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Enhancing University Students' Self-Awareness Through Group Guidance

Stefanus Lio

Guidance and Counseling Department, Universitas Katolik Widya Mandira, Kupang, Indonesia

Email address:
liostef@yahoo.com

Abstract: Background: Self-awareness is the basic and main capacity of humans to make changes or self-improvements for the better while avoiding behaviors that are detrimental to themselves and others. Therefore, efforts to enhance self-awareness, including group guidance activities, need to be undertaken. Objective: This study aimed to identify the ways in which group guidance enhances university students' self-awareness. Group guidance activities were structured to enhance the self-awareness of university students. Method: This study used a one-group pretest-posttest research design, which involved administering a pretest, treatment, and posttest to a single group. Twelve second-year university students were selected for this study using purposive sampling. Participants were administered the Self-Awareness Scale to measure their level of self-awareness before and after the intervention. The group underwent five weeks of group guidance activities, with one session per week. Data analysis was performed using descriptive statistics of mean and standard deviation for the research questions, while the Wilcoxon signed-rank test was used to analyze the data and determine the effectiveness of group guidance in enhancing students' self-awareness. Results: Data analysis revealed a significant difference in the mean scores of self-awareness between the pre-test and post-test ($p = 0.002 < 0.05$), indicating that the implementation of group guidance effectively enhanced university students' self-awareness. Conclusion: Thus, this study proved that group guidance can be an effective method for enhancing students' self-awareness.

Keywords: Group Guidance, University Students, Self-Awareness

1. Introduction

Self-awareness is a fundamental capacity that underlies the growth and development of individuals [1, 2]. Previous studies have demonstrated that self-awareness enables individuals to develop self-evaluation, self-knowledge, self-regulation, and social knowledge, and to avoid destructive behavior [3]. Erden, further explained that self-awareness can assist individuals in developing positive self-regulation and building healthy interpersonal relationships with others [4]. Meanwhile, Sutton views self-awareness as both a means to reduce psychological stress and a way to develop toward psychological health. In other words, self-awareness is both a tool and a goal [5].

Self-awareness is also important in building more effective team functions and performance because it must be recognized that individuals who work in a team are unique individuals with different capacities of knowledge, skills,

attitudes, beliefs, and dispositions [6]. The self-awareness built here is self-awareness as a team so that each individual does not fight to win personal desires and interests but instead fights for common interests.

In addition, according to Flavian, high self-awareness of the learning process can help students increase motivation and responsibility in learning, self-evaluation, and academic achievement [7]. Wulandari stated that self-aware students are highly motivated to be disciplined and responsible for completing their studies promptly with good results [8]. This means that self-awareness evokes an understanding in the student concerned that discipline is important for his good and success. Thus, self-awareness is the motive that creates discipline [9-12]. Larasati and Sugiasih revealed that students who have good self-awareness will think before acting about the consequences and impacts that will occur to them if they

procrastinate on an assignment or job [13]. This shows that self-awareness is significantly correlated with student academic procrastination.

Conversely, individuals who have a low level of self-awareness tend to make decisions that bring inner turmoil because they are based on meaningless things [14]. Moreover, people who are without self-awareness, are unable to understand other people's perspectives, are unable to exercise self-control, are unable to achieve creatively, or experience pride and high self-esteem [15]. According to Widiatmoko and Ardini one of the characteristics of people who have low self-awareness is that they are unable to develop self-control skills or self-monitoring optimally [16]. They mentioned that some student behaviors indicated low self-awareness, such as the behavior of ignoring teaching and learning activities, being late, violating school rules, neglecting duties and obligations as a student, lack of empathy for family life difficulties, ignoring priority scales, and low commitment to achieve or achieve goals.

Gunawan and Wulandari also found several student behaviors that characterize low self-awareness, namely their inability to understand themselves with all their strengths, weaknesses, interests, and desired choices [17]. The behaviors in question are impolite in language, not respecting each other, lack of energy in learning, not doing assignments given by the teacher on time, leaving class lessons, and no initiative to clean up trash in class.

