

The Effect of Classical Guidance Using the “Self Dev” Podcast Media on the Self-Confidence of Grade XI Students at SMA Negeri 18 Medan

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ABSTRACT

Self-confidence is an essential aspect of adolescent development; however, most students at SMA Negeri 18 Medan are still categorized as having a moderate level of self-confidence. Classical guidance services can help enhance students’ self-confidence, yet conventional media are often perceived as less engaging by students. Therefore, this study employed the “Self Dev” podcast as an alternative medium that is interactive and easily accessible. The aims of this study were to describe students’ self-confidence and to examine the effect of classical guidance services using podcast media on students’ self-confidence. The research method used was a quasi-experimental design with a Control Group with Active Intervention. The research population consisted of 175 students, while the sample was selected using purposive sampling, involving 70 students divided into an experimental group and a control group. The research instrument was a self-confidence questionnaire covering four aspects: belief in one’s own abilities, courage in facing challenges, self-acceptance, and feelings of being worthy of appreciation, adapted from Alkhaldi et al. (2021). Of the 50 questionnaire items, 39 were declared valid; after a re-validation process, 30 items were retained with high reliability (Cronbach’s Alpha = 0.896). The prerequisite analysis indicated that the data were normally distributed and had homogeneous variances. The results of the independent samples t-test showed a significant increase in self-confidence in the experimental group compared to the control group ($p = 0.048$; mean difference = 2.342). Thus, it can be concluded that classical guidance using the *Self Dev* podcast by Andreas Bordes is effective in improving students’ self-confidence.

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Introduction

According to Walgito and Surya, adolescence is a critical transitional period from childhood to adulthood, during which self-confidence becomes a crucial personality aspect in determining the direction of individual development and serves as a driving force in shaping attitudes and behaviors (Rais, 2022). Meanwhile, Thursan defines self-confidence as an individual’s belief in their own potential, which enables them to achieve life goals (Geovany Ginting, 2023). Angelis further explains that self-confidence is formed through personality development, an understanding of one’s strengths and weaknesses, life experiences, and a strong determination to achieve goals (Marta Dewi & Supriyo Suharso, 2013). According to Al-Rifai, self-confidence encompasses four main aspects: belief in one’s own abilities, courage to face challenges without fear, self-acceptance as one truly is, and a sense of being worthy of appreciation by others (Alkhaldi et al., 2021).

To foster students’ self-confidence, continuous support from Guidance and Counseling teachers is required through classical guidance services. This service represents a form of assistance provided to groups of students with the aim of developing their potential and offering positive support (Nurihsan, as cited in Aulia et al., 2021). In addition, classical guidance functions to maintain students’ psychological well-being and assist them in dealing with various personal and social problems (Rohmah et al., 2021).

Through classical guidance, students are able to share experiences, broaden their perspectives, and receive direct feedback from GC teachers who act as facilitators (Nurohmah et

al., 2024). However, the effectiveness of this service largely depends on the media used. Monotonous media are often perceived as less engaging by students; therefore, innovations that are more adaptive to technological developments are necessary. Digital media such as podcasts are considered relevant due to their flexibility and ease of access (Wiantisa et al., 2022). Moreover, this medium enables the guidance process to become more engaging and communicative in supporting students' self-development (Fadhilah et al., 2022). Podcasts also create a relaxed, interactive, and inspirational learning atmosphere, which aligns with the characteristics of today's digital generation (Taopik Hidayat et al., 2024).

In this context, the present study employs the "Self Dev" podcast developed by Andreas Bordes as a medium in classical guidance services. The selection of this podcast is based on its strong appeal to students as well as its potential to enhance engagement and self-reflection during the guidance process. This approach expands the scope of guidance and counseling services, which are no longer limited to face-to-face classroom interactions but can also be accessed independently through digital platforms. Consequently, the services become more interactive, flexible, and relevant to the needs of contemporary learners. This study, entitled "The Effect of Classical Guidance Using the 'Self Dev' Podcast Media on the Self-Confidence of Grade XI Students at SMA Negeri 18 Medan," aims to describe students' self-confidence and to examine the effect of podcast-based classical guidance services on improving their self-confidence. The findings of this study are expected to provide theoretical contributions by expanding insights into the use of digital media in classical guidance, as well as practical benefits for guidance counselors, schools, students, and researchers in designing innovative, relevant, and digitally responsive guidance and counseling services.

