistic goals for students who face internal family problems. Continuous encouragement and motivation from teachers and school staff is also important in helping students achieve their goals and strengthening their self-confidence.



Figure 1. Scout extracurricular activities



Figure 2. One of the students who managed to rise and win 2nd place in O2SN at the Aceh Besar district level in 2023 at junior high school level.

CONCLUSION

In conclusion, this research provides valuable insight in raising the spirit of self-confidence in students who experience internal family problems.

Strategies such as listening, providing emotional support, establishing positive relationships, engaging in extracurricular activities, and facilitating the development of clear goals can help students strengthen their self-confidence and overcome the negative impact of internal family problems. There are several strategies and approaches that can be used, including emotional support and psychological assistance, early knowledge and social knowledge, family collaboration, an open educational approach and support from teachers, special skills development programs, education about mental health, research and ongoing education. So that we get changes in the attitudes and characteristics of students who previously had problems to become better in terms of learning and achievement.

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