Meantime, Anisah et al. highlighted the low self-awareness of students which is understood as their inability to understand their own emotions to take an action or act to maintain cleanliness or respond to conditions on campus [18]. They found the attitudes and behavior of most students did not pay attention to the cleanliness of the environment around them, instead, most students threw garbage out of place. They even noted that the level of student self-awareness regarding the cleanliness of the campus environment was mostly at a moderate level (70.87%), followed by a low level (15.04%) and a high level of 14.07%.

As a lecturer, I observed certain phenomena on campus that indicate low self-awareness and personality incompetence among some students. I also conducted interviews with several other lecturers who teach in the Music Education Department and collected data on these behaviors. Some of the behaviors we have observed include: talking loudly in front of the lecture hall, being undisciplined when attending lectures or frequently arriving late, failing to collect individual and group assignments on time, frequently missing lectures; making noise in classrooms by singing or playing musical instruments, failing to maintain campus cleanliness by leaving trash out place, scribbling or writing on lecture chairs-disposing of trash such as tissues and food scraps out of place, scribbling or writing on a lecture chairs/desks, and dressing inappropriately (e.g., wearing torn trousers and earrings or ear ornaments for men, or not wearing a shirt with a collar).

According to the researchers, the attitudes and behavior described above showed that students of the music education department were not yet aware of and do not understand themselves as students who are preparing to become teachers or educators, who act as role models and good examples for students later. They should have built and even had an understanding of themselves that as prospective teachers, they not only know and are skilled at playing music, singing, and dancing but also must have personality competence.

In other words, students must have self-awareness of their personal choice to become future teachers or lecturers in the arts, and not pure artists who are ready to work and create through their musical skills. This means that students who choose this study program must direct themselves towards the goal of becoming a teacher, not only learning to acquire knowledge and skills in the arts as a preparation for them to become teachers later (professional competence) but must also have other qualities, namely personality competence. Personal competence in question includes things such as having an awareness of living together in diversity; having a democratic, tolerant, and ethical artistic attitude; and having awareness and behavior as highly educated citizens who are religious, democratic, and intelligent [19].

In addition, student personality incompetence behavior occurs because music education study program students lack awareness of their status as a student and their existence in an academic environment (campus/university) with all the rules and regulations. The Widya Mandira Catholic University of Kupang already has five disciplines as guidelines for developing student personality, namely administrative discipline, lecture discipline, environmental discipline, dress regulation, and social interaction [20]. If they have self-awareness of the values contained in the university's code of conduct, then attitudes and behaviors that damage or harm themselves, others, and the campus environment can be prevented or avoided.

In the opinion of researchers, awareness of student identity is certainly not only related to awareness of their intellectual abilities but can also be associated significantly with physical conditions and financial or family economic capabilities. Physically, a student needs to be aware of his physical condition so that he can behave correctly both through preventive and curative measures so that he can stay healthy. Good physical health can help him to follow the whole learning process well. Financially, a student needs to always be aware of his financial condition and the economic status of the family that supports his studies. Thus, he can manage his finances properly and correctly. If a student knows and understands his qualities or intellectual abilities, understands his physical condition well, and is aware of the economic or financial conditions of his family, he will have the motivation and encouragement to seek and find the best ways to develop existing potential and capacities and overcoming his weaknesses and limitations responsibly to achieve his life's dreams. This self-awareness relates to students' ability to understand themselves with all their strengths and

weaknesses as well as the ability to set life and career goals appropriately.

Furthermore, the self-awareness that students of the music education department should have is awareness of the social environment on campus. This awareness is related to the student's ability to maintain a balance between the demands of personal needs and shared needs as well as the ability to develop self-control and respond to stimuli or circumstances appropriately. In this context, the self-awareness of music education department students is confronted with the demands and needs of students from other study programs in the vicinity or adjacent to the use of classrooms because they are located in the same building or complex so that all forms of freedom of expression can be controlled. According to Frankl, every form of freedom is bound by certain limitations. The individual is never free from requirements, but he is free to take a stand against these limitations and is responsible for his decisions [21]. Frankl even says that freedom can and will decline if there is no equal recognition of personal responsibility [22].