Method

This study employed a quasi-experimental method using an Active Control Group Design, in which both the experimental and control groups received interventions through different media. The research population consisted of all Grade XI students of SMA Negeri 18 Medan, totaling 175 students. The sample was selected using purposive sampling, with Class XI Bio-1 (35 students) assigned as the experimental group and Class XI Bio-2 (35 students) as the control group.

The research data were collected through observation and a self-confidence questionnaire adapted from Alkhaldi, Alkhutaba, and Al-Dalah (2021) in the journal article "Building a Self-Confidence Scale Based on Item Response Theory for High School Students in Jordan." The instrument measured four main aspects: belief in one's own abilities, courage in facing challenges, self-acceptance, and a sense of being worthy of appreciation. Validity testing was conducted using the Product Moment correlation technique, while reliability was examined using Cronbach's Alpha. The obtained data were analyzed using descriptive and inferential statistics, including t-tests to compare pretest and posttest results, as well as effect size calculations to determine the magnitude of the effect of podcast-based classical guidance services on students' self-confidence.

Result and Discussion

Results

The results of this study describe the level of self-confidence among Grade XI students of SMA Negeri 18 Medan before and after the implementation of classical guidance services based on the "Self Dev" podcast media. The data were obtained from pre-test and post-test results administered to both the experimental and control groups prior to and following the implementation of the guidance services.

1. Pre-Test Results of the Experimental and Control Groups

These data were obtained from the pre-test administered to the experimental and control groups before the implementation of the intervention. This stage aimed to determine the initial condition of students' self-confidence levels prior to receiving the treatment.

Based on descriptive analysis conducted using the SPSS program, the minimum, maximum, mean, and standard deviation values for each group were obtained, as presented in the following table.

Table 1. Descriptive Statistics of Pre-Test Scores.

	Exsperiment	Control
N	35	35
<i>Minimum</i>	75	80
<i>Maximum</i>	99	98
<i>Mean</i>	87	90
<i>Std. Deviation</i>	5	5

Based on the table above, the mean initial self-confidence score of students in the experimental group was 87, while that of the control group was 90. This indicates that the initial levels of self-confidence in both groups were relatively comparable, making them appropriate for further comparison in subsequent stages of the analysis. To obtain a more detailed overview of the distribution of students' self-confidence levels in the experimental group prior to the implementation of the guidance service, the following description is presented.

Table 2. Pre-Test Data of the Experimental Group

Category	Score Interval	F	%
X < 82	Low	4	11 %
82 ≤ X < 93	Moderate	26	75 %
93 ≤ X	High	5	14 %
Total		35	100

Based on the table above, it can be observed that the majority of students in the experimental group were in the moderate category, totaling 26 students (75%) out of 35 respondents. Meanwhile, 5 students (14%) were classified in the high category, and 4 students (11%) fell into the low category.

In contrast, the distribution of students' initial self-confidence levels in the control group is presented as follows:

Table 3. Pre-Test Data of the Control Group

Category	Interval	F	%
X < 85	Low	7	20 %
85 ≤ X < 95	Moderate	21	60 %
95 ≤ X	High	7	20 %
Total		35	100

Based on the table above, it can be seen that the majority of students in the control group were classified in the moderate category, totaling 21 students (60%) out of 35 respondents. Meanwhile, 7 students (20%) were categorized as having high self-confidence, and another 7 students (20%) were in the low category.

2. Post-Test Results of the Experimental and Control Groups

After the implementation of the guidance services, both the experimental and control groups were administered a post-test questionnaire to examine the extent to which students' self-confidence levels changed following the intervention.

Based on the descriptive analysis conducted using the SPSS program, the minimum, maximum, mean, and standard deviation values for each group were obtained, as presented in the following table.

Table 4. Descriptive Statistics of Post-Test Scores

	Exsperiment	Control
N	35	35
<i>Minimum</i>	86	85
<i>Maximum</i>	105	102
<i>Mean</i>	97	95
<i>Std. Deviation</i>	5	4

Based on the table above, it can be observed that the mean self-confidence score of students in the experimental group after receiving the intervention reached 97, while the mean score of the control group was 95. These results indicate an increase in self-confidence levels in both groups; however, the experimental group demonstrated a greater improvement compared to the control group. This finding suggests that classical guidance services based on the "Self Dev" podcast media had a positive effect on enhancing students' self-confidence.