Realizing how essential self-awareness is for human growth and development, attention should be paid to efforts to increase each individual's self-awareness. This needs to be done using various techniques and approaches as intervention. One of the approaches used is group guidance. Group guidance provides beneficial information to several people at once, instead of repeatedly explaining the concept to each person individually. This offers the group leader a more efficient way to educate and allows individuals t to interact with others facing similar issues.

Studies of various literatures in this decade show that not too many studies have been conducted using group guidance methods to increase individual self-awareness. Nonetheless, researchers found a very view literature those talks about the effectiveness of the group guidance approach to increase self-awareness [23, 24]. Therefore, researchers in this study, try to apply group guidance methods to enhance the self-awareness of university students. So, this study aims to investigate the effectiveness of group guidance in enhancing university students' self-awareness.

2. Method

This study employed the one-group pretest-posttest research design, which involves administering a pretest, a treatment, and a posttest to a single group [25]. The population for this study consisted of 95 university students majoring in Music Education at the Catholic University of Widya Mandira, Kupang. Purposive sampling was used to select 12 students who had moderate levels of self-awareness. The data collection instrument for this study was a researcher-made questionnaire titled the Self-Awareness Scale, which consists of 26 items and uses a 4–point Likert scale ranging from "very inappropriate" (1) to "very appropriate" (4). The validity test for the instrument showed that all items were valid (0.785), while the reliability test showed that Cronbach's Alpha for this scale was reliable (0.880). The data analysis involved descriptive statistics, including mean and standard deviation, to answer the research questions. Additionally, the *Wilcoxon Signed Ranks Test* was used to analyze the data and assess the effectiveness of group guidance in enhancing students' self-awareness. The data were analyzed using IBM SPSS Statistic version 20 for Windows.

3. Results and Discussion

Based on the data in Table 1 and Table 2, it can be seen that there is a significant difference in student self-awareness before and after being given treatment in the form of group guidance services where ten participants experienced a significant increase in their self-awareness scores, moving from 'average' to the 'high' category. However, two participants (C9 and C10) did not experience a significant change in their scores, remaining in the 'average' category despite a slight increase. This indicates that group guidance services can increase student self-awareness.

***Table 1.** Description of Student Self-Awareness Pretest and Posttest.*

Num.	Respondents	Pre-Test	Category	Post-Test	Category
1	C1	76	average	78	high
2	C2	74	average	91	high
3	C3	74	average	87	high
4	C4	75	average	92	high
5	C5	75	average	90	high
6	C6	76	average	78	high
7	C7	77	average	89	high
8	C8	72	average	84	high
9	C9	72	average	77	average
10	C10	71	average	74	average
11	C11	76	average	80	high
12	C12	75	average	79	high

The data on the results of the self-awareness pretest and posttest of each student above can be made in a summary as shown in table 2 below:
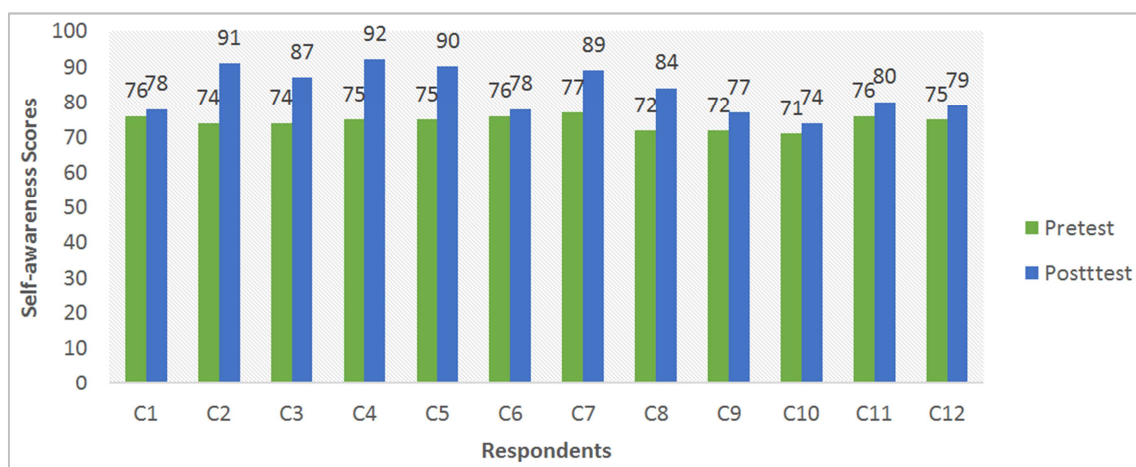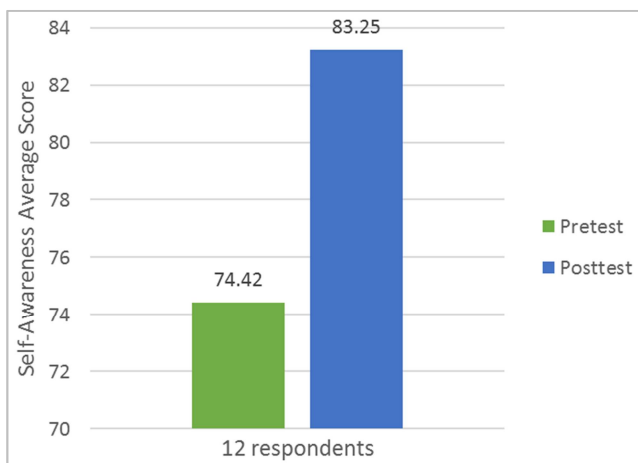
Table 2. *Summary of Student Self-Awareness Pretest and Posttest.*

Score Intervals	Category	Pretest		Posttest	
		F	%	F	%
78 - 104	high	0	0	10	83,33
52 - 77	average	12	100	2	16,67
26 - 51	low	0	0	0	0
Jumlah		12	100	12	100

See changes in the pretest and post-test scores of each student's self-awareness and the average score can be seen in Figures 1 and 2 below.

Table 3. *Average Pretest and Posttest Student Self-Awareness Results.*

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	83,25	12	6,312	1,822
	Pretest	74,42	12	1,881	,543

Figure 1. *Differences in Self-Awareness Pretest and Posttest Scores for Each Student.*

Figure 2. *Differences in the Average Scores of Pretest and Posttest Control Group Students' Self-awareness.*

Based on the results of the pretest and posttest of students' self-awareness (Table 4), a different test was carried out using the Wilcoxon Test analysis technique. This test was conducted to determine differences in student self-awareness pretest scores and posttest scores. The results are as follows:

Table 4. *The results of the Pretest and Posttest of Student Self-Awareness Different Tests.*

	Posttest - Pretest
Z	-3,064[b]
Asymp. Sig. (2-tailed)	,002
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Based on table 4, the results of the pretest and posttest of student self-awareness scores show that the test results obtained for the Wilcoxon Signed Ranks Test, namely Z count of -3.064 with a significance of 0.002 which is smaller than 0.05, can be concluded that there is a significant difference between the pretest scores and posttest scores on student self-awareness scales. These results suggest that group guidance can be an effective method for enhancing student self-awareness.

Based on the analysis conducted, it was found that there was a significant difference between student self-awareness before and after receiving group guidance services, where the average student self-awareness score increased. This is because through this service students gain enlightenment and a re-understanding of their status as prospective teachers or educators so that they can develop attitudes and behaviors

that are appropriate or adaptive and responsible in carrying out their lecture assignments and living together within the campus environment, through material topics conveyed by researchers to them and discussed with them in groups.