To provide a more detailed overview of the distribution of students' self-confidence levels in

the experimental group after the implementation of the guidance services, the following table is presented.

Table 5. Post-Test Data of the Experimental Group

Category	Interval	F	%
$X < 92$	Low	5	14 %
$92 \leq X < 101$	Moderat	22	63 %
$101 \leq X$	High	8	23 %
Total		35	100

Based on the table above, it can be seen that the majority of students in the experimental group were classified in the moderate category, totaling 22 students (63%) out of 35 respondents. Meanwhile, 8 students (23%) were categorized in the high category, and 5 students (14%) were in the low category. The distribution of post-test self-confidence levels in the control group is presented as follows.

Table 6. Post-Test Data of the Control Group

Category	Interval	F	%
$X < 90$	Low	6	17 %
$90 \leq X < 99$	Moderate	22	63 %
$99 \leq X$	High	7	20 %
Total		35	100

Based on the table above, it can be observed that the majority of students in the control group were classified in the moderate category, totaling 22 students (63%) out of 35 respondents. Meanwhile, 7 students (20%) were categorized in the high category, and 6 students (17%) were in the low category.

3. Hypothesis Testing Results

Hypothesis testing was conducted using an Independent Samples t-test to determine the effect of classical guidance services using the "Self Dev" podcast media on the self-confidence of Grade XI students at SMA Negeri 18 Medan.

Table 7. Results of Hypothesis Testing

Group	T-test For Equality Of Means				
	t	df	Sig(2-Tailed)	Mean Difference	Std.error Difference
<i>Pre-Test</i>	-2.154	68	0.35	-2.62857	1.22008
<i>Post-Test</i>	2.013	66.482	0.48	2.34286	1.16399

Based on the table above, the results of the t-test at the pre-test stage show a Sig. (2-tailed) value of $0.35 > 0.05$, indicating that there was no significant difference between the experimental and control groups prior to the intervention. In contrast, the post-test results yielded a Sig. (2-tailed) value of $0.048 < 0.05$, which indicates a significant difference between the two groups after the implementation of the guidance services. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. It can be concluded that classical guidance using the "Self Dev" podcast media has a significant effect on the self-confidence of Grade XI students at SMA Negeri 18 Medan.

4. Effect Size Results

To determine the magnitude of the effect of podcast-based classical guidance services on students' self-confidence, the effect size was calculated using Cohen's d formula.

Based on the calculation results, a Cohen's d value of 0.66 was obtained, indicating that the effect of classical guidance using the "Self Dev" podcast media falls within the moderate effect size category. This finding suggests that the intervention had a meaningful impact on improving the self-confidence of Grade XI students at SMA Negeri 18 Medan. These results further reinforce the findings of the previous t-test analysis, which demonstrated a significant difference between the experimental and control groups. Therefore, it can be concluded that the use of the "Self Dev" podcast media is effective in enhancing students' self-confidence.

Discussion

This study aimed to examine the effect of classical guidance services using the "Self Dev" podcast media on the self-confidence of Grade XI students at SMA Negeri 18 Medan. The service was developed to address the issue of low student self-confidence identified during the initial assessment stage. Through the use of podcast media, the guidance process was expected to become more engaging, flexible, and relevant to the characteristics of the digital generation, which tends to be more responsive to audio media and internet-based technologies.

Overall, the results of the analysis indicate an increase in self-confidence scores in the experimental group after participating in podcast-based guidance services compared to the control group, which received conventional methods. This finding suggests that podcast media can strengthen the developmental and understanding functions of classical guidance services by facilitating a more personal and reflective learning experience.

The improvement in students' self-confidence was influenced by several factors. First, the "Self Dev" podcast provides a flexible, reflective, and inspirational learning experience, allowing students to access guidance messages anytime and anywhere. These characteristics enable students to more easily internalize the positive values conveyed through audio narratives (Yarisda, 2025). Second, the communicative podcast content, which is relevant to adolescents' lived experiences, helps students recognize their personal potential and fosters confidence in their own abilities (Kyandaru, 2024).

According to Mayer (2005, as cited in Rahma Putri et al., 2025), presenting information through multimedia formats such as podcasts enhances learners' comprehension, motivation, and emotional engagement. This view is consistent with Al-Ghaffar et al. (2022), who argue that media in guidance services function to stimulate learners' thoughts, emotions, and attention in order to encourage positive behavioral change. In this context, podcasts serve as guidance media that integrate cognitive, affective, and behavioral dimensions.

These findings are supported by previous studies. Research conducted by Azhari, Hidayat, and Suherman at SMP Mutiara 4 Bandung found that podcasts were feasible for enhancing students' self-confidence, with a feasibility level of 93.19%. Similarly, a study by Aplyanti Kartika Dewi et al. at MINU Waru II Sidoarjo demonstrated that podcasts were effective in improving students' speaking confidence and active participation. Furthermore, Ramadhani and Nuraeni (2023) reported that listeners of the "Self Dev" podcast exhibited higher levels of motivation and self-development compared to non-listeners.

From a psychological perspective, Lauster (2003) emphasizes that self-confidence is a belief in one's own abilities, reflected in the courage to act, calmness in facing challenges, and self-acceptance (Azhari et al., 2023). Hakim (2002) adds that self-confidence is formed through an understanding of one's strengths and weaknesses, as well as life experiences that enhance adaptive abilities (Amri et al., 2018). Media such as podcasts function as external stimuli that support the development of these aspects through cognitive (knowledge), affective (positive emotions), and behavioral (observable actions) effects (Fildzah Jonerd Ramadhani & Reni Nuraeni, 2023).

According to Anggraini (2020), classical guidance services aim to help students develop their potential and fulfill personal, social, and academic developmental tasks. Winkel (2015) and Purwoko (2018) further emphasize that these services serve preventive and developmental functions. Therefore, digital media-based services such as podcasts are appropriate for both maintaining and enhancing students' self-confidence (Ilham Syahputra & Danni Rossada, 2024).

In addition, differences in self-confidence based on gender were identified, with male students demonstrating higher levels of self-confidence than female students in both the experimental group (27% in the high category) and the control group (24%). This finding aligns with previous studies by Fatma (2015), Lisyanto (2016), and Sticker and Rocker (2016), which suggest that males tend to exhibit higher self-confidence due to social and cultural influences (Marsiwi et al., 2023).

Overall, the findings of this study address the issue of low student self-confidence at SMA Negeri 18 Medan by demonstrating that the implementation of podcast-based classical guidance services using the "Self Dev" podcast effectively enhances students' self-belief, courage in facing challenges, self-acceptance, and feelings of being worthy of appreciation by others. The podcast proved to be a medium that is not only engaging and easily accessible but also capable of stimulating deep self-reflection through motivational and inspirational messages. From a practical

perspective, these results indicate that school counselors can optimize digital technology as a supportive tool to deliver guidance services that are more adaptive to the characteristics of modern learners.

From the perspective of science and technology development, this study broadens the understanding of digital media integration in guidance and counseling services and provides empirical evidence that podcasts can be utilized as a pedagogical innovation to strengthen students' psychological attributes. These findings not only contribute to improving the effectiveness of school guidance and counseling services but also encourage a transformation toward technology-based guidance practices that are humanistic, participatory, and contextualized to the needs of society in the digital era.

Conclusion

The results of this study indicate that the use of the "Self Dev" podcast media in classical guidance services has a significant effect on improving the self-confidence of Grade XI students at SMA Negeri 18 Medan. Students in the experimental group demonstrated a greater increase in self-confidence scores compared to those in the control group, particularly in the aspects of courage in facing challenges and belief in their own abilities. These findings provide evidence that podcasts are effective guidance media that are engaging, flexible, and relevant to the characteristics of contemporary learners. The implementation of digital media such as podcasts has a positive impact on student engagement, promotes reflective learning, and strengthens the role of guidance and counseling teachers in delivering adaptive and innovative services. Therefore, podcasts are worthy of further development as alternative guidance media to support the enhancement of self-confidence and students' personal development in the digital era.

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