Gibson dan Mitchell define group guidance as a planned and organized activity that focuses on providing information or experiences to prevent problems from arising, and to help individuals make more precise life plans and decisions [26, 27]. It was explained that group guidance activities are commonly used in school environments as they have been shown to help students in various ways [28], including improving self-concept [29], correcting inappropriate behavior [30], increasing assertiveness to prevent drug abuse [31], improving motivation and reducing truancy [32].

In addition, group guidance activities can also improve student manners when talking to peers [33], improve student empathy through socio-drama techniques [34], or increase students' self-efficacy and career outcome expectations through role-playing techniques [35]. According to Nurhidayati, group guidance services with problem-solving techniques can increase students' understanding of time management when they experience difficulties or problems related to managing time independently [36]. Meanwhile, Wahyuni et al. revealed that group guidance can also increase the maturity of students' career choices [37]. Likewise found by Pranoto et al. that group guidance with self-regulation techniques can increase student learning motivation [38].

The group guidance given to students in this study began with a discussion of the topic of the roles, duties, and competencies of a teacher, especially personality competencies. Through this topic, students gain knowledge and understanding of how a teacher should present his/her qualities and personality. The students revealed that through group guidance they began to realize and understand the personality competencies that must be owned and lived by a person including responsibility and dressing politely and neatly.

In addition, some argue that group guidance activities have raised their awareness and understanding of the proper and correct ways of behaving as a student on campus by referring to university rules, including orderly lectures, an orderly environment, and orderly dress. Some say that through programmed group guidance services when discussing the topic of self-control over stimuli and maintaining a balance between personal needs and shared needs, they gain enlightenment and understanding about the importance of respecting the interests of others and avoiding selfish attitudes when expressing personal freedom. For example, when there is a desire or urge to practice singing or playing the guitar in the classroom or hallway, he realizes that there are other students attending lectures, so he cancels his intention or looks for a safer place and does not disturb other people to sing or play guitar. Thus, he can control himself well in doing something and is also able to maintain a balance between fulfilling personal needs and others' needs.

This is in line with the group goals of carrying out cognitive and behavioral changes, as cited by Yusop et al. [29]. Moreover, Yusop et al. also confirmed that group activities are believed to be able to initiate change in individuals [29]. Thus, this study supports that the purpose of group guidance is not only to disseminate information and discussion but also to take preventive measures [39].

So, in summary, it can be said that the group guidance services provided in this study, not only add insight or understanding to students but also contain efforts to assist students in developing good character and personality as student teacher candidates. Because the understanding provided in group guidance can be seen as a form of feedback that allows individual students to reflect and develop and live new values and standards of behavior in their self-awareness. Feedback makes them more aware of their attitudes and behavior [40]. According to Savitri, receiving feedback from others is a great opportunity to grow and increase self-awareness [41]. Thus it can be concluded that group guidance services can increase student self-awareness.

4. Conclusion

Self-awareness is the basic and main capacity that humans have to make changes or self-improvements for the better while avoiding behaviors that are detrimental to themselves and others. Therefore, efforts to increase self-awareness, including group guidance activities, need to be undertaken. The results show that group guidance was effective in enhancing students' self-awareness in the music education department.

Although satisfactory results were obtained for the effectiveness of group guidance in enhancing students' self-awareness, this study had several limitations, as expected in every study. The primary limitation of the current study was the size of the sample collected from a small population in a single department using quantitative research methods. It is unlikely that our findings, drawn from a small population, reflect the results of all students at the university. Therefore, future studies should expand the population of collecting data from other departments within the same faculty, and at the level of a wider population, diversity should be recommended to obtain accurate and acceptable results. Moreover, for further research, it is important to consider the cultural background and demographic characteristics of participants. In other words, this research will be more informative if the researcher adds more variables (such as culture and demographics) are added to further research.

Conflict of Interest

All the authors do not have any possible conflicts of interest.

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